



A better start?

**A progress check on donor funding
for pre-primary education and
early childhood development**

A Theirworld Report

Written by Asma Zubairi and Pauline Rose

Theirworld



Theirworld is a children's charity committed to ending the global education crisis and unleashing the potential of the next generation. Its mission is to ensure that every child has the best start in life, a safe place to learn and the skills they need for the future.

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Introduction

For too long, world-leaders have ignored the education needs of young children.

Covid-19 has devastated education systems, shutting down schools for extended periods, and affecting 1.6 billion children worldwide at its peak (UNESCO 2021).

Yet even before the pandemic hit, 175 million children — or just under half of the world's pre-primary-school-aged children — were already out of pre-primary education. In low-income countries, as many as eight out of 10 pre-primary-school-aged children were missing out on early years' education. The world's poorest and most marginalised children were already being left behind, a trend that the pandemic is sadly amplifying.

We cannot let this continue.

The first five years of a child's life are among the most important for their long-term development. Two years of high-quality pre-primary school has a far-reaching impact for children. Those that attend consistently do better in reading, writing and arithmetic, and have more chance of staying in school or avoiding repeating school years.

Research has shown that children denied this opportunity are at risk of falling behind before they even start primary school (UNICEF 2019).

None of this is new. A growing body of evidence continues to underscore the importance of pre-primary education for ensuring equitable, efficient education systems. **This is why Theirworld has persistently called on international donors and governments to invest at least 10% of education spending in the early years.** This target is the absolute minimum world-leaders need to support if we are to have a chance of achieving the United Nations Sustainable Development Goal related to education.

The challenge the pandemic poses to children's long-term futures renews the urgency of this challenge. Major efforts are underway to invest trillions of dollars into the global economy in response to Covid-19. However, Theirworld has calculated that the international community will need to mobilise a minimum of US\$75 billion annually — even after governments maximise their domestic investment in education — to ensure all children receive a quality education by 2030 (Theirworld 2021).

If we are to ensure children's futures, we have to be smart with this investment. We know that the returns from investing in pre-primary education do pay off. For every dollar put into the early years, leaders can expect a dividend of \$17 in return. Across sub-Saharan Africa, every dollar spent towards tripling pre-primary education enrolment would yield a \$33 return on investment (Theirworld 2019).

Yet on average across all countries receiving aid, each pre-primary school-aged child was allocated just 34 cents in 2019.

The pandemic is forcing us to rethink what is possible. We cannot simply go back to the way things were. **The onus is now on world leaders to put investment in pre-primary education at the heart of an education-led Covid recovery strategy.**

This report focuses on aid trends to pre-primary education using data reported by donors to the Organisation for Economic Cooperation and Development (OECD) as Overseas Development Assistance. It updates our analysis from our 2019 *Leaving the Youngest Behind* report, which ranked donors' performance on pre-primary education and looked at data from 2002 to 2016. The new report tracks whether donors are meeting Theirworld's recommended target of investing at least 10% of their education aid budget on pre-primary education.

We found that some progress has been made, but starting from a very low base. Overall, the outlook is very mixed and many of the world's poorest children are missing out on vital education in their first few years because of a woeful lack of investment.

We found that 6.4 million more children in low-income countries would have had access to one year of pre-primary education if donors had met the 10% spending target for just 12 months. This equates to approximately 1 in 10 of the 60 million pre-primary-school aged children in low-income countries. World-leaders can and should be doing much more.

Persistence in advocacy and evidence-sharing are showing some signs of paying off, however. **Our analysis reveals that the overall share of education spending to pre-primary schooling has increased between 2015 and 2019, and is at a higher rate than education aid generally.** Yet the \$142.7 million invested in the early years still only accounts for 0.9% of overall spending in education. **Aid donors need to be spending close to ten times more to reach Theirworld's recommended 10% target.** Our analysis shows that aid to post-secondary education, which primarily benefits those from wealthier backgrounds, is 37 times larger than spending on pre-primary education.

The vast majority of investment is concentrated in a small handful of donors. In recent years UNICEF^a and the World Bank have significantly widened their early years policy aims. This is reflected in their prioritisation of spending to pre-primary education. As a result of their increased spending, the two institutions now account for 57% of overall donor investment in the early years. While positive, this leaves pre-primary education investment particularly vulnerable to shifts in policy and expenditure.

Although bilateral donors such as the United Kingdom and the United States have increased their priority to pre-primary education, other major education funders such as Canada, France and Germany have decreased their share.

Recognising that early years' education alone is insufficient, the report also takes a look at investment in early childhood development (ECD), incorporating early years health and nutrition. As a proportion of total aid, ECD investment has decreased from 3.3% to 3.1% between 2015 and 2019.

Covid-19 implications for tracking donor spending

These data were only available up until 2019 at the time of writing, and so prior to the Covid-19 pandemic. Some preliminary estimates do suggest that total aid commitments from bilateral aid donors have contracted by 17% between 2019 and 2020 — the period when Covid-19 began to hit. Funding commitments by multilateral donors,¹ on the other hand have increased by 31%, meaning that a growing share of aid is in the form of loans as oppose to grants (Development Initiatives, 2020). As an emergency response to the pandemic, the education sector received a very small share of total requests made through humanitarian appeals. Of the US\$280 million requested for the sector, just US\$14 million (or 5%) was funded (INEE, 2020). ■





Key messages

Between 2015 and 2019, aid spent on pre-primary education rose from US\$99 million to US\$142.7 million. The amount spent on pre-primary education in 2019 was the highest on record.

Despite a doubling of aid to pre-primary education over the past two years, the share of education aid spending to pre-primary education has only slightly increased. The growth in pre-primary education spending outpaced education aid spending overall, which increased by 23% between 2015-2019. As a result, the share of education aid spent on pre-primary education, remains extremely low, rising from 0.8% to 0.9%.

The amount of aid spent on pre-primary education continues to fall far short. Despite this increase, aid spending on pre-primary education is far below the recommendation that 10% of total education aid should be spent on pre-primary education. Only UNICEF and the Global Partnership for Education met this target in 2019.

Pre-primary education is only a small fraction of the amount spent on other levels of the education. In 2019, aid spent on post-secondary education was 37 times higher than pre-primary education. While this represents a slight improvement compared to 2015 — when aid to post-secondary education was 39 times higher — a “progressive universalism” approach that prioritises lower levels of education is still not being adopted.

Had donors met the 10% target of pre-primary education spending in 2019, 6.4 million more pre-primary-school-aged children in low-income countries could have had access to pre-primary education in that year. If the 10% target had been reached, an additional US\$1.4 billion would have been available in 2019, compared to the US\$142.7 million actually spent by all donors on pre-primary education.

Aid to pre-primary education continues to be concentrated among a small number of donors, leaving it vulnerable to any shifts in donor priorities. In 2019, the top five donors spent 74% of total pre-primary education aid (compared to 73% in 2015). The remaining 26% was spent by 28 donors.

On average across all aid-recipient countries, each pre-primary school-aged child was allocated just 34 cents in 2019. There is however a wide variation in the amount countries receive, with a large number receiving the lowest per capita aid for pre-primary education in sub-Saharan Africa.

While the total amount of aid to early childhood development (ECD) increased slightly from US\$5.8 to US\$5.9 billion, it decreased as a share of total aid between 2015 and 2019. In 2019, ECD amounted to just 3.1% of total aid, a reduction from 3.3% in 2015. Despite the importance of the early years to children's development, this is significantly less than the share of the global population aged between birth and five years of age which, in 2020, was estimated to be 11%.





Aid spending on pre-primary education remains woefully low

Spending on pre-primary education has increased since 2015, but from a low level

Aid spent on pre-primary education in 2019 reached its highest level since records began. In 2002, this figure was a mere US\$40.3 million, and remained low for the rest of that decade. Between 2015 and 2019 it increased by almost 50%, from US\$99.0 to US\$142.7 million. Since 2017, there has been a more sustained upward increase (Figure 1, p14).

It increased at a faster rate than other sub-sectors of education, with overall aid to education rising from US\$12.5 billion to US\$15.3 billion between 2015 and 2019, representing a 23% increase. The amount spent on pre-primary education increased by 44% over the same period, rising from US\$99.0 to US\$142.7 million. By comparison, aid to primary education rose by 9%, secondary education by 33% and higher education by 32% (Figure 2, p15).

The higher growth in pre-primary education aid between 2015 and 2019 has meant its share of total education aid spending has increased, but only slightly. As a share of total education, pre-primary education has risen from 0.8% to 0.9% (Figure 3).

Spending on higher education far outstrips spending on pre-primary education. In 2019 donors were spending 37 times more on higher education than on pre-primary education (Figure 3, p15). Moreover, donors spent 27 times more on funding students from aid-recipient countries to study in their own country than on pre-primary education in other countries. This points to regressive aid spending, with more funding going to wealthier students who reach higher levels of education, and have the opportunity to study abroad.

