

TERMS OF REFERENCE

Operational and logistic support for Component 1:

“Digital skills assessment and diagnostics”

Costa Rica

CR-T1263

ATN/CF

<https://www.iadb.org/en/project/CR-T1263>

Innovation for the development of XXI century skills in Costa Rica: digital skills with a gender focus

1. Background and Justification

- (i) *Established in 1959, the Inter-American Development Bank ("IDB" or "Bank") is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.*
- (ii) *In addition to being required for employment and everyday life, digital skills are also essential for learning new skills and expanding one's knowledge (Carretero Gómez, 2021; Chung & Yoo, 2021; Mateo Diaz et al., 2022). As individuals navigate high-demand professions, digital skills are also in high demand (Azuara Herrera et al., 2019; Mateo Diaz et al., 2020; Kalache, 2021). At least 13 million new jobs have been created in the United States since 2010, and 60% of those jobs required digital skills (Muro et al., 2017). Additionally, while offering competitive wages, the ICT sector requires digital skills but may not always require degrees (Mateo Diaz et al., 2020). Teaching digital skills can aid individuals in closing the digital divide, navigating the educational system and job market, and developing their traditional and transversal skills (Mateo Diaz & Lee, 2020).*
- (iii) *Developing digital skills with a gender focus is aligned with the IDB's strategic priorities: "Social inclusion and equality," "Productivity and innovation," and "Gender equality and diversity." Additionally, digital skills development is aligned with the Costa Rica country IDB strategy "Improve the quality and relevance of training for 21st-century jobs." To better understand individuals' digital skills and help individuals develop digital skills, it is important to assess, measure, and diagnose their digital skills before, during, and after they improve their digital skills. By measuring and assessing the digital skills, the country can tailor the related learning content, pedagogy, and curriculum.*

- (iv) The Republic of Korea is regarded as one of the most innovative and technologically advanced nations in the world (Bloomberg Innovation Index; International Telecommunication Union). According to the World Bank's Human Capital Index, one of the primary reasons for Korea's success is its robust human capital and ICT and digital skills education as one of the top countries. With the nation's strategic digital skills development, vision for ICT education, and constant efforts through the Korea Education and Research Information Service (KERIS) and master plans for ICT education, South Korean students ranked first in ICT literacy (WEF, 2015). Korea can share its knowledge and expertise with LAC nations, including Costa Rica. Specifically, KERIS can share the annual digital skills assessment it conducts.*
- (v) The IDB approved a TC CR-T1263 to promote digital skill development in young people in Costa Rica with a gender focus. The specific objectives are: i) to enhance Costa Rican policymakers' capacity to develop digital skills in schools, by providing one-on-one policy consultations in Korea; ii) to assess Costa Rican youth's digital skills and provide diagnostics to the Ministry of Education; iii) to pilot a program to develop digital skills using an innovative and gender-sensitive pedagogical approach.*
- (vi) The project has four components: (a) Component 1: Digital skills assessment and diagnostics; (b) Component 2: Gender-focused digital skills development program design and implementation; (c) Component 3: One-on-one policy consultation for capacity enhancement; and (d) Component 4: Knowledge generation and dissemination to the region.*
- (vii) This consultancy will only focus on Component 1 to assessing digital skills and adapt diagnostic tools for Costa Rican youth to promote digital skill development with a gender focus. A sample of youth will be assessed by the KERIS instrument for their digital skills to define, assess, create, manage, communicate, and evaluate. Additionally, as this assessment will be adopted to the IDB's soon-to-be-ready, publicly available open assessment platform, Costa Rica and other countries in LAC will be able to use the assessment sustainably.*

2. Objectives

- (i) The objective of the consultancy is to implement digital skill assessments as diagnostic tools in Costa Rica, utilizing the IDB's soon-to-be-ready, publicly available open assessment platform.*

