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# EYE BOND OVERVIEW

(EDUCATION/ YOUTH / EMPLOYMENT)

Reporting Period from April 1, 2022 to March 31, 2023

**Inter-American Development Bank**



# About the IDB

The Inter-American Development Bank (IDB) is devoted to improving lives. Established in 1959, the IDB is a leading source of long-term financing for economic, social and institutional development in Latin America and the Caribbean. The IDB also conducts cutting-edge research and provides policy advice, technical assistance and training to public and private sector clients throughout the region.

For more information, visit [www.iadb.org](http://www.iadb.org)

## TABLE OF CONTENTS

|   |    |
|---|----|
| IDB Strategic Priorities                            | 4  |
| EYE Bond Program                                    | 6  |
| Expected Impact Highlights                          | 8  |
| Project Highlights                                  | 10 |
| Issuance Highlights                                 | 14 |
| Project Commitments and EYE Bond Allocations        | 17 |
| EYE Bond Framework                                  | 22 |
| Project Cycle                                       | 24 |
| Integrity, Accountability, and Oversight at the IDB | 26 |
| IDB and Education                                   | 28 |
| Project Eligibility Criteria                        | 30 |
| Conditions and Disclaimer                           | 33 |

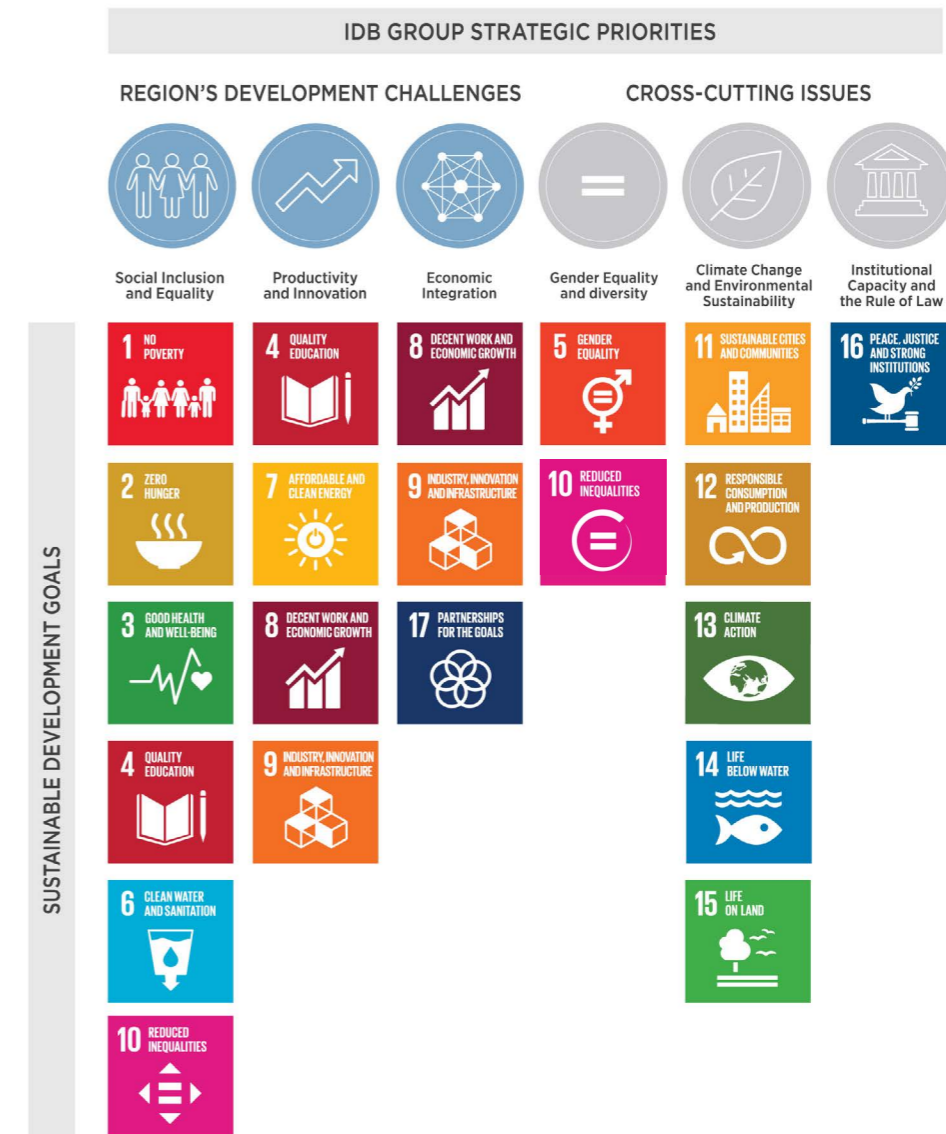
# IDB STRATEGIC PRIORITIES

We work to improve lives in Latin America and the Caribbean. Our aim is to achieve development in a sustainable, climate-friendly way. With a history dating back to 1959, today we are the leading source of development financing for Latin America and the Caribbean. We provide loans, grants, and technical assistance; and we conduct extensive research. We maintain a strong commitment to achieving measurable results and the highest standards of integrity, transparency, and accountability.