Despite the increase in pre-primary education's share of education aid, it still falls far short of the target of 10% recommended by Theirworld in 2019. The Global Partnership for Education and UNICEF were the only donors who met this target in 2019, although Education Cannot Wait was close, reaching 8.7%. Most other donors lagged far behind (Figure 4, p16).

Figure 1

Aid spent on pre-primary education has seen an increase since 2002

Aid to pre-primary education, 2002 to 2019



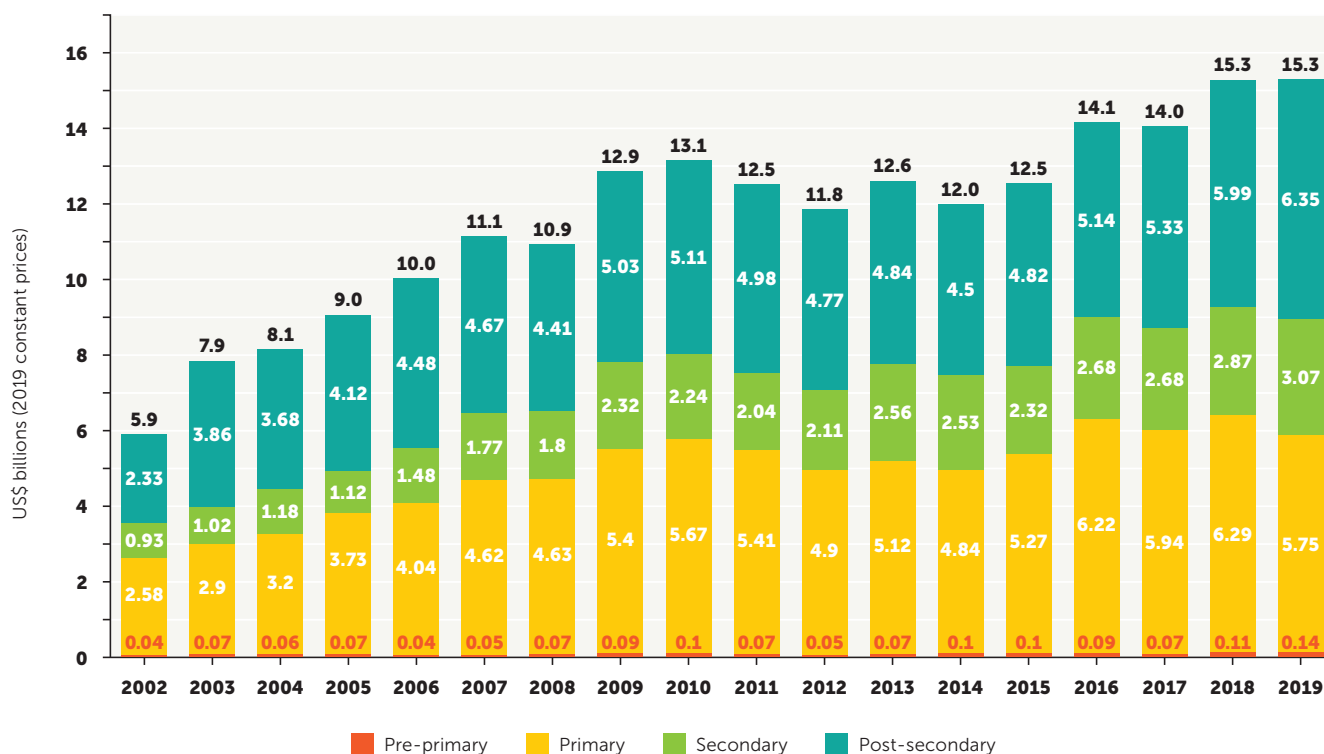
Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.



Figure 2

As a proportion of total aid to education, spending on pre-primary education has remained consistently low

Aid to education by sub-sector, 2002 to 2019

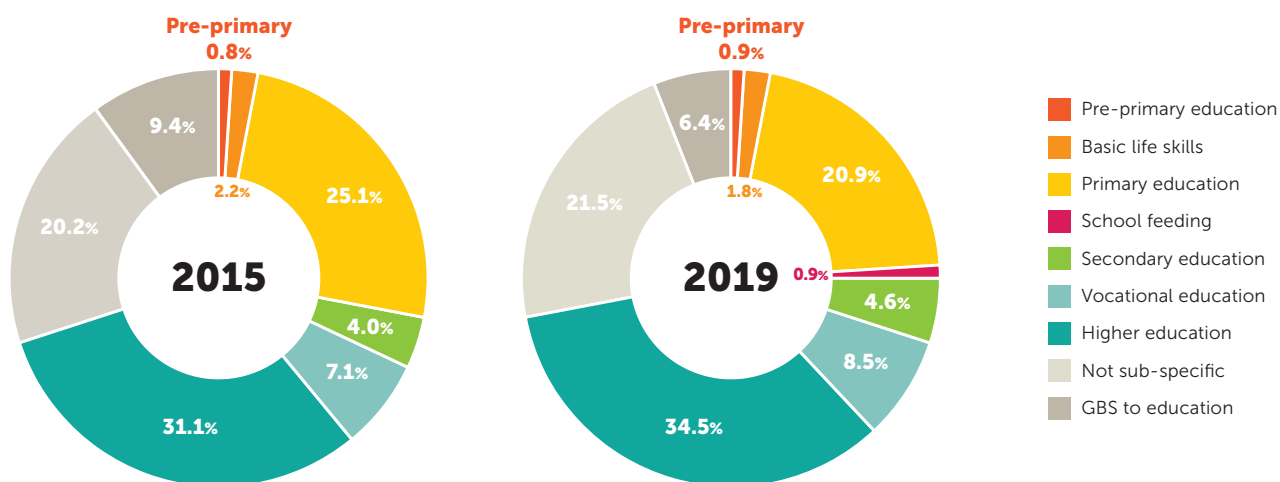


Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Note 'Primary' includes spending on basic life skills and school feeding. Around 90% of the spending is on primary schooling.

Figure 3

Share of education aid by sub-sector, 2015 and 2019

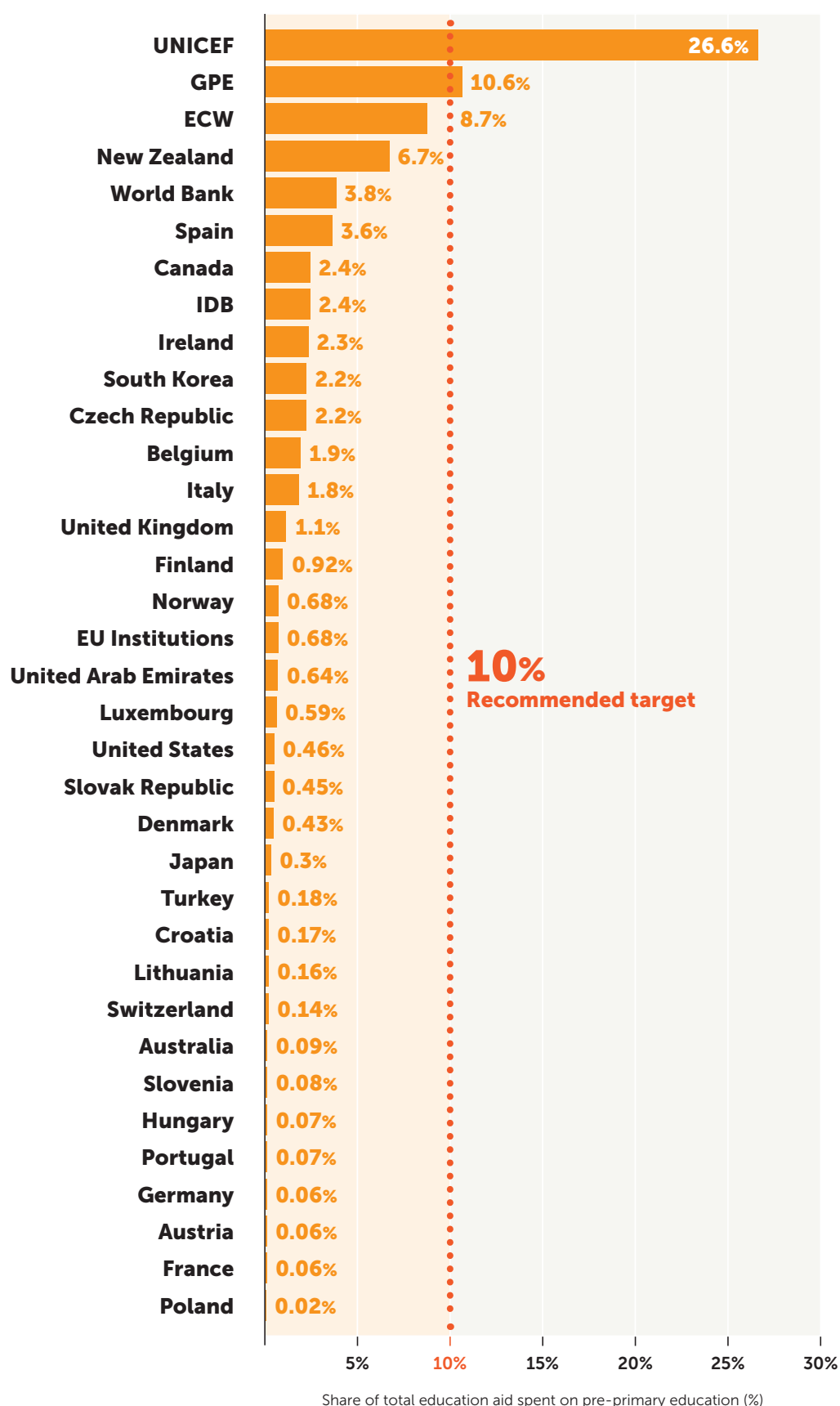


Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Figure 4

UNICEF and the Global Partnership for Education were the only donors who met the Theirworld recommended target of 10% in 2019

Share of total education aid to pre-primary education, 2019



Note 24 donors are not included on this graph as they do not spend anything on pre-primary education. Of these, eight are amongst the top 30 donors to education.

Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Of the top 30 donors to education in 2019:

- **Eight did not spend any aid on pre-primary education.** These were the Asian Development Bank (AsDB), African Development Fund (AfDF), International Monetary Fund (IMF), Netherlands, Qatar, Saudi Arabia, Sweden and the United Nations Relief and Works Agency (UNRWA).
- **14 of the remaining 22 donors increased the share of pre-primary education within their education portfolio, while eight donors decreased the share** (Table 1, p25 & Table 2, p26). Those who increased their share the most include UNICEF (by 21.1%), New Zealand (by 3.0%), United Kingdom (by 1%), World Bank ² (by 0.8%) and United States (by 0.5%). Others who increased their share include Australia, Austria, EU institutions, Hungary, Italy, Japan, Switzerland, Turkey and the United Arab Emirates (UAE).
- **13 out of these 14 donors also increased the amount of aid spent on pre-primary education in volume terms between 2015-2019.** In addition, South Korea increased its overall spending, but decreased its share (Figure 5, p18). Those who increased the amount of spending on pre-primary education the most include the World Bank by \$16.5 million, followed by UNICEF (by US\$16.3 million), United Kingdom (from a very low base to US\$10.7 million), United States (from no spending recorded ³ to US\$6.5 million) and EU institutions (by US\$3.8 million).

Pre-primary education aid is concentrated among a handful of donors

The increase in spending on pre-primary education between 2015 and 2019 is mostly attributable to multilateral donors, in particular UNICEF.⁴ Of the US\$142.7 million spent on the sub-sector in 2019, multilateral donors made up 62% in unearmarked funding while bilateral donors contributed the remaining 38%. This represents a change from 2015 when multilateral donors were responsible for 54% of aid to pre-primary education. In 2019, amongst individual donors, the World Bank and UNICEF provided almost 60% of the funding (42% and 15%, respectively). The contributions of the next largest donors was considerably less: United Kingdom (8% of the total), EU institutions (5%) and Canada (5%) (see Figure 7, p20).

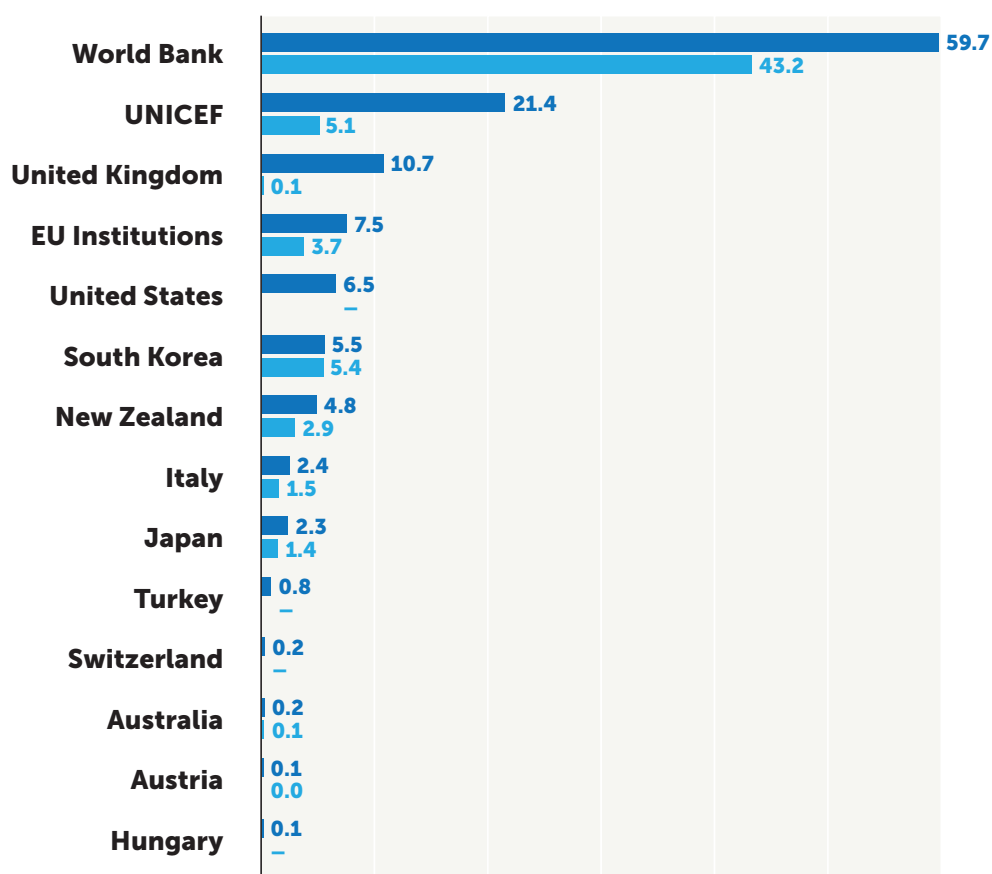
Bilateral donors channel some spending through to multilateral agencies as earmarked funding for pre-primary education. **In 2019, 71% of pre-primary education aid was channelled through multilateral donors in total.** In addition to the 62% of total pre-primary education spending by multilateral donors through unearmarked funding, bilateral donors also channelled a further 9% of pre-primary education aid in the form of funding earmarked specifically for the sub-sector of pre-primary education to multilateral agencies. This indicates that some bilateral donors are utilising multilateral agency experience — notably UNICEF and the World Bank — in pre-primary education rather than engaging significantly in the sub-sector themselves (Figure 6, p19).

Figure 5

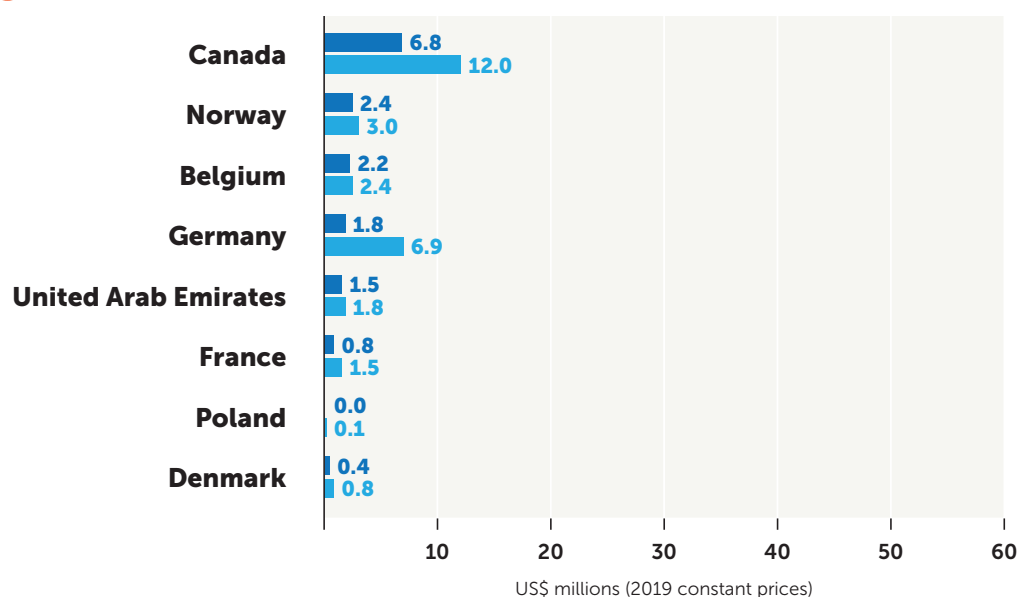
UNICEF and the World Bank accounted for the majority of the increase to pre-primary education between 2015 and 2019