3. Scope of Services

- (i) The beneficiaries of this consultancy include youth in Costa Rica who will be assessed by the KERIS instrument and benefit from digital skills diagnostics.*
- (ii) The contract will focus on providing operational and logistical services to implement KERIS digital skill assessments in Costa Rica, including but not limited to the following:*

- (i) Identification of institutions and youths for study participation to ensure the enough sample size for representativeness, analysis, and data quality.*
- (ii) Provision of teacher training and instruction regarding using the assessment.*
- (iii) Provision of youth instruction regarding using the assessment.*

4. Key Activities

- (i) The consulting firm will work in close collaboration with the IDB Team leading the 21st Century Skills Initiative to arrange the assessment of digital skills and diagnostic tools for youth in Costa Rica. The firm will provide technical assistance to Costa Rica to implement the assessment instrument and diagnostic tool to IDB's soon-to-be-ready open assessment platform, without prejudice to other tasks that are necessary to complete the work:*
 - (i) Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables.*
 - (ii) Based on the validated concept design and documents provided by the IDB Team, implement an assessment instrument and diagnostic tool with the following key services:*
 - a. Localized implementation of assessment instruments in Costa Rica.*
 - b. validity and reliability check and data analysis at the post-implementation stage.*
 - (iii) Create documentation, such as business procedures or manuals, that specify how the assessment instrument and diagnostic tool will be implemented, operated, and maintained. Provide the IDB team with all documents pertaining to design, functionality, and usage of the assessment instrument and diagnostic tool or any other specifications upon request.*
 - (iv) Coordinate with the IDB team to assist Government in Costa Rica in implementing the assessment instruments and diagnostic tools.*
 - (v) Offer technical support to the Government of Costa Rica and/or IDB, if necessary, to keep the quality controlled of the assessment and diagnosis process.*
 - (vi) Based on preliminary results of the pilot, update the instrument and tool to ensure the quality assessment process.*

5. Expected Outcome and Deliverables

- (i) The consultancy will deliver the following documents and reports:*
 - a. Product 1: Inception report, including work plan and calendar.*
 - b. Product 2: Report on localized implementation in Costa Rica of the assessment instruments, including a detailed timeline, location, a list of participants (schools, teachers, and students), clear instruction materials for participants (school administrators, teachers, and students), plans for data cleaning and data analysis, and manpower deployment.*

- c. *Product 3: Progress report on the data collection using devices (e.g., tablets) and instrument implementation in Costa Rica.*
- d. *Product 4: Report on the measurement (reliability and validity), data analysis, and analysis results in Costa Rica.*

6. **Project Schedule and Milestones**

- (i) *The consultancy will execute project based on following milestone*
 - a. *Product 1: Submission of the workplan of the consultancy, including the dates and responsibilities for the curriculum improvement and implementation in two weeks after signing the contract.*
 - b. *Product 2: Submission of the on localized implementation in Costa Rica of the assessment instruments, including a detailed timeline, location, a list of participants (schools, teachers, and students), clear instruction materials for participants (school administrators, teachers, and students), plans for data cleaning and data analysis, and manpower deployment in one month after Product 1.*
 - c. *Product 3: Progress report on the instrument implementation in Costa Rica in six months after Product 2.*
 - d. *Product 4: Report on the measurement (reliability and validity) and final analysis results in Costa Rica in six months after Product 3.*

7. **Reporting Requirements**

- (i) *The firm will be required to provide biweekly email updates on the progress of the work. All materials produced during and for this consultancy will:*
 - (i) *Be delivered in hard and electronic copies (Zip files won't be accepted as final reports)*
 - (ii) *Be owned by the IDB (copyright), including the right to produce, distribute, disseminate, and publish, notwithstanding the termination of the consultancy.*

8. **Acceptance Criteria**

- (i) *The project Team Leader, Maria Loreto Biehl, Lead Education Specialist, SCL/EDU, is responsible for the approval of the products delivered by the firm/organization.*

9. **Other Requirements**

- (i) *The firm/organization should have a prominent trajectory in the development of education projects. It should promote an educational vision that is holistic with a special focus on integration of vulnerable populations. In addition, the firm/organization should have the*

leverage and international recognition as proven by already existing and previously established partnerships with other international organizations, governments, NGOs, Foundations, etc. The firm/organization should have a team of highly qualified professionals and experts in the field of education, innovation, and project management in developing countries.