The IDB prioritizes social inclusion and equality; productivity and innovation; and regional economic integration in its development work across Latin America and the Caribbean. In doing so, it addresses the cross-cutting issues of gender equality and diversity; climate change and environmental sustainability; and institutional capacity and the rule of law.

The United Nations Sustainable Development Goals (SDGs) informed the development of the institutional strategy. Each strategic priority is aligned with at least one of the SDGs, and all 17 SDGs are covered by the institutional strategy.

## Strategic Priorities Aligned with Sustainable Development Goals



# EYE BOND PROGRAM



Solving the challenges of poverty and inequality in Latin America and the Caribbean requires a multi-faceted, carefully planned approach that coordinates investments in human capital – people – over the course of a lifetime.

The IDB, a pioneer in the realm of social bonds, has been working for decades to improve lives in Latin America and the Caribbean to fund programs in three prioritized areas: Education, Youth, and Employment (EYE).

The EYE Bond program focuses on a “life cycle” approach to build human capital from early childhood care and education, through formal primary and secondary education, as

well as programs that facilitate labor market placement by improving the transition from school to work through vocational training.

The EYE Bond Framework covers Social Project categories, as indicated in the Social Bond Principles. Its social objectives include providing and/or promoting:

- Access to essential services (e.g., education and vocational training).
- Employment generation, and programs designed to prevent and/or alleviate unemployment stemming from socioeconomic crises.
- Socioeconomic advancement and empowerment.

THE EYE BOND PROGRAM IS FOCUSED ON SDGS:



## EDUCATION

IDB promotes **effective teaching and learning** among children and youth in Latin America and the Caribbean by supporting high standards, investing in early childhood development and school readiness, enhancing teacher training, ensuring adequate resources for learning, improving school infrastructure, and providing graduates with the skills needed for work and life.

## YOUTH

IDB promotes the accumulation of human capital from early childhood care to youth programs, through the **acquisition of practical life skills** to reduce the likelihood of young people to engage in high-risk behavior that may translate into economic and social costs for the individual, as well as society as a whole.

## EMPLOYMENT

IDB promotes the design, implementation, and evaluation of policies to improve **job opportunities** in the formal sector and develop **workforce skills**. IDB-supported projects also increase the coverage and sustainability of social security, while improving efficiency and productivity.

## TRIPLE-A RATING

EYE Bonds carry the triple-A credit rating of the IDB, not the risk of the underlying projects. EYE Bonds provide investors not only with a financial return commensurate to a triple-A credit but a social return — developing human capital in Latin America and the Caribbean — as well.

# EXPECTED IMPACT HIGHLIGHTS

Over the next 4 years, projects supported by the IDB's EYE Bonds are expected to<sup>1</sup>:



## EDUCATION

**2,762,000**

STUDENTS BENEFITED



## YOUTH

**97,000**

PEOPLE BENEFITED

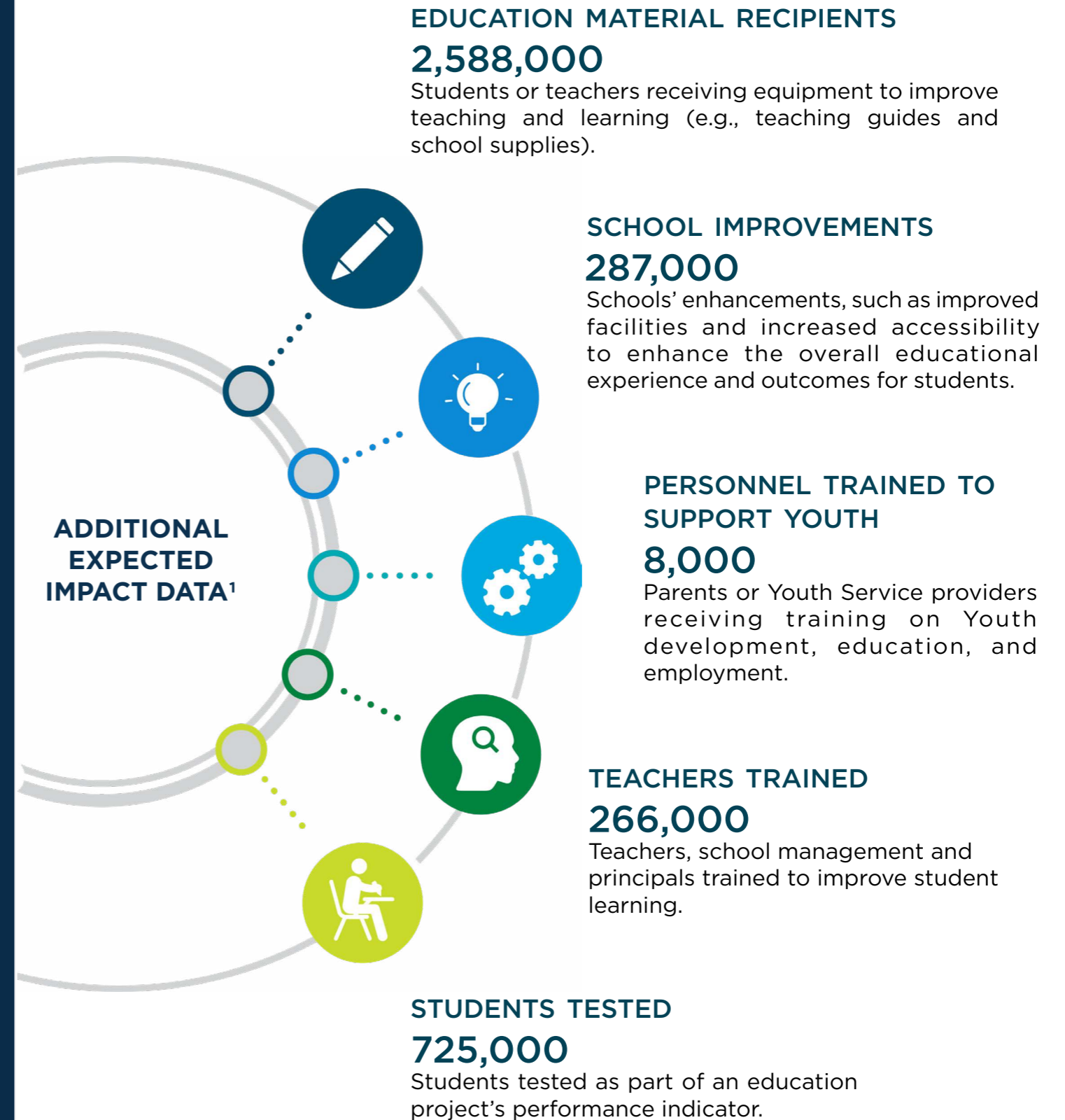


## EMPLOYMENT

**46,000**

PEOPLE BENEFITED

1. The aggregate impact indicators reported on pages 8 and 9 are computed by considering the share of IDB's commitment to each relevant eligible project. Figures are rounded to the closest thousand.



1. The numbers reported in the Additional Data section are not included in the impact metrics reported on page 8.

# PROJECT HIGHLIGHTS

## HUMAN CAPITAL DEVELOPMENT

High-quality education and training, social support and good health are key to building human capital and boosting the incomes of poor people. Highly skilled, knowledgeable and motivated workers—those with high levels of human capital—earn more than those with low levels. Human capital is also one of the main engines of economic growth. People accumulate human capital over the course of the life cycle.

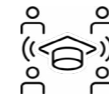
The IDB helps policy-makers maximize their returns on investment by financing projects that create synergies and inherent complementarities across the stages of the life cycle.

## EDUCATION

### PN-L1143 (Panama) : Program to Improve Efficiency and Quality in the Education Sector



Increase the learning achievement levels and skills of Panamanian public school students through improved quality and efficiency in the provision of educational services.



**Key beneficiaries:** students and teachers



**IDB Commitment:** USD100 million

### Impact

- The program is expected to benefit:
  - » 300,000 students enrolled in grades K through 6th in schools that received math and language reinforcement programs
  - » 18,000 staff trained with ongoing professional development courses
  - » 344 staff trained in school maintenance plans

For more information, access [Project Details | IDB](#)



## YOUTH

### EC-L1235 (Ecuador) : Strengthening of quality services of early childhood development



Improve the quality and management of public early childhood development services which are delivered via different modalities of care, including Early Childhood Development Centers (CDIs) and Growing with Our Children (CNH).



**Key beneficiaries:** students and educators



**IDB Commitment:** USD50 million

#### Impact

- The program is expected to benefit:
  - » 2,100 CDIs equipped
  - » 23,400 CNH units equipped
  - » 12,400 CDI and CNH educational staff trained
  - » 6,000 local and central government and civil society personnel trained

For more information, access [Project Details | IDB](#)

## EMPLOYMENT

### JA-L1079 (Jamaica) : Skills Development for Global Services in Jamaica



Promote the growth of the Global Services Sector (GSS) in Jamaica particularly in higher value-added segments; (i) provide the sector with better skilled workers; and (ii) increase Jamaica's institutional capacity to attract Foreign Direct Investment (FDI) and increase its exports.



**Key beneficiaries:** individuals



**IDB Commitment:** USD15 million

#### Impact

- The program is expected to benefit:
  - » 50,000 employed individuals in GSS
  - » 12,000 trainee positions available after finishing schools
  - » 2,000 places available for training trainers with the job readiness curriculum

For more information, access [Project Details | IDB](#)

