

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	COSTA RICA/CID - Isthmus & DR
▪ TC Name:	Innovation for the development of XXI century skills in Costa Rica: digital skills with gender focus
▪ TC Number:	CR-T1263
▪ Team Leader/Members:	BIEHL, MARIA LORETO (SCL/EDU) Team Leader; EMILIO LAGUILLO GUTIERREZ (SCL/EDU); BLASCO, IVANA (SCL/EDU); RHYS LIM (SCL/EDU); LILIANA SERRANO PAJARO (SCL/EDU); JUANITA CAYCEDO DUQUE (SCL/EDU); LAURA TORRENTES (CID/CCR); BARRAGAN CRESPO, ENRIQUE IGNACIO (LEG/SGO); ALEJANDRA FORERO PEREZ (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	20 Jan 2023
▪ Beneficiary:	Ministerio de Educación Pública, Costa Rica.
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$600,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CID/CCR - Country Office Costa Rica
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Institutional capacity and rule of law; Gender equality

II. Objective and Justification

- 2.1 The general objective of the TC is to promote digital skill development in young people in Costa Rica with a gender focus. Specific objectives are: i) to assess Costa Rican youth's digital skills and provide diagnostics to the Ministry of Education, ii) to develop digital skills using an innovative and gender-sensitive pedagogical approach, and iii) to enhance Costa Rican policymakers' capacity by providing one-on-one policy consultations in Korea.
- 2.2 Importance of Digital Skills in Education and Labor Market. Digital skills are necessary for work and life as well as to learn other skills and gain knowledge (Carretero Gómez, 2021; Chung & Yoo, 2021; Mateo Diaz et al., 2022). Digital skills also are in high demand in the labor market, helping individuals navigate high-demand occupations (Azuara Herrera et al., 2019; Mateo Diaz et al., 2020; Kalache, 2021). Among 13 million new jobs created since 2010 at least in the United States, 60% of them required digital skills (Muro et al., 2017). Additionally, the ICT industry requiring digital skills does not necessarily require degrees, while providing competitive pay (Mateo Diaz et al., 2020). Teaching digital skills can help people narrow the digital divide, navigate the education and labor market, and hone traditional and transversal skills (Mateo Diaz & Lee, 2020).

- 2.3 **Gender Gaps in Digital Skills in Costa Rica.** Countries in Latin America and the Caribbean (LAC), including Costa Rica, have experienced widening gender gaps in digital skills, and digital-related education and employment (Castillo et al., 2014; Näslund-Hadley et al., 2022; Tarín et al., 2022). Women are significantly underrepresented in digital skills-related jobs (Bustelo et al., 2019; López-Bassols et al., 2018) and education (García-Holgado et al., 2019; Näslund-Hadley et al., 2022). Empowering women with digital skills education and training can close the gender gaps and unlock the potential to increase productivity (Rivera León et al., 2017; Tarín et al., 2022).
- 2.4 **Alignment with Bank Country Strategy.** 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."
- 2.5 **Korea's Experience and Expertise.** The Republic of Korea is considered one of the world's most innovative and technologically advanced countries (Bloomberg Innovation Index; International Telecommunication Union). One of the key explanations for Korea's success is its robust human capital and ICT and digital skills education as one of the top countries according to the World Bank's Human Capital Index. With the country'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 on ICT literacy skills (WEF, 2015). Korea can share its experiences and know-how with countries in LAC, including Costa Rica. In particular, KERIS can share its digital skills assessment that they conduct every year.

III. Description of Activities and Outputs

- 3.1 **Component I: Digital skills assessment and diagnostics.** This component aims to assess Costa Rican youth's digital skills and adapt diagnostic tools. A sample of youth will be assessed by the KERIS instrument, which will measure their basic and advance 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.
- 3.2 **Component II: Gender-focused digital skills development program design and implementation.** This component aims to develop digital skills using an innovative pedagogical approach, focusing on empowering women and girls with digital skills. The digital skills development program will be designed based on international best practices, evidence, and research findings. About 1,000 high-school female students will receive the digital skills curricula, and results will be evaluated after a year of implementation, to assess skill development and labor market results.
- 3.3 **Component III: One-on-one policy consultation for capacity enhancement.** This component aims to provide one-on-one policy consultations with prominent Korean private and public organizations, such as KERIS, NAVER, and EBS, to enhance Costa Rican policymakers' capacities. Through this component, a group of Costa Rican policymakers will learn Korea's experiences and know-how and create and design the digital skills education standard and policies in Costa Rica.
- 3.4 **Component IV: Knowledge generation and dissemination to the region.** This component aims to generate technical knowledge for Costa Rica and LAC countries to assess and develop digital skills. Ministry of Education and IDB will create a knowledge product, which analyzes the process and results and provide policy recommendations, and disseminate them to policymakers. As demonstrated in other

IDB 21st century skills initiative activities, the IDB Education Division has strengths in its knowledge generation and dissemination as well as country engagement.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Digital skills assessment and diagnostics	US\$150,000.00	US\$0.00	US\$150,000.00
Gender-focused digital skills development program design and implementation	US\$300,000.00	US\$0.00	US\$300,000.00
One-on-one policy consultation for capacity enhancement	US\$100,000.00	US\$0.00	US\$100,000.00
Knowledge generation and dissemination to the region	US\$50,000.00	US\$0.00	US\$50,000.00
Total	US\$600,000.00	US\$0.00	US\$600,000.00

V. Executing Agency and Execution Structure

- 5.1 As per the request of the Ministry of Education, the executing agency will be the IDB in coordination with CINDE, MEP, and Korea Education and Research Information Service (KERIS).
- 5.2 IDB execution is justified, thus it allows to take advantage of the experience of the institution on the development of assessments for digital skills and promote the dissemination and feedback of knowledge and lessons learned at a national and regional level. Additionally, the amount of the TC, does not justify the additional cost of hiring personnel specialized in IDB policies. The foregoing is frames within Appendix 10 (Criteria applied to execution by the Bank) of the operational guidelines for TC products (GN-2629-1).
- 5.3 The Education Division (SCL/EDU) will have overall responsibility for the direction and coordination of the TC and will work in conjunction with the MEP and CINDE.

VI. Project Risks and Issues

- 6.1 The risks associated with this operation are low and manageable. The main risks identified for the implementation are: (i) to adequately address privacy concerns in data management and data retrieval; and (ii) to ensure the engagement of all relevant institutional stakeholders in the project and the coordination with the education authorities. These risks will be managed and contained through the compliance with IDB Privacy Policy, coordination with IDB's legal department, and constant communication efforts with all relevant private and public stakeholders.

VII. Environmental and Social Classification

- 7.1 The ESG classification for this operation is "undefined".