10. Supervision and Reporting

- (i) *All reports will require an approval by the project Team Leader. It shall be Firm's responsibility for ensuring that all reports are submitted to the Bank.*

11. Schedule of Payments

- (i) Payment terms will be made as the following:

Payment Schedule	
<i>Deliverable</i>	%
1. Product 1	10%
2. Product 2	30%
3. Product 3	30%
4. Product 4	30%
TOTAL	100%

TERMS OF REFERENCE

Operational and logistic support for Component 2:

Gender-focused digital skills development program design and implementation”

Costa Rica

CR-T1263

ATN/CF

<https://www.iadb.org/en/project/CR-T1263>

Innovation for the development of XXI century skills in Costa Rica: digital skills with gender focus

1. Background and Justification

- (i) Established in 1959, the Inter-American Development Bank ("IDB" or "Bank") is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.*
- (ii) According to multiple studies (Castillo et al., 2014; Näslund-Hadley et al., 2022; Tarn et al., 2022), there are growing gender gaps in Latin America and the Caribbean (LAC) nations, including Costa Rica, when it comes to digital skills, education, and employment. Women are notably underrepresented in both education (Garca-Holgado et al., 2019; Näslund-Hadley et al., 2022) and jobs requiring digital skills (Bustelo et al., 2019; López-Bassols et al., 2018). Closing gender gaps and unlocking the potential to boost productivity can both be accomplished by empowering women with digital skills education and training (Rivera León et al., 2017; Tarn et al., 2022).*
- (iii) A growing number of Latin American and Caribbean (LAC) nations, including Costa Rica, have seen gender gaps in employment and education related to digital skills widen (Castillo et al., 2014; Näslund-Hadley et al., 2022; Tarn et al., 2022). Women are notably underrepresented in both education (Garca-Holgado et al., 2019; Näslund-Hadley et al., 2022) and jobs requiring digital skills (Bustelo et al., 2019; López-Bassols et al., 2018). Closing gender gaps and unlocking the potential to boost productivity can both be accomplished by empowering women with digital skills education and training (Rivera León et al., 2017; Tarn et al., 2022).*
- (iv) The IDB approved a TC CR-T1263 to promote digital skill development in young people in Costa Rica with a gender focus. The specific objectives are: i) to enhance Costa Rican policymakers'*

capacity to develop digital skills in schools, by providing one-on-one policy consultations in Korea; ii) to assess Costa Rican youth's digital skills and provide diagnostics to the Ministry of Education; iii) to pilot a program to develop digital skills using an innovative and gender-sensitive pedagogical approach.

- (v) The project has four components: (a) Component 1: Digital skills assessment and diagnostics; (b) Component 2: Gender-focused digital skills development program design and implementation; (c) Component 3: One-on-one policy consultation for capacity enhancement; and (d) Component 4: Knowledge generation and dissemination to the region.*
- (vi) This consultancy will focus on Component 2, which aims to develop digital skills using an innovative, timely, and gender-sensitive pedagogical approach, including the empowerment of women and girls. The development of the program for digital skills will be based on evidence, research, and best practices from around the world.*

2. Objectives

- (i) The objective of the service is to provide operational and technical support to improve and implement digital skills curriculum for developing women and girls' digital skills in Costa Rica, including evaluation of skill development, including digital skills, socioemotional skills (e.g., self-efficacy), and intentions to work and/or study in the STEM field.*