# ISSUANCE HIGHLIGHTS: 2022 EYE BONDS

Issuances from April 1, 2022 to March 31, 2023



**150.9**  
million



**3.1**  
billion

Cumulative Issuances since  
EYE Bond Inception  
51 Bonds  
12 Currencies

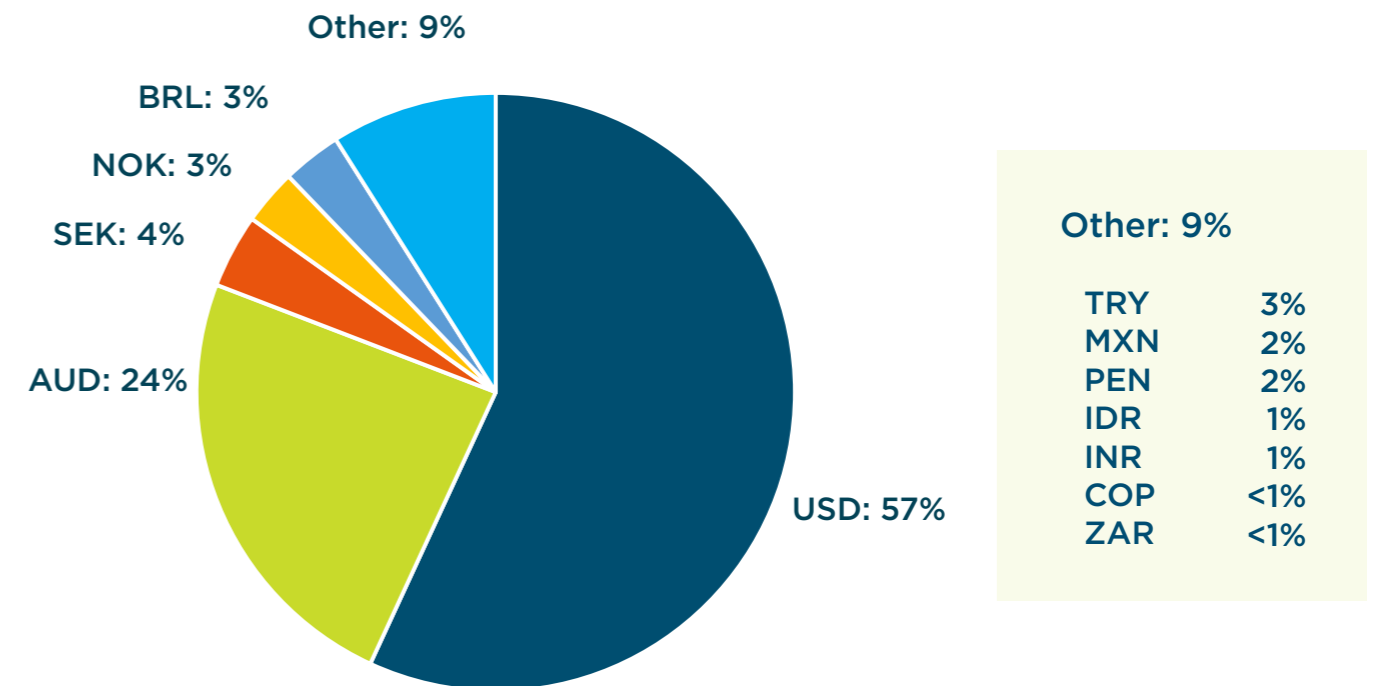


**1.1**  
billion

Outstanding Bonds  
12 Bonds

## 2022 EYE BONDS

### IDB Cumulative EYE Bond Issuance by Currency (as of 31 March 2023)



### Select Bond Issuance

| BOND                 | NOK1 billion 5-year "EYE" Bond |
|----------------------|--------------------------------|
| PRICING DATE         | 2-Nov-22                       |
| SETTLEMENT DATE      | 17-Nov-22                      |
| MATURITY DATE        | 17-Nov-27                      |
| COUPON               | 3.77%                          |
| COUPON PAYMENT DATES | 17-Nov                         |
| LEAD MANAGER         | Danske Bank                    |
| ISIN                 | NO0012747858                   |
| BLOOMBERG ESG ICON   | Social Instrument Indicator    |



## EYE Bond Projects Percentage by Country



Numbers may not add up to 100% due to rounding.



## PROJECT COMMITMENTS & EYE BOND ALLOCATIONS

**Target populations** for the EYE Bond Framework, as indicated in the Social Bond Principles, include:

- under-served individuals lacking access to essential services, especially education and employment opportunities (e.g. undereducated and unemployed),
- children, youth, and adults who are living below the poverty line, excluded and/or marginalized populations and/or communities (e.g., indigenous and African descendants) and/or migrants and/or displaced.