Aid spending on pre-primary education by donor in US\$ millions, 2015 and 2019

+ Donors who have increased aid to pre-primary education



— Donors who have decreased aid to pre-primary education



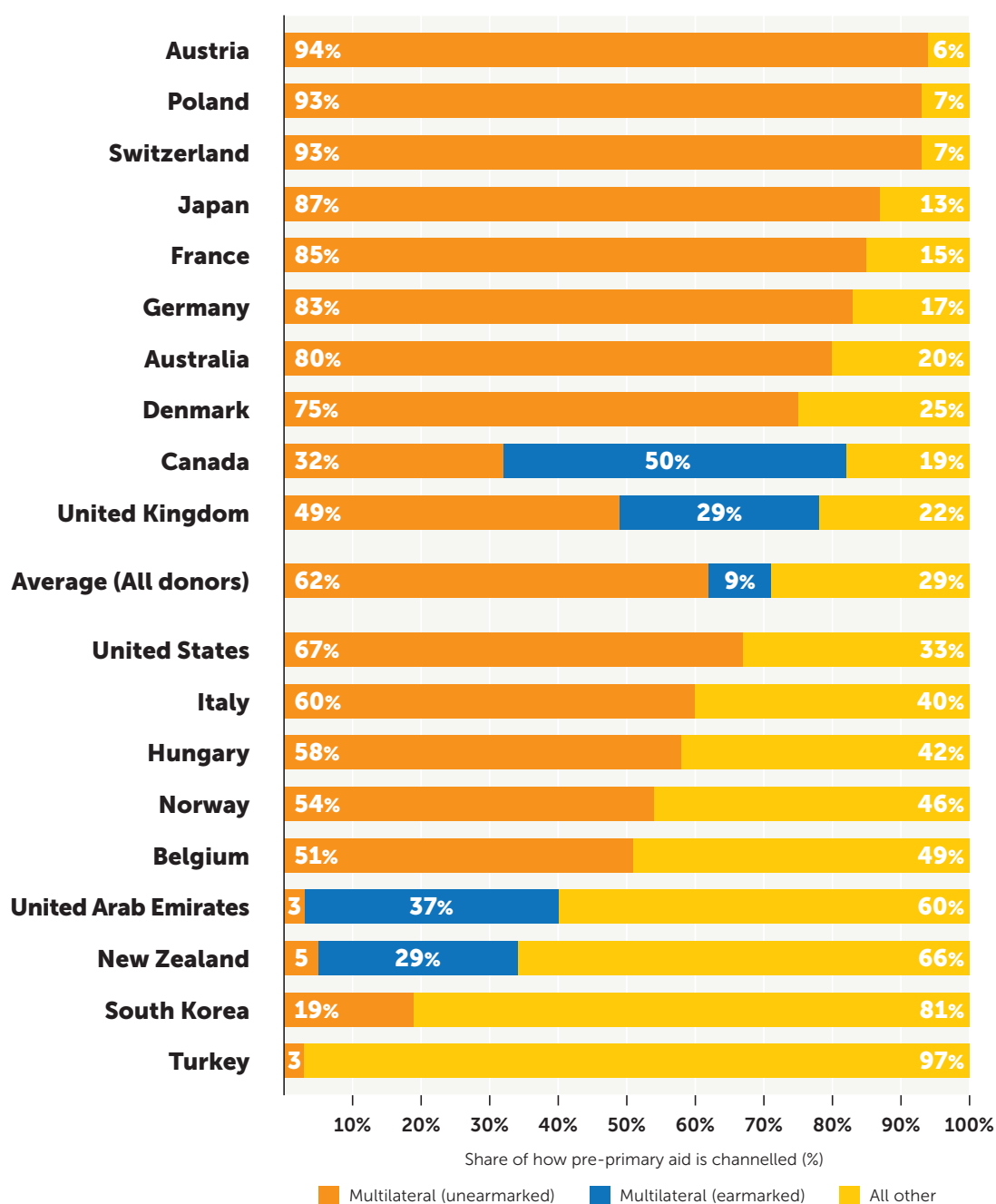
Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Note AsDB, AfDF, IMF, the Netherlands, Qatar, Saudi Arabia, Sweden and UNWRA are not included in this graph as they spent no aid on pre-primary education in either 2015 or 2019.

Figure 6

Most bilateral donors are channelling their pre-primary education spending through unearmarked aid to multilateral donors

Proportion of bilateral aid to pre-primary education through multilateral organisations or other mechanisms, 2019



Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Notes

1 — "All other" refers to aid that is channelled through either: 1. the public sector; 2. NGOs & civil society; 3. teaching institutions, research institutes or think-tanks; and 4. private sector institutions.

2 — Multilateral unearmarked funding refers to imputing back the amount of bilateral aid that is channelled through multilateral donors without earmarking the geographic area

or sector to which the multilateral agency should spend this on. In the OECD-CRS, this appears in the spending of the multilateral donor to which this aid has been disbursed. Earmarked funding refers to aid that a bilateral donor channels through a multilateral agency with a specification of where or on what the resources should be spent. Under the OECD-CRS reporting directives this would appear under bilateral donor spending.

Given that aid to pre-primary education is mainly channelled through multilateral agencies as unearmarked funding, overall levels to the sub-sector are contingent on the multilateral agency through which bilateral donors channel their aid. As the most recent data illustrates, **UNICEF places high importance on prioritising pre-primary education. However, just 1.3% of the total aid spent by bilateral donors to multilateral agencies went to UNICEF in 2019. This compares to 16.6% to the World Bank.**

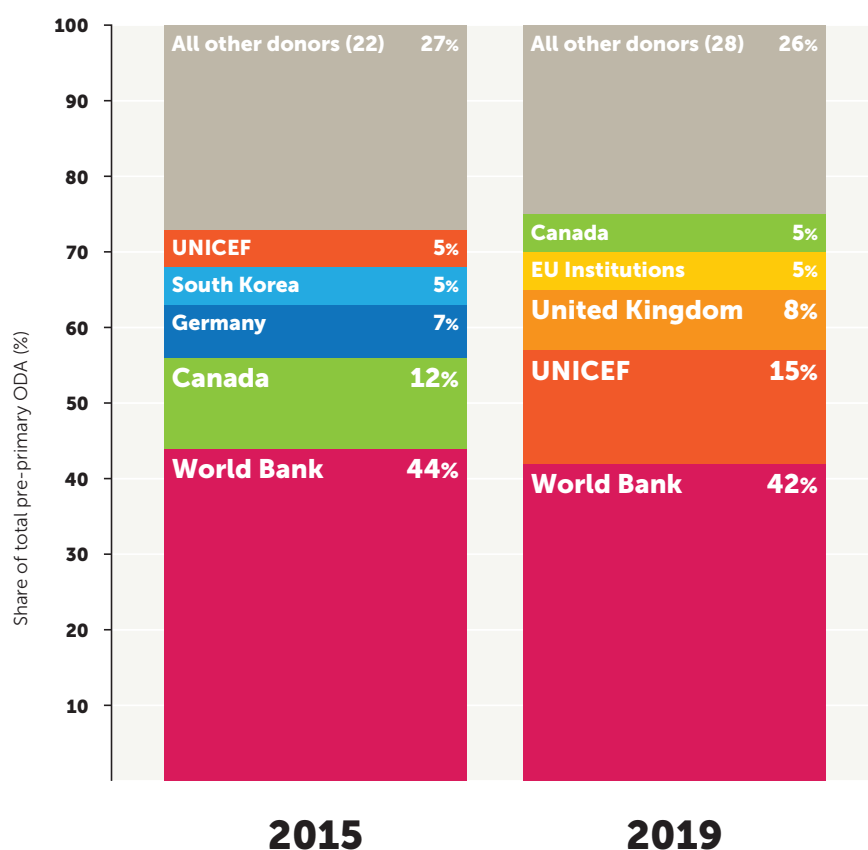
Taking into account the amount that bilateral donors channel through multilateral agencies as unearmarked funding, the share of education aid that bilateral donors give to pre-primary education increases for 18 out of 23 bilateral donors.⁵ Amongst the largest increases are Japan, the Netherlands and Sweden. Conversely, for Canada and South Korea, the share of education aid to pre-primary education reduces once this adjustment is incorporated. Regardless, **no bilateral donor met the Theirworld recommended target of 10%, even once unearmarked funding to multilateral agencies is taken into account** (Table 1, p25).

We found that aid spending to pre-primary education is still concentrated among a small number of donors. In 2019, the top five largest donors (UNICEF, World Bank, United Kingdom, EU Institutions and Canada) were responsible for spending 74% of the total aid spending on pre-primary education. In 2015, the five largest donors spent 73% (Figure 7, below).