3. Scope of Services

- (i) The beneficiaries of this consultancy include 1,000 Costa Rican female high school students who will receive the digital skills curriculum.*
- (ii) The contract will focus on providing supports includes followings but not limited to:*
 - (i) The consulting firm will develop a digital skill curriculum ich employs an innovative, timely, and gender-sensitive approach.*
 - (ii) Based on results from (i), the consulting firm will implement digital skill curriculum in high schools in Costa Rica.*
 - 3.ii.ii.1.The consulting firm will identify institutions and female students in Costa Rica for study participation to ensure the enough sample size for representativeness, analysis, and data quality.*
 - 3.ii.ii.2.The consulting firm will provide teacher training, teaching and learning materials, and instruction as well as technical and instructional support regarding employing the digital skill curriculum.*
 - (iii) After one year from (ii), the consulting firm will conduct an evaluation on participants' digital and socioemotional skill development (e.g., self-efficacy) and intentions to work and/or study in a STEM field.*

4. Key Activities

- (i) The consulting firm will work in close collaboration with the IDB Team to arrange implementation and development of digital skill curriculum in Costa Rica. The firm will provide technical assistance to IDB Team, without prejudice to other tasks that are necessary to complete the work:*
 - (i) Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables, and identification of schools, teachers, and students.*
 - (ii) Based on the validated concept design and documents provided by the IDB Team, implement the following key services:*
 - a. Localized implementation of digital skills curriculum in Costa Rica.*
 - b. Provision of the teacher training.*
 - c. Provision of teaching and learning materials.*
 - d. validity and reliability check and data analysis at the post-implementation stage.*
 - (iii) Coordinate with the IDB team to assist the Ministry of Public Education in Costa Rica in selecting participating schools and students.*
 - (iv) Offer operational and logistical assistance throughout all development, implementation, and evaluation processes for component 3.*

5. Expected Outcome and Deliverables

- (i) The consultancy will deliver the following documents and reports:*
 - a. Product 1: Inception report, including work plan calendar. (10%)*
 - b. Product 2: Revision of existing digital skills curriculums with women empowerment emphasis based on Costa Rican context. (15%)*
 - c. Product 3: Report on localized implementation in Costa Rica of the digital skills curriculum with a detailed timeline, location, a list of participants (schools, teachers, and students), clear teaching, learning, and instruction materials for participants (school administrators, teachers, and students), technical and instructional support, and manpower deployment. (25%)*
 - d. Product 4: Progress report on the implementation of curriculum in Costa Rica. (25%)*
 - e. Product 5: Report on program evaluation. (25%)*

6. Project Schedule and Milestones

- (i) The consultancy will execute project based on following milestones:*
 - a. Product 1: Submission of the workplan of the consultancy, including the dates and responsibilities for the curriculum improvement and implementation in two weeks after signing the contract.*

- b. *Product 2: Submission of the revised digital skills curriculum in two weeks after product 1.*
- c. *Product 3: Submission of the report on localized implementation in Costa Rica of the digital skills curriculum including timeline, location, participant selection, instruction materials, and manpower deployment in three months after product 2.*
- d. *Product 4: Submission of the progressed report on the implementation in twelve months after product 3.*
- e. *Product 5: Submission of the program evaluation report in six months after product 4.*

7. Reporting Requirements

(i) The firm will be required to provide biweekly email updates on the progress of the work. All materials produced during and for this consultancy will:

- (i) Be delivered in hard and electronic copies (Zip files won't be accepted as final reports)*
- (ii) Be owned by the IDB (copyright), including the right to produce, distribute, disseminate, and publish, notwithstanding the termination of the consultancy.*

8. Acceptance Criteria

(i) The project Team Leader, Maria Loreto Biehl, Lead Education Specialist, SCL/EDU, is responsible for the approval of the products delivered by the firm/organization.

9. Other Requirements

(i) The firm must have a team of qualified experts in the field of international event planning to provide travel arrangements that can provide a fluent-level Korean-Spanish interpretation for participants during the capacity enhancement program in South Korea, as well as possessing a professional-level English proficiency that will allow them to collaborate with the IDB team throughout the whole process.

10. Supervision and Reporting

(i) All reports will require an approval by the project Team Leader. It shall be Firm's responsibility for ensuring that all reports are submitted to the Bank.