## EDUCATION

| Project ID               | Project Country    | Project Name   | IDB Committed Project Amount (US\$mIn) <sup>1</sup> | EYEBond Allocated (US\$mIn) <sup>2</sup> |
|--------------------------|--------------------|--|---|--|
| <a href="#">AR-L1180</a> | Argentina          | Quality and Equity of Education. Promedu IV  | 200   | 200                                      |
| <a href="#">BL-L1030</a> | Belize             | Education Quality Improvement (EQIP) II  | 10  | 6  |
| <a href="#">BR-L1327</a> | Brazil             | Program to Improve the Quality and Expand Coverage of Basic Education in the state of Para                               | 199   | 199                                      |
| <a href="#">BR-L1328</a> | Brazil             | Program for Accelerating Progress of Education in Amazonas   | 117   | 117                                      |
| <a href="#">BR-L1329</a> | Brazil             | Expansion and Improvement Program of Early Childhood Education and Elementary Education                                  | 57  | 57                                       |
| <a href="#">BR-L1392</a> | Brazil             | Expansion and Improvement Project of the Public Education Network of Manaus (PROEMRN)                                    | 52  | 41                                       |
| <a href="#">BR-L1551</a> | Brazil             | Program Education for the Future of Paraná's state   | 91  | 9  |
| <a href="#">CO-L1229</a> | Colombia           | Program to Support the Improvement of Educational Paths in Targeted Rural Areas  | 60  | 41                                       |
| <a href="#">CO-L1261</a> | Colombia           | Program to Develop 21st Century Skills in Colombian Adolescence and Youth  | 50  | 22                                       |
| <a href="#">DR-L1127</a> | Dominican Republic | Technical Vocational Education and Training Improvement  | 70  | 1  |
| <a href="#">ES-L1139</a> | El Salvador        | Improving Education Coverage and Quality: Birth, Growth, Learning  | 100   | 10                                       |
| <a href="#">GU-L1087</a> | Guatemala          | Education Quality and Coverage Improvement Program   | 150   | 126                                      |
| <a href="#">HO-L1188</a> | Honduras           | Improvement of School Quality to Develop Capacities for the Employment: Youth Program                                    | 60  | 42                                       |
| <a href="#">ME-L1162</a> | Mexico             | Learning Model Project Based on Collaboration and Dialogue (ABCD)  | 80  | 84                                       |
| <a href="#">PN-L1072</a> | Panama             | Innovation in School Infrastructure  | 70  | 70                                       |
| <a href="#">PN-L1143</a> | Panama             | Program to Improve Efficiency and Quality in the Education Sector  | 100   | 61                                       |
| <a href="#">PR-L1097</a> | Paraguay           | Project to Support Extended School Days and Improved Transport. Conditions for Students Attending Rural Official Schools | 20  | 11                                       |
| <a href="#">SU-L1038</a> | Suriname           | Second Basic Education Improvement Program (2nd BEIP) Phase II   | 20  | 20                                       |
| <a href="#">SU-L1059</a> | Suriname           | Consolidating Access to Inclusive Quality Education in Suriname  | 30  | 1  |
| <a href="#">UR-L1116</a> | Uruguay            | Program of Support for Secondary Education and Teacher Training: Toward Seamless and Complete Learning Pathways          | 50  | 59                                       |
| <b>Total</b>             |                    |  |   | <b>1,180</b>                             |

1. IDB Committed Project Amount refers to net committed amount, which equals signed amount less cumulative cancellation.
2. EYE Bond Allocated refers to cumulative disbursement amounts as of March 31, 2023.



## YOUTH

| Project ID               | Project Country | Project Name   | IDB Committed Project Amount (US\$mIn) <sup>1</sup> | EYE Bond Allocated (US\$mIn) <sup>2</sup> |
|--------------------------|-----------------|--|---|---|
| <a href="#">AR-L1254</a> | Argentina       | Program to Support the National Early Childhood Plan             | 135   | 122                                       |
| <a href="#">EC-L1235</a> | Ecuador         | Strengthening of Quality Services of Early Childhood Development | 39  | 12  |
| <a href="#">PR-L1051</a> | Paraguay        | Support to Early Childhood Development                           | 27  | 27  |
| <a href="#">UR-L1110</a> | Uruguay         | Program to Support the National Integrated Care System           | 34  | 41  |
| <b>Total</b>             |                 |  |   | <b>203</b>                                |



## EMPLOYMENT

| Project ID               | Project Country | Project Name   | IDB Committed Project Amount (US\$mIn) <sup>1</sup> | EYE Bond Allocated (US\$mIn) <sup>2</sup> |
|--------------------------|-----------------|--|---|---|
| <a href="#">BO-L1121</a> | Bolivia         | Program to Support Employment II   | 40  | 32  |
| <a href="#">JA-L1079</a> | Jamaica         | Skills Development for Global Services in Jamaica                                | 15  | 9   |
| <a href="#">PE-L1152</a> | Peru            | Improvement and Expansion of Employment Center Services for Formal Job Placement | 30  | 26  |
| <a href="#">PN-L1153</a> | Panama          | Program to Support the Productive Development through Human Capital              | 20  | 1   |
| <b>Total</b>             |                 |  |   | <b>68</b>                                 |

1. IDB Committed Project Amount refers to net committed amount, which equals signed amount less cumulative cancellation.
2. EYE Bond Allocated refers to cumulative disbursement amounts as of March 31, 2023.

# EYE BOND FRAMEWORK

The EYE Bond program is defined by a framework that follows ICMA's Social Bond Principles (SBP), structured on the four components of the SBP: use of proceeds, process for project evaluation and selection, management of proceeds, and reporting.

## I. Use of Proceeds

“Eligible Projects” means all projects funded, in whole or in part, by IDB that promote early childhood care and education, through formal primary and secondary education, or facilitate labor market placement by improving the transition from school to work through vocational training. Eligible Projects may include projects in Latin America and the Caribbean that target

- a. early childhood development, effective teaching and learning among children and youth (“Education Projects”),
- b. early childhood care and youth-at-risk programs (“Youth Projects”) or,
- c. labor intermediation systems, job opportunities and workforce skills (“Employment Projects”). See page 32 for Defined Project Eligibility Criteria.