Figure 7

Pre-primary education aid has become even more concentrated among a small number of donors

Share of top five donors to pre-primary education, 2015 and 2019



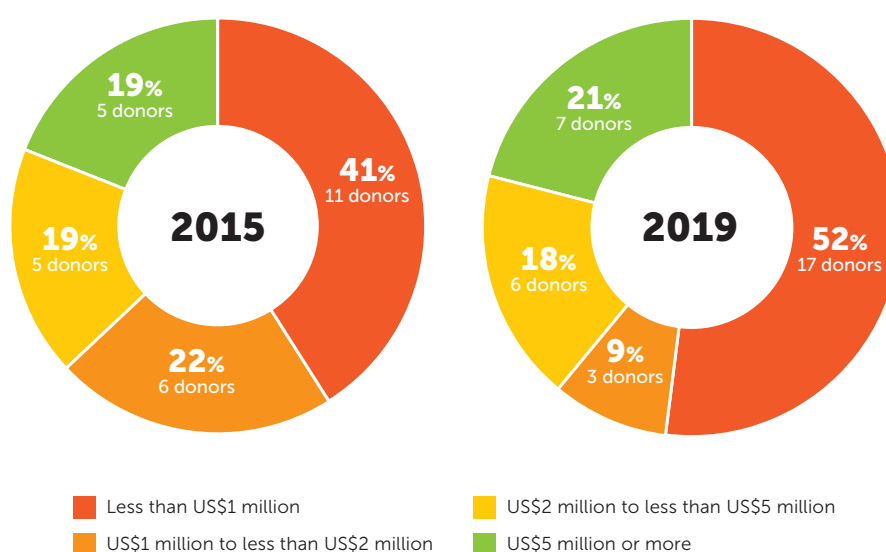
Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

In 2019, seven donors spent more than US\$5 million on pre-primary education (an increase from five donors in 2017) — Canada, EU institutions, South Korea, UNICEF, United Kingdom, United States and the World Bank. While it is encouraging that a larger number of donors are spending more significant sums, most donors still spend small sums on the sub-sector. Seventeen donors each spent less than US\$1 million on pre-primary education, reflecting a continued fragmented donor landscape (Figure 8, below).

Figure 8

The majority of donors are spending very low amounts on pre-primary education

Fragmentation of pre-primary education aid, 2015 and 2019



Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Note In 2015, 27 donors spent aid on pre-primary education and this rose to 33 donors in 2019.

Few countries receive pre-primary education aid

Aid spending to pre-primary education is concentrated among a small number of recipient countries, although there is less concentration than in 2015, when the top 10 countries receiving pre-primary education aid were allocated 68% of the total. In 2019, this has fallen to 59% (Figure 9a, p23).

The geographical location of aid spending has meanwhile shifted. In 2015, the east Asia & Pacific region received the lion's share of pre-primary education aid, largely because of the World Bank's support to Vietnam's pre-primary education sector (receiving 32%). However, by 2019 this has shifted to sub-Saharan Africa and south Asia largely due to UNICEF's support to these regions (Figure 9b, p23). Within sub-Saharan Africa, aid spent in eastern & southern Africa and western & central Africa has become more evenly distributed. In 2015, the eastern & southern Africa region received 71% of pre-primary education aid spent in the sub-Saharan African, falling to 50% in 2019.

Lower-middle income countries continue to receive the majority of donor pre-primary education aid, although the share going to these countries has decreased from 73% in 2015 to 64% in 2019. This is largely because both UNICEF and the World Bank disperse the majority of their pre-primary education aid to such countries. As a share of total aid to pre-primary education, UNICEF spends 35% on lower middle income countries, while the proportion of the World Bank spending to these countries is 88%.

The share of pre-primary education aid spent in low-income countries has increased slightly from 12% in 2015 to 14% in 2019.

Within this time period, the relatively large amount spent in Liberia in 2016 and Ethiopia in 2018 meant that the share of total pre-primary education aid spent in low-income countries was 32% and 24% respectively. Of the 29 low income countries, two — Democratic People’s Republic of Korea and Yemen — received no aid for pre-primary education. This represents an improvement on the number of pre-primary education “aid orphans” in 2015 when seven low income countries received no funding (Central African Republic, Democratic People’s Republic of Korea, Gambia, Guinea, Somalia, Sudan and Yemen).

The share of pre-primary aid to 38 crisis-affected countries (as identified by Education Cannot Wait)⁶ has increased from 23% to 50% between 2015 and 2019.

In 2019, of the US\$71 million going to crisis-affected countries, Bangladesh received 52%, of which the overwhelming majority came from the World Bank. This was followed by Ethiopia (11%), Senegal (6%), Lebanon (5%) and Cameroon (4%).

Little is spent on pre-primary education per child

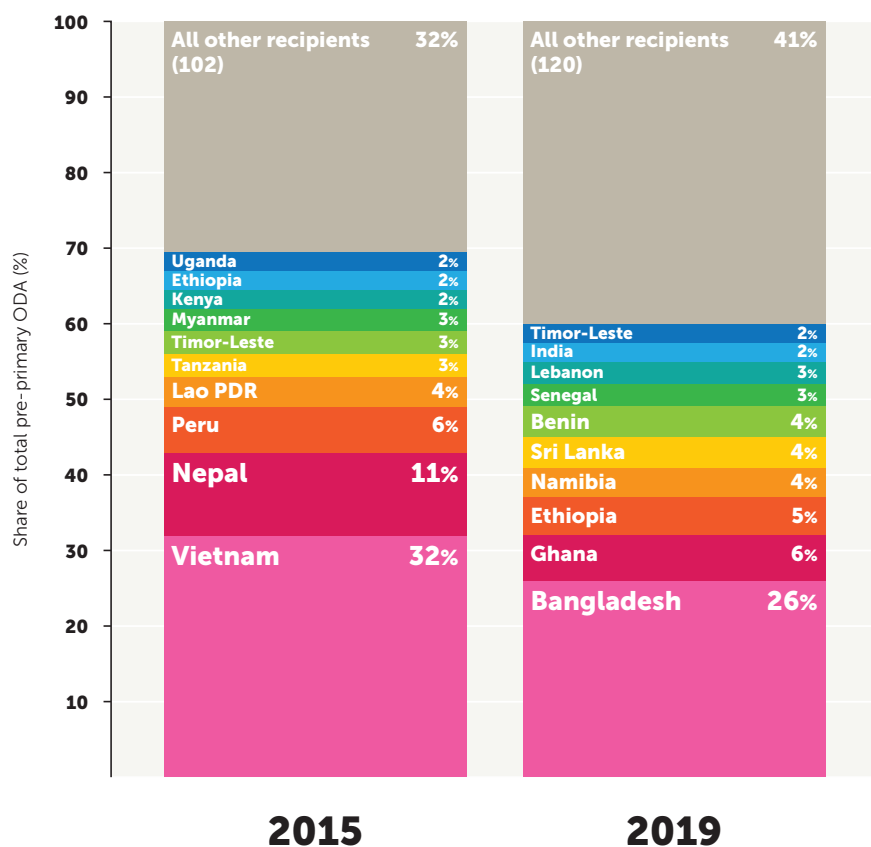
In aid-recipient countries, each pre-primary school-aged child was allocated on average just 34 cents in aid in 2019. Per capita funding ranged from under 10 cents for countries such as Chad, Niger and South Sudan to more than US\$20 per primary school-aged child for countries situated in the Pacific region (Kiribati, Marshall Islands, Timor Leste). In 69 countries, of which a large number are situated in the sub-Saharan African region, up to 50 cents in aid was spent per pre-primary aged child (Figure 10, p24).

A pre-primary school-aged child residing in a crisis-affected country received on average 70 cents in pre-primary education aid in 2019, although this average disguised a very wide variation between countries. At the upper end, in Bangladesh and Palestine, pre-primary aid per capita ranged between US\$4 and US\$5. At the other extreme, a pre-primary school-aged child residing in Chad, Sudan and Venezuela received less than 10 cents in aid per child (Table 3, p27).

If donors had met the 10% spending target on pre-primary education aid in 2019, total resources to the sub-sector would have helped 6.4 million more children in low-income countries attend pre-primary school for a year.⁷ If the 10% target had been reached, this would have equalled US\$1.54 billion, representing an additional US\$1.4 billion, compared to the US\$142.7 million actually spent by all donors on pre-primary education in 2019. ■

Figure 9a

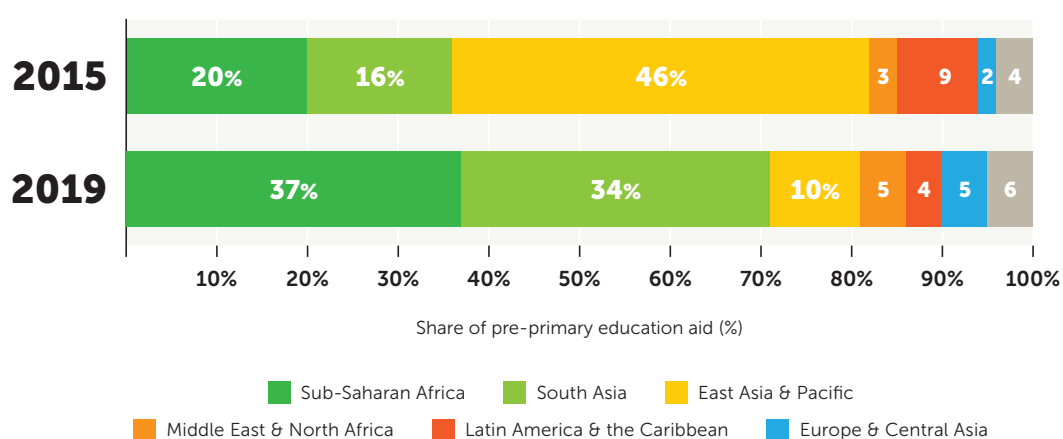
Top recipients of pre-primary education aid, 2015 & 2019



Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Figure 9b

Pre-primary education aid by region, 2015 & 2019

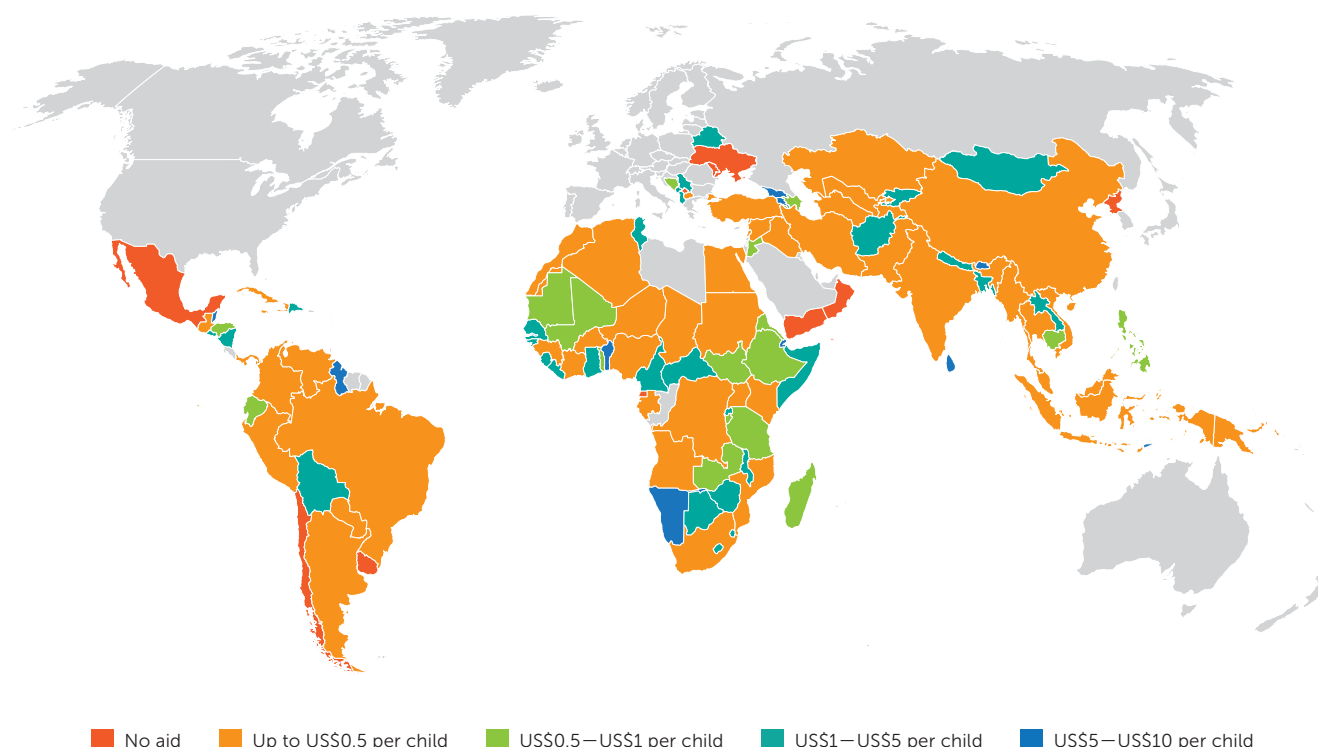


Source: Authors' calculation based on OECD Creditor Reporter System. Accessed June 2021.

Figure 10

Half of all aid-recipient countries either receive no or negligible amounts of aid per pre-primary-school-aged child

Per capita aid to pre-primary-school-aged children, 2019



Source: Authors' calculation based on OECD Creditor Reporter System and UNESCO Institute for Statistics. Accessed June 2021.

Notes

1 — The per capita categorisations were as follows: a) country received no aid, b) country received up to US\$0.5 per child, c) country received between US\$0.5 up to US\$1.0 per child, d) country received between US\$1.0 and US\$5.0 per child, e) country received between US\$5.0 and US\$10 per child and f) country received over US\$10 per child.

2 — Given data availability, this analysis is based on calculations of the pre-primary-school aged population overall, rather than the share of pre-primary-school-aged children attending pre-primary education institutes.

Table 1

Pre-primary education spending for top 30 donors to education, 2019

Donor	Ranking		Pre-primary education aid US\$ millions 2019 prices	Share of total pre-primary aid %	Pre-primary aid as a % of total education aid %	Pre-primary aid as a % of total education aid %
	by volume					
	Total education aid	Pre-primary aid				
UNICEF	28	2	21.4	15.0	26.6	—
New Zealand	29	8	4.8	3.4	6.7	4.9
World Bank	2	1	59.7	41.8	3.8	—
Canada	14	5	6.8	4.8	2.4	1.9
South Korea	15	7	5.5	3.9	2.2	1.8
Belgium	23	12	2.2	1.6	1.9	2.1
Italy	21	9	2.4	1.7	1.8	1.7
United Kingdom	6	3	10.7	7.5	1.1	1.4
Norway	11	10	2.4	1.7	0.7	1.2
EU Institutions	5	4	7.5	5.2	0.7	—
U.A.E.	16	14	1.5	1.0	0.6	0.7
United States	3	6	6.5	4.5	0.5	1.1
Denmark	27	17	0.4	0.3	0.4	1.0
Japan	7	11	2.3	1.6	0.3	1.5
Turkey	9	16	0.8	0.6	0.2	0.2
Switzerland	20	18	0.2	0.1	0.1	1.2
Hungary	24	21	0.1	0.1	0.1	0.2
Australia	17	19	0.2	0.1	0.1	0.3
Germany	1	13	1.8	1.3	0.1	0.3
Austria	18	20	0.1	0.1	0.1	0.7
France	4	15	0.8	0.6	0.1	0.3
Poland	22	22	0.0	0.0	0.0	0.2
AfDF	26	0	0	0	0	—
AsDB	10	0	0	0	0	—
IMF	13	0	0	0	0	—
Netherlands	25	0	0	0	0	1.9
Qatar	30	0	0	0	0	0.0
Saudi Arabia	12	0	0	0	0	0.0
Sweden	19	0	0	0	0	1.4
UNRWA	8	0	0	0	0	—
Bilateral	—	—	53.8	37.7	0.5	—
Multilateral	—	—	88.9	62.3	2.2	—
Total	—	—	142.7	100.0	0.9	

Columns

a — This column refers to the share of education aid spent on pre-primary education excluding unearmarked aid that bilateral donors spend on pre-primary education through multilateral agencies.

b — This column refers to the share of education aid spent on pre-primary education including unearmarked aid that bilateral donors spend on pre-primary education through multilateral agencies. See Appendix 1 for further information of the methodology used.

Notes

1 — **Bilateral donors** are shown in black. **Multilateral donors** are highlighted in red.

2 — The 30 donors in this table are those which spend the most on education in volume terms in 2019. The table is ordered according to the share of their education aid that is spent on pre-primary education.

Source: Authors' calculations based on OECD Creditor Reporter System. Accessed June 2021.

Table 2

Ranking of total education aid spent on pre-primary education for top 30 donors, 2015 and 2019

Pre-primary education as share of total education aid					
Donor	2015	2019	Change between 2015 and 2019	Ranking in 2015	Ranking in 2019
UNICEF	5.5	26.6	▲	1	1
New Zealand	3.7	6.7	▲	3	2
World Bank	3.0	3.8	▲	4	3
Canada	4.6	2.4	▼	2	4
South Korea	2.3	2.2	▼	6	5
Belgium	2.9	1.9	▼	5	6
Italy	1.4	1.8	▲	7	7
United Kingdom	0.0	1.1	▲	18	8
Norway	0.9	0.7	▼	8	9
EU Institutions	0.4	0.7	▲	10	10
U.A.E	0.3	0.6	▲	12	11
United States	0	0.5	▲	0	12
Denmark	0.9	0.4	▼	9	13
Japan	0.3	0.3	▲	13	14
Turkey	0	0.2	▲	0	15
Switzerland	0	0.1	▲	0	16
Hungary	0	0.1	▲	0	17
Australia	0.0	0.1	▲	16	18
Germany	0.3	0.1	▼	11	19
Austria	0.0	0.1	▲	17	20
France	0.1	0.1	▼	15	21
Poland	0.1	0.0	▼	14	22
AfDF	0	0	—	0	0
AsDB	0	0	—	0	0
IMF	0	0	—	0	0
Netherlands	0	0	—	0	0
Qatar	0	0	—	0	0
Saudi Arabia	0	0	—	0	0
Sweden	0	0	—	0	0
UNRWA	0	0	—	0	0
Average Bilateral	0.5	0.5	▼		
Average Multilateral	1.4	3.3	▲		
Overall average	0.8	1.3	▲		

Notes

1 — Bilateral donors are shown in black. Multilateral donors are highlighted in red.

2 — The 30 donors in this table are those which spend the most on education in volume terms in 2019. They are ordered according to the share of their education aid is spent on pre-primary education.