11. Schedule of Payments

(i) Payment terms will be made as the following:

Payment Schedule	
<i>Deliverable</i>	%
<i>1. Product 1</i>	10%
<i>2. Product 2</i>	15%
<i>3. Product 3</i>	25%
<i>4. Product 4</i>	25%
<i>5. Product 5</i>	25%
TOTAL	100%

TERMS OF REFERENCE

Operational and logistic support for Component 1:

“Digital skills assessment and diagnostics”

1. Background and Justification

- (i)** *Established in 1959, the Inter-American Development Bank ("IDB" or "Bank") is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.*
- (ii)** *According to multiple studies (Castillo et al., 2014; Näslund-Hadley et al., 2022; Tarn et al., 2022), there are growing gender gaps in Latin America and the Caribbean (LAC) nations, including Costa Rica, when it comes to digital skills, education, and employment. Women are notably underrepresented in both education (Garca-Holgado et al., 2019; Näslund-Hadley et al., 2022) and jobs requiring digital skills (Bustelo et al., 2019; López-Bassols et al., 2018). Closing gender gaps and unlocking the potential to boost productivity can both be accomplished by empowering women with digital skills education and training (Rivera León et al., 2017; Tarn et al., 2022).*
- (iii)** *The Republic of Korea is regarded as one of the most innovative and technologically advanced nations in the world (Bloomberg Innovation Index; International Telecommunication Union). According to the World Bank's Human Capital Index, one of the primary reasons for Korea's success is its robust human capital and ICT and digital skills education as one of the top countries. With the nation's strategic digital skills development, vision for ICT education, and constant efforts through the Korea Education and Research Information Service (KERIS) and master plans for ICT education, South Korean students ranked first in ICT literacy (WEF, 2015). Korea can share its knowledge and expertise with LAC nations, including Costa Rica. Specifically, KERIS can share the annual digital skills assessment it conducts.*
- (iv)** *The IDB approved a TC CR-T1263 to promote digital skill development in young people in Costa Rica with a gender focus. The specific objectives are: i) to enhance Costa Rican policymakers' capacity to develop digital skills in schools, by providing one-on-one policy consultations in Korea.; ii) to assess Costa Rican youth's digital skills and provide diagnostics to the Ministry of Education, iii) to pilot a program to develop digital skills using an innovative and gender-sensitive pedagogical approach.*
- (v)** *The project has four components: (a) Component 1: Digital skills assessment and diagnostics; (b)*

Component 2: Gender-focused digital skills development program design and implementation; (c) Component 3: One-on-one policy consultation for capacity enhancement; and (d) Component 4: Knowledge generation and dissemination to the region.

- (vi) This consultancy will focus on Component 3 to enhance the capacity of Costa Rican policymakers through one-on-one policy consultations with prominent Korean private and public organizations, such as Korea Development Institute (KDI), Korea Education and Research Information Service (KERIS), NAVER (South Korea's largest internet search engine and web portal, Naver.com), and Korea Educational Broadcasting System (EBS), among other institutions located in South Korea. Through this component, a group of Costa Rican policymakers will gain knowledge of Korea's experiences and expertise to develop and design Costa Rica's digital skills education standard and policies.*
- (vii) In order to ensure the goal of the visit, the IDB requires the services of a logistic firm to guarantee the success of capacity enhancement.*

2. Objectives

- (i) The SCL/EDU division is looking for a service to provide operational and logistics support for one-on-one in-person policy capacity-building activities over 5-to-6 days in South Korea for up to 6 policymakers from Costa Rica.*