## II. Process for Project Evaluation and Selection

IDB EYE Bond program projects, like all IDB projects, are designed to promote sustainable growth, poverty reduction and social equity. However, EYE projects specifically focus on education, youth, and employment. In addition to meeting defined eligibility criteria (see page 30) for the EYE Bond program, the EYE projects, like all IDB-financed projects are evaluated and reviewed by IDB's operational staff. The IDB assesses and monitors environmental and social impacts

and risks throughout the project cycle. The project lending cycle consists of the following rigorous due diligence stages (see pages 24 and 25): programming, preparation, approval, execution, completion, and reporting. We work closely with borrowers and stakeholders to manage environmental and social risks and ensure that each project complies with our safeguards and with specific national and international standards. Two teams hold principal responsibility for these actions: the Environmental and Social Solutions Unit (in the Vice-Presidency for Sectors) and the Environmental and Social Risk Management Unit (in the Office of Risk Management).

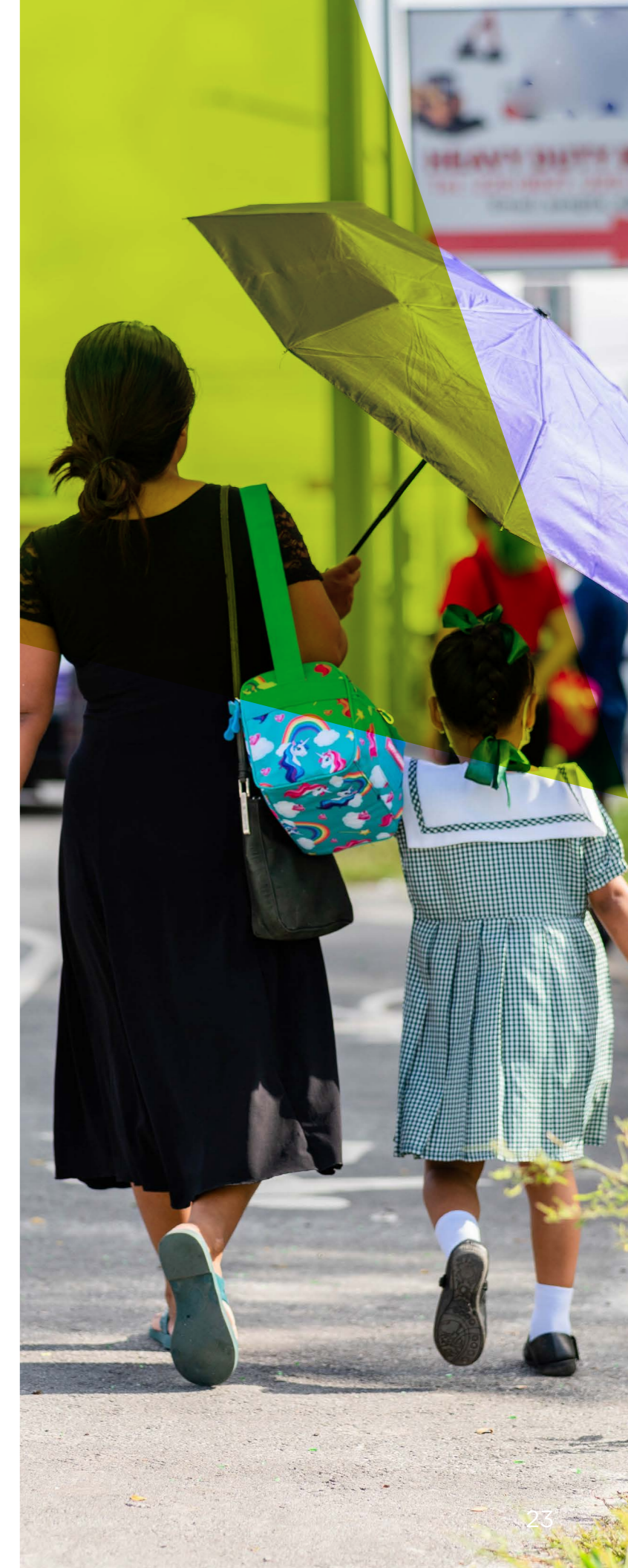
## III. Management of Proceeds

An amount equal to the net proceeds of the issue of the Notes (which proceeds may be converted into other currencies) shall be recorded by the IDB in a separate sub-account supporting Eligible Projects. These proceeds will be invested in accordance with the IDB's conservative liquidity investment guidelines until used to support the IDB's financing of Eligible Projects. So long as the Notes are outstanding and the account has a positive balance, the IDB shall direct an amount equal to such net proceeds to its lending projects within the fields of Education, Youth, and Employment, subject to and in accordance with the IDB's policies. Amounts from the sub-account shall be allocated to Eligible Projects on a semi-annual basis.

## IV. Reporting

The IDB supervises the implementation of all of its lending projects. The supervision process consists of ongoing reviews, including a semi-annual report of the activities and outcomes through the Progress Monitoring Report (“PMR”). Implementation includes supervision and monitoring activities on disbursement, financial management, procurement procedures, risk management and/or safeguards compliance policy. The PMR is a tool to enable results-based management with a focus on different dimensions of the project's performance during the various stages of the project's life cycle, serving as an important input for project follow-up and decision making. The PMR strives to identify delays and deviations during the project implementation phase and changes needed during execution, using a quantitative and qualitative approach, including tracking the achievement of a project's outputs and outcomes relative to its estimated time and cost parameters.

