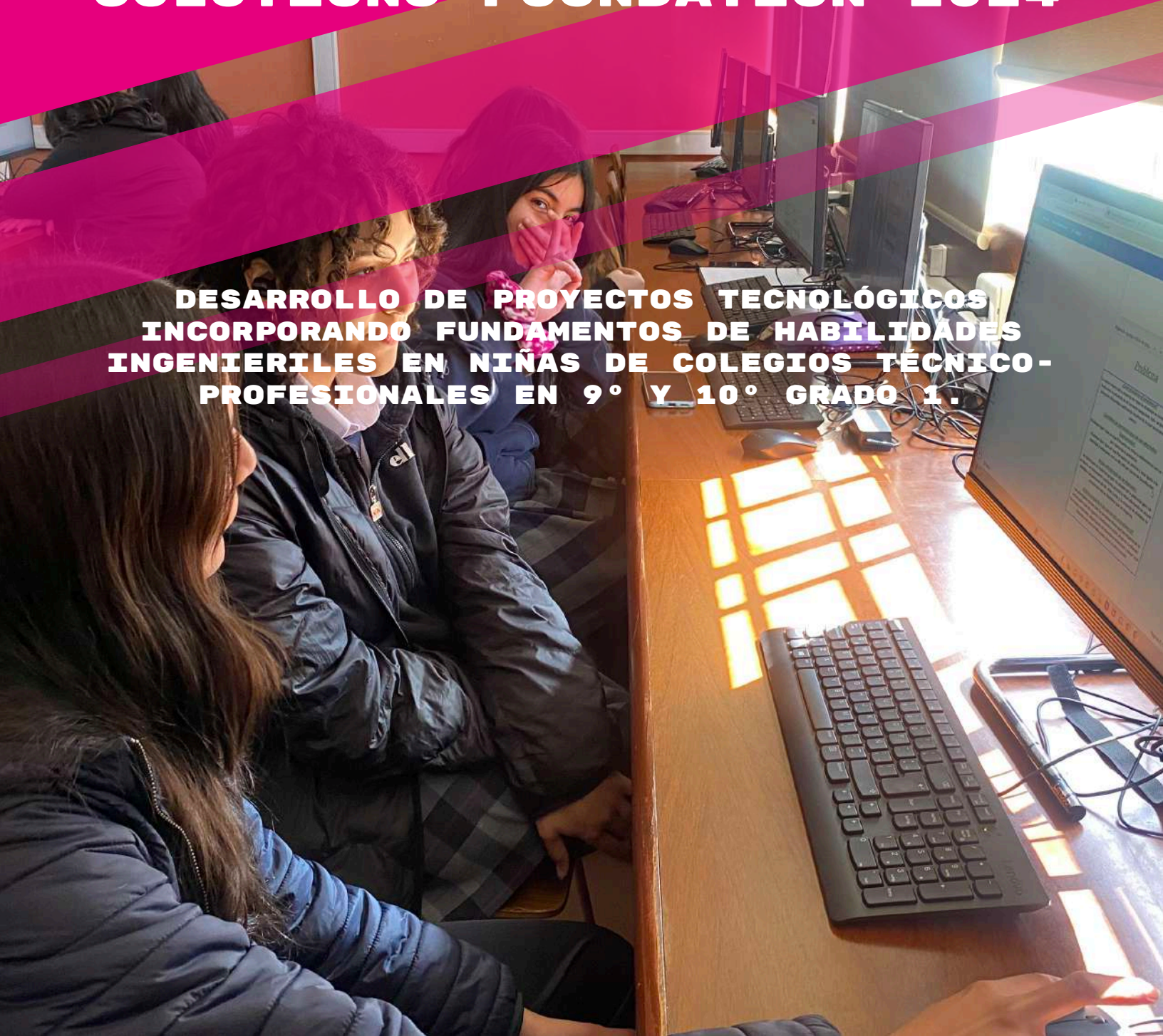


ONG TECNOLOGÍA CON NOMBRE DE MUJER PROJECT REPORT – MOTOROLA SOLUTIONS FOUNDATION 2024

**DESARROLLO DE PROYECTOS TECNOLÓGICOS
INCORPORANDO FUNDAMENTOS DE HABILIDADES
INGENIERILES EN NIÑAS DE COLEGIOS TÉCNICO-
PROFESIONALES EN 9° Y 10° GRADO 1.**



Introduction

Empowering the Next Generation of Female Tech Leaders: 2024 Impact Overview

The 2024 cycle of **Habilidades del siglo XXI** marks a milestone in our mission to dismantle the gender gap in the STEM (Science, Technology, Engineering, and Mathematics) sector. This report consolidates the achievements, challenges, and transformative outcomes of our program: “Desarrollo de proyectos tecnológicos incorporando fundamentos de habilidades ingenieriles en niñas de colegios técnico-profesionales.”

In an era where technology drives global progress, ensuring that young women from high-vulnerability contexts have a seat at the table is not just a matter of equity—it is a social and economic necessity. By providing **100 hours of intensive training**, we have enabled hundreds of students to move beyond being technology consumers, empowering them to become creators and problem-solvers.

This year, our reach extended across critical regions in Chile, from the northern mining hubs to the industrial centers of the south. Through a robust curriculum focused on **mobile programming, and UX design**, we have witnessed a profound shift in the professional aspirations of our participants. The data presented in this unified report reflects a unique synergy between academic excellence, corporate social responsibility, and the unwavering resilience of 770 young female.