3. Scope of Services

- (i) The beneficiaries of this consultancy include up to 6 policymakers from the Ministry of Public Education in Costa Rica. These representatives will be selected by the Costa Rican government and approved by the IDB. The group should have experience in the education sector and currently be working or overseeing policy, programs or evaluation of digital skills in the country.*
- (ii) The contract will focus on providing logistics services including followings:*
 - (i) A guide that can provide translation during the visit. The guide should be with the group during the entire stay, starting and finishing at the airport.*
 - (ii) Transportation: Business class ticket (according to policy) between Costa Rica and South Korea, as well as any transportation required during the capacity building activities (this could include air and ground transportation between three cities in South Korea (Sejong, Daegu, and Seoul/Incheon) and services between the hotel and each venue of the activities contemplated in itinerary).*
 - (iii) Provision of food and lodging during the visit, priced according to IDB policies.*
 - (iv) Logistical support for visa applications for visits to South Korea and travel insurance*
 - (v) Creation of travel itineraries.*

Day	City	Schedule (Tentative)
1	Incheon / Sejong	Arrive at Incheon, Visit to KDI at Sejong
2	Daegu	Visit to KERIS
3	Seoul	Visit to 1) EBS, 2) Microsoft Education
4	Seoul	Visit to 1) Google for Education, 2) Naver Connect Foundation
5	Seoul	Sightseeing in Seoul
6	Incheon	Depart from Incheon

(iii) Meal

- (i) *During the 5-to-6 days of visit, participants are expected to receive 3 meals (breakfast, lunch, and dinner) each day along with light snacks.*

(iv) Lodging

- (i) *During the 5-to-6 days of visit, it is expected that the service will provide accommodation in each city (Sejong, Daegu, and Seoul/Incheon) according to schedule for every participant.*

(v) Planning

- (i) *Services must provide a detailed schedule that includes a transportation timetable, lodging, and a meal menu. Options should be included in the proposal so they can be changed in accordance with the budget. The IDB team must approve each item.*

(vi) COVID-19

- (i) *COVID-19 safety protocols established by the national government and local entities must be taken into consideration once the dates for the development of the activities have been determined.*

(vii) Visual and testimonial data collection

- (i) *Services must collect visual data. This includes but is not limited to 2-3 pictures and a short video clip from each activity site, final written testimony from each participant during the whole trip, and submission to the IDB team once the trip is finalized.*

4. Key Activities

- (i) *The service provider will work in close collaboration with the IDB Team to arrange the capacity enhancement of policy makers from the Ministry of Public Education in Costa Rica. The firm will provide technical assistance to IDB Team regarding arranging the capacity enhancement program for up to 6 policy makers from the Ministry of Public Education in Costa Rica, without prejudice to other tasks that are necessary to complete the work:*
- (i) *Develop and submit a first draft of a detailed work plan for the consultancy, including the description of the activities to be carried out and its products, a schedule of activities and deliverables. This includes the following items.*
- i. *Transportation plan for the whole trip (i.e., flight, train, car).*

- ii. *Meal and snack plan for each day.*
 - iii. *Lodging plan for each day.*
 - iv. *Service providers with which the consulting firm will be working at the local level (i.e., transportation service, interpretation service).*
 - v. *Personnel with whom the consulting firm will be working during the visit (i.e., tour guide).*
- (ii) *Coordinate with the IDB team to assist the Ministry of Public Education in Costa Rica in arranging the capacity enhancement activities.*
- (iii) *Offer operational and logistical assistance throughout all capacity enhancement activities in South Korea for policy makers from the Ministry of Public Education in Costa Rica.*

5. Expected Outcome and Deliverables

- (i) *The consultancy will deliver the following documents and reports:*
 - (i) *Product 1: Inception report, including work plan calendar. (10%)*
 - (ii) *Product 2: Report on the detailed agenda and expenses of the capacity enhancement activities. It should include international transportation (flight ticket), accommodation, guide and timetable. (60% of fee)*
 - (iii) *Product 3: Report on the final execution of the capacity enhancement program. (30%)*