Project information is available on the IDB website and includes documents, such as the PMR. In addition, a list of Eligible Projects (including web-links to the relevant documentation) funded by the EYE Bond program will be published annually on a dedicated section of the IDB website.



# EYE BOND FRAMEWORK: PROJECT CYCLE

The project lending cycle consists of the following rigorous due diligence stages:

- Our environment and social specialists classify all projects according to potential environmental and social impacts and rate them for environmental and social risk.
- The Environmental and Social Risk Management Unit provides independent quality assurance of the due diligence process and of our environmental and social solutions.
- Our climate change, gender, and diversity specialists get involved early to provide technical advice and look for sustainability opportunities.
- We support clients in preparing any additional disaster and climate change risk assessments.
- We measure the GHG footprint of our lending portfolio in gross and net terms.

- Project teams work closely with executing agencies, building capacity along the way, and submit two progress monitoring reports each year.
- Our environmental and social specialists supervise 100% of high-and substantial-risk projects in execution.
- We monitor and report on environmental-and social-risk trends at the portfolio level.



- We align our sustainability actions with those of our borrowing member countries through the country strategies.
- We screen all projects for potential environmental and social risks and scan the pipeline for opportunities for climate action.
- We apply the disaster and climate change risk assessment methodology to all sovereign-guaranteed loans to identify physical climate change risks.

- We apply the multilateral development bank (MDB) climate finance tracking methodology to each project.
- We include environmental and social clauses in loan agreements.

- Teams prepare project-completion reports, including environmental and social lessons, aiming to replicate success and avoid repeating mistakes in the future (see the [Development Effectiveness Overview \(DEO\) 2022](#)).

# INTEGRITY, ACCOUNTABILITY AND OVERSIGHT AT THE IDB

We strive to ensure our activities are free of fraud and corruption, and subject to the strictest control mechanisms.

## Office of Evaluation and Oversight (OVE)

The [Office of Evaluation and Oversight](#) was established in 1999 as an independent evaluation office reporting directly to the Board of Executive Directors. OVE evaluates the performance and development effectiveness of the activities of the IDB Group. These country, sector, project and corporate evaluations seek to strengthen the IDB through learning, accountability and transparency. OVE evaluations are disclosed to the public in accordance with IDB policies to share lessons learned with the region and the development community at large. For more information, access the [OVE Annual Report 2022](#).

## Independent Consultation and Investigation Mechanism (MICI)

The [Independent Consultation and Investigation Mechanism](#) is an office of the IDB Group, independent of the Bank's management and project teams, which addresses the environmental and social grievances of communities potentially affected by the Group's operations. This independence allows MICI to work impartially and objectively to seek solutions with all parties involved: the communities alleging harm; the IDB Group, as the financier of the operation; and the borrower (company or government) executing the project. For more information, access the [MICI Annual Report 2022](#).

## Office of Institutional Integrity (OII) and Sanctions System

The [Office of Institutional Integrity](#) plays a central role in the IDB Group's commitment to integrity. OII conducts investigations of corruption, fraud, coercion, collusion, obstruction and misappropriation ("Prohibited Practices") and provides prevention support to operational units and

Management. OII advises IDB regarding the identification, assessment and mitigation of integrity and reputational risks, as well as oversees the IDB's [Anti-Money Laundering Framework](#). OII conducts investigations and submits charges to the Sanctions System against contractors, suppliers, consultants, and other parties involved in Prohibited Practices pertaining to IDB Group financed activities. Following a two-tier adjudication process (Sanctions Officer and Sanctions Committee), the IDB Group may impose debarments and other sanctions. More information on OII and the Sanctions System can be found [here](#) and the 2021 Annual Report [here](#).

## Office of the Executive Auditor (AUG)

The [Office of the Executive Auditor](#) reports to the President of the IDB and, through the Audit Committee, to the Board of Executive Directors. AUG provides assurance and advisory services to continuously improve IDB's operations and the effectiveness of governance, risk management and control processes.

## Office of Ethics

The IDB Group's commitment to commitment to integrity and transparency beginning with our own staff. IDB employees adhere to strict ethical standards laid out in the 2012 [Code of Ethics and Professional Conduct](#). The Board of Executive Directors is subject to its own Code. The Bank's [Office of Ethics](#) investigates ethical violations by IDB staff and ensures compliance with financial disclosure requirements. The Bank has strong mechanisms to protect whistleblowers.

## IDB REPORTS



## Development Effectiveness Overview (DEO) 2022

The [2022 Development Effectiveness Overview \(DEO\)](#) is an annual report produced by the IDB Group to share the results and impact of its work in Latin America and the Caribbean. It showcases the IDB Group's contributions towards the development of its 26 borrowing member countries in the region and the Sustainable Development Goals, as well as progress against key institutional metrics in its Corporate Results Framework.



## Inter-American Development Bank Sustainability Report 2021

The IDB's annual [Sustainability Report](#) presents the institution's approach to sustainability and highlights both operations and research work that are contributing to sustainable development in the region. The report presents relevant information that includes details on the greenhouse gas (GHG) footprint of our loan portfolio, the climate financing offered, the risk of disasters and climate change in our projects, and the application of our environmental and social policies.