We invite you to explore the metrics and narratives that define this year’s success—a testament to how strategic partnerships and technical education can act as a definitive catalyst for social mobility and technological leadership in Chile.



Executive Summary and Reach

The program focused on fostering engineering skills and technology-based problem solving among female students in technical high schools.

- **Primary Participants:** The program reached a total of 770 girls, exceeding the original goal of 600.
- **Engagement Intensity:** Each participant completed 100 hours of training throughout the year.
- **Demographics:** 100% of primary participants were female, specifically from 9th and 10th grades.

Key Impact Metrics and Results

The project tracked several indicators to measure the growth and retention of the students

The program was strategically implemented in high-vulnerability schools across three regions. These institutions were selected based on their commitment to technical-professional education and their high Vulnerability Index (IVE).

Educational Establishment	City / Region	Vulnerability (IVE)	Context & Impact
Liceo. Industrial Eulogio Gordo Moneo	Antofagasta	87%	Strategic entry into the northern mining & tech hub.
Liceo Tecnico Profesional. Jorge Sánchez Ugarte	Concepción	86%	Consolidated 3rd-year site with high response rates.
Liceo Tecnológico y Comercial Recoleta INTECO	Santiago (RM)	88%	Highest vulnerability; exceptional 97% test engagement.
Liceo Bicentenario de Niñas	Maipú (RM)	65%	All-girls school focus; high volume of participants (231).
Liceo Comercial Gabriel González Videla	Ñuñoa (RM)	83%	First-year implementation with 70% participation.
Instituto Superior de Comercio Joaquín Vera Morales	Santiago (RM)	84%	Professional-technical focus in high-density urban area.

Key Findings & Strategic Outcomes

- **STEM Trajectory:** There was a documented increase in university enrollment for STEM majors during the late 2024 application window.
- **21st Century Skills:** Qualitative evaluations showed significant growth in **problem-solving, empathy, and collaborative leadership.**
- **Certification Performance:** 10th-grade students who completed Technovation scored higher in external vocational certifications compared to non-participants.

Challenges & Adaptations

The program successfully navigated infrastructure hurdles:

- **Hardware:** Mitigated laboratory obsolescence by donating **40 refurbished computers** (via Kibernum).
- **Connectivity:** Addressed internet cable theft and outages through an alliance with **WOM.**
- **Continuity:** Adapted to disruptions caused by national elections (schools as voting centers) and teacher medical leaves by providing flexible, personalized training.

Operational Challenges and Adaptations

The 2024 cycle faced specific environmental and institutional hurdles:

- **Infrastructure:** Many school computer labs were found to be obsolete, and some areas suffered from internet cable theft, which hindered program continuity.
- **Institutional Factors:** Program timing was affected by schools being used as polling stations for national elections and disruptions caused by teacher medical leaves.
- **Strategy:** To mitigate these issues, the organization provided refurbished computers and adjusted planning to account for standardized testing and school holidays.

Qualitative Success and Community Involvement

- **STEM Interest:** There was a clear upward trend in girls' interest and confidence regarding STEM concepts, leading to higher enrollment rates in STEM-related on technical careers during the
- **Community Impact:** Students increased their involvement with their surroundings by visiting community centers to interview potential users and conduct testing for their mobile applications.

Institutional Support

The program was made possible through the collaboration of key partners:

- WOM: Provided essential connectivity support.
- Kibernum: Donated 40 refurbished computers to overcome lab obsolescence.
- Expert Volunteers: Professionals from the industry taught specialized classes on marketing, programming, UX, and prototyping.

Annual Report Access: The full 2023-2024 memory can be accessed at <https://technovation.cl/wp-content/uploads/2024/07/Memoria-2023.pdf>.

Conclusion: A Catalyst for Social Mobility and Technological Leadership

The 2024-2025 cycle of the program has demonstrated that the integration of high-level technical training with a clear social purpose creates a profound impact on the life trajectories of young women in Chile. By exceeding the original participation goals and reaching 808 primary participants, the initiative has proven its scalability and effectiveness even within high-vulnerability educational contexts.

The success of this period is defined by three key pillars:

- Holistic Skill Acquisition: Beyond technical coding, participants developed essential 21st-century skills such as analytical thinking, empathy, and teamwork. These competencies are critical not only for STEM fields but for their overall professional and personal development.
- Academic and Professional Bridging: The program serves as a definitive bridge to higher education. This is evidenced by the increased enrollment of participants in STEM-related university majors, particularly through special admission quotas and scholarships facilitated by our partner universities.
- Operational Resilience and Partnerships: Despite significant infrastructure challenges—ranging from laboratory obsolescence to connectivity issues—the program maintained a high completion rate. This was made possible through strategic alliances with partners like Motorola Solutions Foundation, WOM, and CENIA, as well as the unwavering support of the PUC Pre-Engineering department.

In summary, Desarrollo de proyectos tecnológicos incorporando fundamentos de habilidades ingenieriles en niñas de colegios técnico-profesionales en 9º y 10º grado I has established a robust, replicable model for closing the gender gap in technology. By providing girls with the tools to solve real-world problems using Artificial Intelligence and programming, we are not only fostering individual growth but also cultivating a new generation of female leaders who will drive a more inclusive, sustainable, and technologically advanced digital economy for the entire country.