Source: Authors' calculations based on OECD Creditor Reporter System. Accessed June 2021.

Table 3

Total and per-capita pre-primary education aid by crisis-affected country

Country	Total aid US\$ millions	Total aid per capita US\$ millions	Country	Total aid US\$ millions	Total aid per capita US\$ millions
Bangladesh	37.0	4.24	Syria	0.4	0.36
Ethiopia	7.8	0.85	D.R. Congo	0.4	0.04
Senegal	4.3	2.86	Burkina Faso	0.3	0.17
Lebanon	3.6	n.a.	Burundi	0.3	0.36
Cameroon	2.6	1.71	Ukraine	0.2	n.a.
Tanzania	1.8	0.53	Haiti	0.2	0.12
Kenya	1.4	0.34	Jordan	0.2	0.38
Palestine	1.4	4.97	Niger	0.2	0.07
Rwanda	1.1	0.51	Iraq	0.2	0.07
Uganda	1.0	0.24	Rep of Congo	0.1	0.25
Myanmar	1.0	0.22	C.A.R.	0.1	0.24
Nigeria	0.9	0.03	South Sudan	0.1	0.08
Egypt	0.9	0.17	Venezuela	0.1	0.02
Sierra Leone	0.8	1.22	Sudan	0.04	0.02
Afghanistan	0.8	0.72	Chad	0.03	0.02
Pakistan	0.8	0.07	Djibouti	0.02	0.43
Mali	0.6	0.33	D.P.R. Korea	0	—
Turkey	0.4	0.06	Yemen	0	—
Mauritania	0.4	0.50			

■ Sub-Saharan Africa ■ South Asia ■ East Asia & Pacific
■ Middle East & North Africa ■ Latin America & the Caribbean ■ Europe & Central Asia

Source: Authors' calculation based on OECD Creditor Reporter System and UNESCO Institute for Statistics. Accessed June 2021.



Early childhood development: a continued low priority

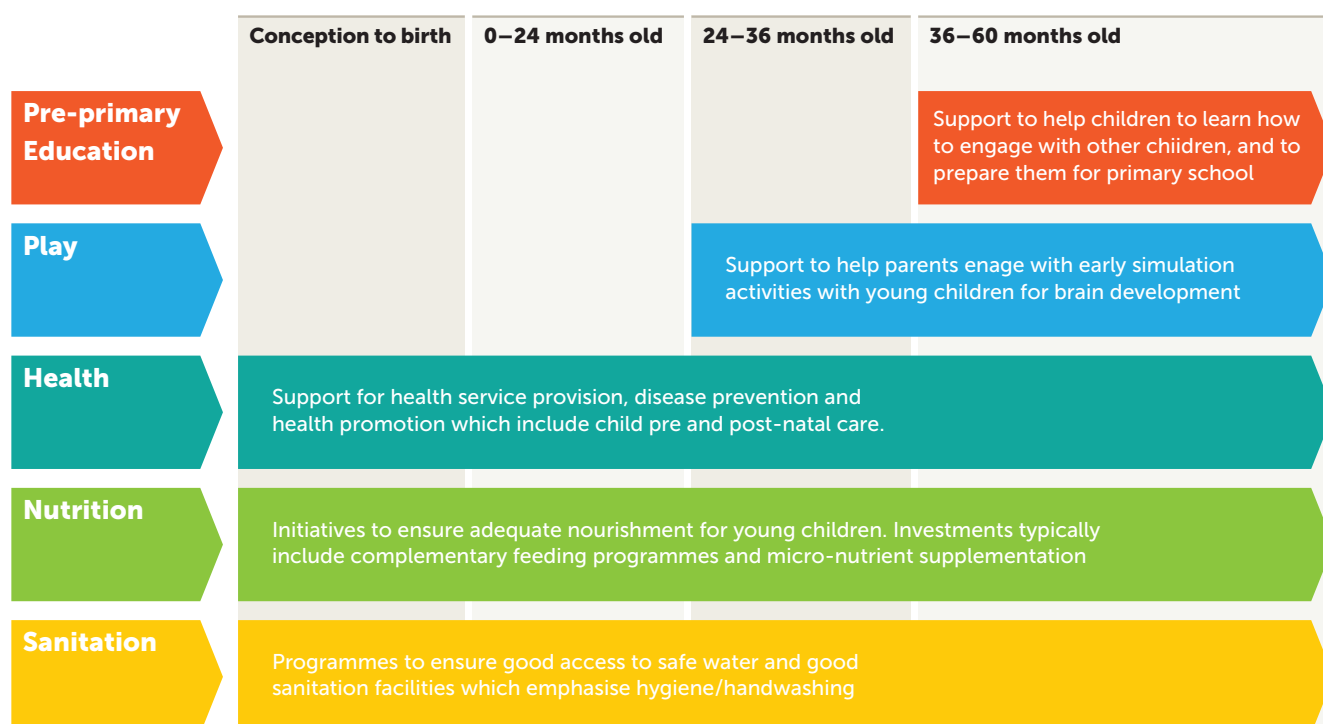
Early childhood development (ECD), defined as the period from birth to five, is the most critical time in a child’s life. Brain development over this period is largely affected by adequate attention being given to a child’s health, providing them with adequate nutrition, stimulating them through play and ensuring adequate provision to good quality early learning opportunities (Black et al., 2016). An integrated and cross-sectoral approach is therefore needed to ensure that activities relating to ECD ensure children achieve their full potential. For this reason, emphasis on the different aspects of ECD cut across the Sustainable Development Goals (SDGs), which make explicit reference to achieving targets related to children aged five years or below (Table 4, below).

Table 4 Sustainable Development Goals and associated targets relating to ECD	
Goal 2: End hunger, achieve food security and improved nutrition	Target 2.2: By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under five years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
Goal 3: Ensure healthy lives and promote well-being	Target 3.2: By 2030, end preventable deaths of new-borns and children under five years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-five mortality to at least as low as 25 per 1,000 live births
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning	Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
Goal 16: Promote peaceful and inclusive societies for sustainable development	Target 16.2: End abuse, exploitation, trafficking and all forms of violence and torture of children

The cross-sectoral focus of ECD means that in order for interventions to have their desired impact, they must not only include adequate investment for under-fives across multiple sectors, but must also be well-sequenced (Sayre et al., 2013). While investments in health, nutrition and sanitation investments span across time from when a child is first conceived until (s)he reaches five years old, investments in pre-primary education mainly begin when the child is three years of age right up until five years of age (Figure 11, below).

Figure 11

An integrated approach to ECD



Source: Zubairi & Rose (2018).

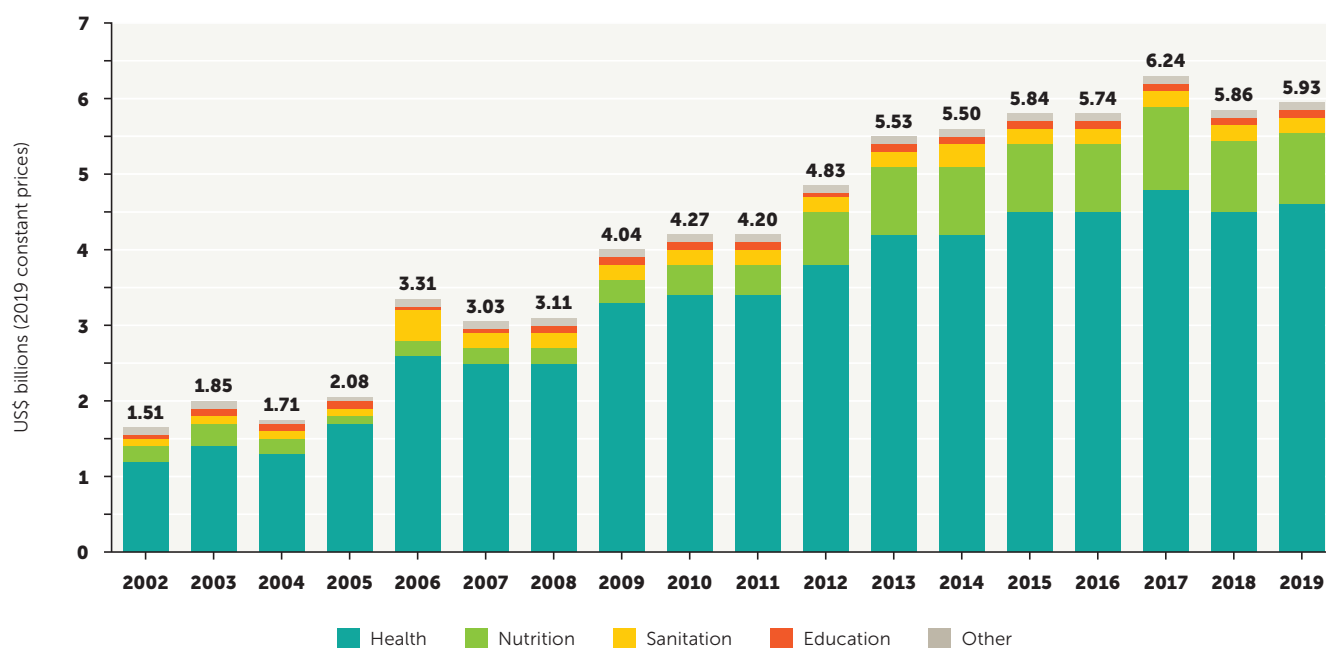
Between 2002 and 2019, the volume of aid to ECD has increased seven-fold, from US\$1.5 billion to US\$5.9 billion. This increase has largely been driven by an increase in aid spending on child health and child nutrition. Of the US\$4.4 billion increase in aid to ECD between 2002 and 2019, 76% of the increase (or US\$3.4 billion) is attributable to the health sector. Pre-primary education remains an extremely small share of ECD spending (Figure 12, p31).