## Inter-American Development Bank Global Reporting Initiative

The [Global Reporting Initiative \(GRI\)](#), an annex to the [Sustainability Report](#), uses standardized indicators to report on both corporate and operational topics. It sets global standards for sustainability reporting, relying on best practices for reporting on a range of economic, environmental, and social impacts. The annex includes standardized indicators such as anti-corruption and ethics, biodiversity, climate resilience, gender equality and diversity, GHG emissions, waste, and water.

## IDB AND EDUCATION

### LET'S ALL LEARN TO READ ("APPRENDAMOS TODOS A LEER")

The IDB is committed to supporting the development of foundational skills and promoting effective teaching through various initiatives, research, and research.

#### Literacy is essential for labor potential and the region's development

Let's all learn to read ("Aprendamos Todos A Leer") is the structured teaching program created by the IDB for children from 5 to 10 years of age in Colombia to develop initial reading and writing skills.

After five years of intervention in Colombia, reading performance on standardized tests increased by 30%. The program has now been extended to Panama and Brazil, and has benefited more than 1,192,699 children and public school teachers in the region.



[Click here](#) for more details.

## IDB AND EDUCATION

### RISE UP AGAINST CLIMATE CHANGE

Climate change is an inevitable issue increasing temperatures and intensifying extreme weather events such as heat waves, droughts, floods, landslides and tropical storms at an unprecedented rate in Latin America and the Caribbean. These changes in climate are causing devastating socioeconomic impacts in the region. Education has a leading role to play in supporting efforts to decarbonize and increase resilience to climate change.

#### Rise Up to save the world together to come up with feasible, sustainable, long-term strategies to mitigate climate change!

Rise Up is a climate change education initiative designed to motivate children and youth to use their creativity toward the devising of solutions to environmental problems. It is a school-centered educational initiative providing instruction videos, a Green School Kit, and videogames.

Examples of Instruction Videos:

**WHY LEARN ABOUT CLIMATE CHANGE?** Instead of teaching science by memorizing the lives and theories of long gone scientists, this video motivates your students to do science, learn about climate change and make a difference.




**READY TO GET ENERGIZED?** Your students will learn about different energy sources and understand that each of us can contribute to the Earth's energy balance.

**LET'S VALUE OUR EARTH.** Explore how food production contributes to climate change and the sustainability of different agricultural production systems.

**ARE YOU RISK AVERSE?** Climate change has already impacted our planet. We have to adapt to avoid risks.

[Click here](#) for more details.

# ELIGIBILITY CRITERIA FOR EYE BOND PROGRAM PROJECTS

| Eligible Category  | Eligible Projects                                  | Definition  |
|--|--|---|
| <b>EDUCATION</b><br>    | <b>Preschool &amp; Early Childhood Education</b>   | Support programs directed to ensure that all children enter first grade ready to learn and have the basic competencies required to benefit from a full cycle of schooling.                              |
|  | <b>Primary Education</b>                           | Support primary education programs.   |
|  | <b>Secondary Education</b>                         | Support secondary education programs.   |
|  | <b>Compensatory Education</b>                      | Support compensatory programs to reduce education inequalities by improving the access and achievement of all students.   |
|  | <b>Teacher Education &amp; Effectiveness</b>       | Support programs directed to ensure teacher quality.  |
|  | <b>e-Education</b>                                 | Support programs that increase access to information and communication technologies (ICTs) in educational processes to improve the quality of student learning.   |
|  | <b>Vocational &amp; Technical Education</b>        | Support programs directed to Vocational and Technical Education - access to knowledge and professional skills development for insertion in different sectors.   |
|  | <b>Education Assessment</b>                        | Support programs measuring what a student has learned, and what could be learned in the future.   |
| <b>YOUTH</b><br>      | <b>Literacy &amp; Numeracy</b>                     | Support literacy and numeracy programs directed at, but not limited to, enhancing the capacity of constructing and expressing meaning through texts as well as improving quantitative reasoning skills. |
|  | <b>Early Childhood Development</b>                 | Support parents and caregivers to improve the quality of childcare.   |
| <b>EMPLOYMENT</b><br> | <b>Youth-At-Risk</b>                               | Direct support to interventions, policy design, and/or impact evaluations to benefit at risk youth or those already engaging in high-risk behavior.   |
|  | <b>School-to-Work Transition</b>                   | Support programs to improve the match between learning, skills, and competencies provided in school and those required by the labor market to improve the transition to productive work.                |
|  | <b>Human Resources &amp; Workforce Development</b> | Support development of skills and competencies for the job throughout the life cycle of the worker, including improving resources for the school-to-work-transition.                                    |
|  | <b>Labor Intermediation Systems</b>                | Support the development of information systems, labor market counseling and training services for job-placement in better jobs.   |
|  | <b>Vocational and Workforce Training</b>           | Support training programs to accelerate the social and labor insertion of job seekers, including youth, unemployed adults, and active workers.  |





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The 2023 EYE Bond Overview represents the final independent Education, Youth, and Employment (EYE) bond report. In the near future, reporting, including impact metrics, for the EYE Bond program will be integrated into a comprehensive Sustainable Development Bond (SDB) report. It is anticipated that the impact metrics featured in the SDB report may differ from those previously presented in EYE Bond Overviews.



## CONDITIONS AND DISCLAIMER

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