6. Project Schedule and Milestones

- (i) *The consultancy will execute project based on following milestones:*
 - (i) *Product 1: Submission of the workplan of the consultancy, including the dates and responsibilities for the capacity enhancement activities in two weeks after signing the contract.*
 - (ii) *Product 2: Submission of the detailed agenda and expenses of the capacity enhancement activities, including international transportation, accommodation, and timetable in two weeks after Product 1.*
 - (iii) *Product 3: Submission of the final plan of capacity enhancement activities including the local transportation, local personnel, and meal plan in two weeks after Product 2.*
 - (iv) *Product 4: Submission of the final report including visual collections and testimony of participants collected during activities, two weeks after Product 3.*

7. Reporting Requirements

- (i) *The firm will be required to provide biweekly email updates on the progress of the work. All materials produced during and for this consultancy will:*
 - (i) *Be delivered in hard and electronic copies (Zip files won't be accepted as final reports)*
 - (ii) *Be owned by the IDB (copyright), including the right to produce, distribute, disseminate, and publish, notwithstanding the termination of the consultancy.*

8. Acceptance Criteria

- (i) *The project Team Leader, Maria Loreto Biehl, Lead Education Specialist, SCL/EDU, is responsible for the approval of the products delivered by the firm/organization.*

9. Other Requirements

- (i) *The firm must have a team of qualified experts in the field of international event planning to provide travel arrangements that can provide a fluent-level Korean-Spanish interpretation for participants during the capacity enhancement program in South Korea, as well as possessing a professional-level English proficiency that will allow them to collaborate with the IDB team throughout the whole process.*

10. Payment Schedule

- (i) *Payment terms will be made as the following:*

Payment Schedule	
<i>Deliverable</i>	<i>%</i>
1. <i>Product 1</i>	10%
2. <i>Product 2</i>	60%
3. <i>Product 3</i>	30%
TOTAL	100%

11. Supervision

- (i) *All reports will require an approval by the project Team Leader. It shall be Firm's responsibility for ensuring that all reports are submitted to the Bank.*

HRD Terms of Reference

Title: Consultancy service for supporting the knowledge generation and dissemination to the region

(CR-T1263)

Context:

Digital skills are essential for work and life, learning new skills, and expanding one's knowledge (Carretero Gómez, 2021; Chung & Yoo, 2021; Mateo Diaz et al., 2022). As individuals navigate high-demand professions, digital skills are also in high demand (Azuara Herrera et al., 2019; Mateo Diaz et al., 2020; Kalache, 2021).

At least 13 million new jobs have been created in the United States since 2010, and 60% of those jobs required digital skills (Muro et al., 2017). Additionally, while offering competitive wages, the ICT sector requires digital skills but may not always require degrees (Mateo Diaz et al., 2020). Teaching digital skills can aid individuals in closing the digital divide, navigating the educational system and job market, and developing their traditional and transversal skills (Mateo Diaz & Lee, 2020).

Developing digital skills with a gender focus is aligned with the IDB's strategic priorities: "Social inclusion and equality," "Productivity and innovation," and "Gender equality and diversity." Additionally, digital skills development is aligned with the Costa Rica country IDB strategy "Improve the quality and relevance of training for 21st-century jobs."

To better understand individuals' digital skills and help individuals develop digital skills, it is important to assess, measure, and diagnose their digital skills before, during, and after they improve their digital skills. By measuring and assessing the digital skills, the country can tailor the related learning content, pedagogy, and curriculum.

In this context, the Bank is supporting the Government of Costa Rica in the implementation to provide support to help youth develop digital skills with a gender focus. Specifically, the Bank is i) to enhance Costa Rican policymakers' capacity to develop digital skills in schools, by providing one-on-one policy consultations in Korea; ii) to assess Costa Rican youth's digital skills and provide diagnostics to the Ministry of Education; iii) to pilot a program to develop digital skills using an innovative and gender-sensitive pedagogical approach.

Team: The Social Sector (SCL) is a multidisciplinary team convinced that investing in people is the way to improve lives and overcome the development challenges in Latin America and the Caribbean. Jointly with the countries in the region, the Social Sector formulates public policy solutions to reduce poverty and

improve the delivery of education, work, social protection, and health services. The objective is to advance a more productive region, with equal opportunities for men and women, and greater inclusion of the most vulnerable groups.

