TC ABSTRACT

I.   Basic Project Data

▪ Country/Region:	REGIONAL/IDB
▪ TC Name:	From Korea to LAC: Promoting sustainable Digital Transformation in Education
▪ TC Number:	RG-T4578
▪ Team Leader/Members:	GABRIELA GAMBI (SCL/EDU) Team Leader; ARIAS ORTIZ, ELENA (SCL/EDU) Alternate Team Leader; CASTRO VERGARA NICOLAS (SCL/EDU); FORERO PABON MARIA TATIANA (SCL/EDU); HYERI MEL YANG (SCL/EDU); LOPEZ GELB LOREN VIVIANA (SCL/EDU); BLASCO, IVANA (SCL/EDU); BONILLA MERINO ARTURO FRANCISCO (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	09 Jul 2024
▪ Beneficiary:	Honduras and Peru
▪ 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:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL/EDU - Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Institutional capacity and rule of law

II.   Objective and Justification

2.1   This project aims to support the Ministry of Education of Peru and Honduras in accelerating the Digital Transformation of Education (DTE) systems. By leveraging Korea's expertise and technical support, the project will localize and implement a toolkit for designing and piloting DTE models in these countries. The specific objectives are (i) to diagnose the digital readiness of beneficiary countries to improve learning and school management; and (ii) to design and pilot DTE models with the support of key actors in the Korean public and private sectors.

2.2   The urgency of digitally transforming education systems in Latin America has been highlighted by the COVID-19 pandemic, which disrupted learning and necessitated a shift to online education. However, the region faces obstacles such as a lack of infrastructure, digital competencies, and education management information systems (EMIS), as well as governance gaps. Governments in Latin America are increasingly investing in technology and infrastructure to enable the digital transformation of their education systems (Arias Ortiz et al., 2021). Current digital transformation strategies and infrastructure levels vary widely across countries in LAC. Therefore, a customized strategy that considers each country's educational system is essential for building an innovative digital education environment fit for the 21st century. Recognizing the need for comprehensive investments to diagnose digital transformation levels and strengthen institutional

capacity, the IDB developed a toolkit to assess the digital transformation of educational administration and capacity in LAC. (Arias Ortiz et al., 2021). DTE aims to address various educational challenges, such as individualized education, closing learning gaps, reducing teacher workload, enhancing communication among school members, and immersing students in their studies (KERIS, 2023). Edtech's importance is growing as technology becomes a key tool for improving education quality. This transformation requires a new paradigm of public education, which goes beyond merely introducing technology. It involves creating an environment and support system for integrating digital technology into education, developing teachers' digital skills, empowering educators to utilize technology effectively, and supporting the growth of the edtech industry in conjunction with public education.

Korea's high level of digital skills, robust infrastructure, and positive public sentiment toward technology utilization have enabled it to actively promote digital-based education. Since the announcement of the Ministry of Education's "1-Million Digital Talent Fostering Policy (2022-2026)," the government has been actively advancing the transformation to a digital-based education system in response to technological advancements. The Digital Leadership Schools and Lead Teacher Corps pilots in 2023-2024 have demonstrated solid success stories in capable and willing districts, schools, and teachers. Collaborative partnerships have been established with various actors within the government and the private sector. Within the government, networks have been formed with the Digital Platform Government Committee, the Ministry of Science and ICT, the Ministry of Industry, and the Ministry of the Interior and Safety. Additionally, partnerships have been developed with expert groups such as academia and private sector organizations, including the Digital Education Association and the Edtech Industry Association.

III. Description of Activities and Outputs

3.1 **Component I: Component 1. Development of DTE Diagnosis Toolkit and Pilot.** Focuses on i) development and contextualization of DTE diagnostic tools, ii) piloting them in Honduras and Peru's schools and universities, and iii) providing consultation on scenario building and budgeting for national DTE plans, that will be accompany by Korean Education and Research Information Service (KERIS) and National Information Society Agency (NIA), outlining three scenarios with varying budget estimates for the country's selection in Component 2.

3.2 **Component II: Component 2. Establishment of national DTE model and pilot implementation .** The component will finance the followings; (i) establishing comprehensive national DTE model for beneficiary countries based on selected scenario; (ii) mapping and pilot implementation of Korean public and private sectors on selected tenets of DTE (i.e., governance, infrastructure, learning platform).

3.3 **Component III: Component 3. Organization of corporate roundtable and high-level dialogue and result showcasin.** Will finance the followings; i) organization of corporate roundtable and high-level dialogue in between beneficiary countries and Korean government and key players in DTE field in Korea, hosted by KERIS and NIA ii) showcase project results, to facilitate dialogue at the regional level to support initiatives for developing DTE diagnosis toolkit, iii) developing educational materials for DTE capacity building and disseminate report on DTE initiative for LAC.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1. Development of DTE	US$280,000.00	US$0.00	US$280,000.00

Diagnosis Toolkit and Pilot			
Component 2. Establishment of national DTE model and pilot implementation	US$200,000.00	US$0.00	US$200,000.00
Component 3. Organization of corporate roundtable and high-level dialogue and result showcasin	US$120,000.00	US$0.00	US$120,000.00
Total	**US$600,000.00**	**US$0.00**	**US$600,000.00**

V. Executing Agency and Execution Structure

5.1 The Technical Cooperation will be executed by the Bank.

5.2 As outlined in Appendix 10 of the Operational Guidelines for Technical Cooperation Products (GN-2629-1), the Bank is warranted to undertake execution when robust institutional, operational, and technical capacity is necessary to implement the activities envisioned within a technical cooperation. In this scenario, the current technical and operational deficiencies of the counterpart necessitate the Bank's execution. With its extensive technical and operational expertise and experience in TC matters, SCL/EDU is optimally positioned to perform the required functions. Also the implementation scheme developed by the Bank will ensure that a comprehensive view is maintained of the various interventions carried out with the consultancies financed by the CT.

VI. Project Risks and Issues

6.1 The main risk associated with this TC is related to cultural and language gaps that could hinder the exchange between technical teams in South Korea and LAC. The institutional capacity between Korea and beneficiary countries could also become an obstacle to working together. To mitigate these risks, both the Bank and Korea will pay special attention to ensure solutions and providers are adapting to local context, in addition to having members with cultural and linguistic knowledge. In addition, a detailed work schedule will be agreed that includes a scheme of virtual meetings.

VII. Environmental and Social Aspects

7.1 This TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).