The Education Division supports the education systems of Latin America and the Caribbean countries to reach five dimensions that will contribute to making them successful in promoting effective teaching and learning among all children and youth. The IDB's private sector window also finances projects to expand educational opportunities for low-income students.

We support Latin American and Caribbean countries to ensure that:

- 1) High expectations guide education services.
- 2) Students entering the system are ready to learn.
- 3) All students have access to effective teachers.
- 4) All schools have adequate resources and are able to use them for learning; and
- 5) All graduates have the necessary skills to succeed in the labor market and contribute to society.

What you'll do: The selected consultant will be in charge of the following activities:

1. Support the production, editing and translation of a report on cross-cutting skills in Latin America and the Caribbean:
 - a. Pre-edition: Prepare an editorial proposal based on a preliminary draft submitted by the authors. For this proposal, the editor must reorganize and write the text to improve its structure and arguments; point out inconsistencies in the draft; and make comments that contribute to strength the content and strength.
 - b. Edition: Review the report, coordinate with the authors to obtain the version that will be circulated among external experts. The editor will contact the authors to clarify doubts. The editor will incorporate the information and modifications of the authors; edit the report emphasizing the main messages and create a central narrative of the report.
 - c. Preparation of an executive summary of the report.
 - d. Final edition: Incorporate the comments of experts as well as the additional modifications of the authors. Ensure the report has a uniform writing style, grammatically correct, and easy to understand and read.
2. Support in the systematization and publication of a report on cross-cutting skills in Latin America and the Caribbean:
 - a. Support the TC team in reviewing the 21st century skills case studies and analyze the data to identify trends in the region's systems using the information collected in the case studies.
 - b. Support in the systematization of the costs related to the development and improvement of 21st century skills to create a harmonized framework to be used in different countries.

- c. Provide inputs and collect additional information from secondary sources on the region, including good practices and lessons learned, for the writing of the book.
3. Support in other procedures related to the publication.
4. Follow up on activities of the project's communication strategy, such as helping with the correspondence with the firm that is implementing the strategy.

Deliverables Payments and timeline :

Product	Description	Payment
Product 1	Work plan and Calendar	20%
Product 2	Report edited after authors approval	20%
Product 3	Executive summary	10%
Product 4	Report translated to English	20%
Product 5	Final report in Spanish and English	30%

What you'll need:

Citizenship: You are a citizen of one of our 48-member countries

Consanguinity: You have no family members (up to fourth degree of consanguinity and second degree of affinity, including spouse) working at the IDB Group.

Education: Master's Degree or Equivalent in communication or related area.

Experience: Minimum five (5) years of relevant professional experience, or the equivalent combination of education and experience

Languages: Fluent in English with preferable knowledge in Spanish

Opportunity Summary:

Type of contract: Product and External Services (PEC), Lump Sum

Length of contract: 12 months

Starting date: June 2024

Location: IDB Headquarters

Responsible person: Maria Loreto Biehl, Lead Education Specialist, SCL/EDU

Our culture: Our people are committed and passionate about improving lives in Latin-America and the Caribbean, and they get to do what they love in a diverse, collaborative and stimulating work environment. We are the first Latin American and Caribbean development institution to be awarded the EDGE certification, recognizing our strong commitment to gender equality. As an employee you can be part of internal resource groups that connect our diverse community around common interests.

We encourage women, afro-descendants, people of indigenous origins, and persons with disabilities to apply.

About us: At the IDB, we're committed to improving lives. Since 1959, we've been a leading source of long-term financing for economic, social, and institutional development in Latin America and the Caribbean. We do more than lending though. We partner with our 48-member countries to provide Latin America and the Caribbean with cutting-edge research about relevant development issues, policy advice to inform their decisions, and technical assistance to improve on the planning and execution of projects. For this, we need people who not only have the right skills, but also are passionate about improving lives.

Our team in Human Resources carefully reviews all applications.