From 2015 to 2019, aid to ECD has grown from US\$5.8 to US\$5.9 billion, representing a 2% increase in real terms. However, this growth has not kept pace with total aid. As a result, as a share of total aid, aid to ECD has decreased slightly from 3.3% in 2015 to 3.1% in 2019 (Table 5, p32). This 3.1% of total aid to ECD is significantly less than the share of the global population aged between birth and five years of age which in 2020 the United Nations Population Division estimated at 11%. As a result, young children are significantly under-represented in aid spending.

Figure 12

Increases in aid to ECD have been driven by spending to health and nutrition

The volume of aid going to ECD by sub-sector, 2002-2019



Source: Authors calculations based on OECD Creditor Reporter System. Accessed June 2021.

In 2019, 22 out of the top 30 donors to education spent the largest share of their sector-specific aid to ECD to the health sector.⁸ For three donors (France, EU institutions and the UAE), the nutrition sector received the largest share of sector-specific ECD aid. Only New Zealand spent the largest share on pre-primary education (Appendix 3, p43).

As a share of total education aid, four donors spend 10% or more of their ECD aid on pre-primary education: New Zealand (50.3%), South Korea (12.7%), Turkey (12.9%) and World Bank (10.8%). By contrast, the France, Germany, the United States and the United Kingdom – who are among the top 10 donors to the education sector – spent much lower proportions of ECD aid on education (Table 5, p32). ■

Table 5

Ranking for ECD and pre-primary education spending for top 30 donors, 2019

Donor	Total aid ranking	ECD spending US\$ millions	Prioritisation of ECD as a share of aid		Prioritisation of pre-primary education as a share of ECD aid	
			ECD as a share of total aid %	Ranking	Share of ECD aid to education %	Ranking
UNICEF	24	358.2	35.0	1	6.0	8
Canada	12	200.5	6.2	2	3.4	11
United States	1	1,437.6	4.9	3	0.5	21
United Kingdom	6	574.5	4.3	4	1.9	15
Netherlands	10	148.0	4.3	5	0	0
World Bank	3	551.7	3.0	6	10.8	4
Sweden	9	89.3	2.5	7	0	0
Belgium	23	26.3	2.3	8	8.5	6
South Korea	18	43.7	2.1	9	12.7	3
New Zealand	27	9.6	2.1	10	50.3	1
Australia	17	44.2	2.0	11	0.4	22
U.A.E	14	49.2	1.9	12	3.0	13
Italy	22	27.4	1.9	13	8.9	5
Denmark	20	33.1	1.8	14	1.1	17
UNRWA	25	12.2	1.6	15	0	0
Switzerland	15	38.1	1.6	16	0.5	20
Norway	11	51.2	1.5	17	4.6	9
Hungary	30	2.3	1.5	18	3.2	12
IMF	21	16.5	1.1	19	0	0
EU Institutions	4	198.0	1.1	20	3.8	10
AfDF	19	19.4	1.0	21	0	0
France	7	96.3	1.0	22	0.9	19
Qatar	26	5.2	1.0	23	0	0
Saudi Arabia	16	22.0	1.0	24	0	0
Germany	2	199.6	0.9	25	0.9	18
AsDB	13	25.0	0.8	26	0	0
Japan	5	99.7	0.7	27	2.3	14
Poland	29	1.6	0.7	28	1.6	16
Austria	28	1.3	0.3	29	8.1	7
Turkey	8	6.1	0.1	30	12.9	2
Total bilateral	—	3,294.5	2.5	—	1.6	—
Total multilateral	—	2,632.2	4.5	—	3.4	—
All donors	—	5,926.7	3.1	—	2.4	—

Notes

1 — **Bilateral donors** are shown in black.

Multilateral donors are highlighted in red.

2 — The 30 donors in this table are those which spent the most on education in volume terms in 2019. They are ordered according to the share of their total aid spent on ECD.

Source: Authors calculations based on OECD Creditor Reporter System. Accessed January 2021.



Recommendations

To achieve Sustainable Development Goal 4, which includes quality and inclusive early childhood education for all children by 2030, donors must maximize their investment in the sector.

As education systems continue to be affected by the impacts of Covid-19, this investment is all the more important to support governments' stimulus packages. The international community must step up. Spending on pre-primary education is incredibly low, at just 34 cents per child on average in the poorest countries. Moreover, the breadth and depth of the impact of the pandemic also requires an investment in early childhood development across all relevant sectors, which has become less of a priority in recent years.

1 Donors must ensure they are spending at least 10% of their education aid on pre-primary education.

Following the example set by UNICEF, more donors need to make commitments to spending at least 10% of their education aid on pre-primary education. This could come from their direct spending in countries, or by apportioning more aid to multilateral organisations such as UNICEF or the GPE who are prioritising the sub-sector. Donors can ensure that any spending via multilateral agencies reaches the sub-sector by earmarking the aid to pre-primary education.

2 Donors must adopt a “progressive universalism” approach to their spending.

Such an approach to spending requires that greater weight is given to allocating public funding to those in the early years. This requires a shift in priority in spending among many donors, who currently give greater priority to funding higher levels of education which does not reach those who are most in need.

3 Donors must ensure investment reaches young children in countries who need it most.

This includes countries affected by crisis, and paying attention to those low- and lower-middle income countries that do not currently receive any aid to pre-primary education. While most of the financing needed to achieve the Sustainable Development Goals must come from individual governments, donors have an important role with strategic contributions that catalyse larger reforms in these countries.

4 Donors need to increase investment in ECD, and take a coordinated approach to supporting the sector.

Aid spending on ECD needs greater priority. It also requires better coordination between donors to ensure that the different ECD domains receive proportionate focus and investment, including less visible areas such as play and social protection.

5 Donors should invest in initiatives that improve transparency on levels of investment in ECD by sector.

Better information is needed to effectively monitor the total resources available for ECD and, within this, the amount spent on specific interventions and sub-sectors. This requires improving reporting to the OECD creditor reporting system in ways that is easily tracked.

The benefits of quality early years education have been already been established.

In this report, we have shown that progress on investment has been mixed since our first scorecard in 2019, and remains lamentably low. We have also calculated that reaching the 10% target would have made an additional US\$1.4 billion available in 2019, compared to the US\$142.7 million actually spent by all donors on pre-primary education. This would represent spectacular gains for the world's children.

The scale and impact of the pandemic has, perhaps counter-intuitively, given world leaders a once in a lifetime chance to make pre-primary education a core strategy for reducing inequality. Over the next six to 12 months, they have a series of opportunities at high level meetings, where global stimulus plans will be developed, to show their commitment to the provision of quality early years education and development.

At the the Global Education Summit, the UN General Assembly, G20, the delayed Dubai Expo 2020 and COP26, the 10% commitment can move much closer to becoming a reality, a sustainable fixture of development policy that will give the world's vulnerable, marginalised and under-served children the start in life they deserve. ■





Appendix A

Methodology imputing sector level aid

Sectoral development assistance, including to the education sector, combines both bilateral and multilateral spending. As per OECD reporting rules, bilateral donors aid disbursements are reported as being those which bilateral donors either spend:

- 1 Directly in the recipient country; or
- 2 Channel through multilateral agencies, indicating the geographic or sectoral way in which they want those resources to be spent [earmarked spending]

Multilateral donor aid disbursements are resources spent by multilateral agencies which have not been earmarked in any way by the donor. For part of the analysis in this report, we have estimated the share of education aid each bilateral donor has spent on pre-primary education taking into account unearmarked funding that they channel through multilateral agencies.

Calculating the share of unearmarked funded to a sector can be attributed back to bilateral donors is illustrated by an example below using the following steps:

- 1 UNICEF spent US\$79.0 million on pre-primary education in 2019.
- 2 The United Kingdom contributed 10.7% of UNICEF's overall income in the same year.
- 3 Therefore, the United Kingdom contributed US\$8.4 million to pre-primary education through its unearmarked contributions to UNICEF.
- 4 Steps 1 to 3 would be repeated for all other multilateral donors reporting spending on pre-primary education. In 2019 this applied to the EU Institutions, IDB and World Bank.

Appendix B

Methodology for tracking aid spending to children under the age of five years

The OECD Development Assistance Committee (DAC) Creditor Reporting System (CRS), through which global trends on aid spending are measured, does not currently monitor aid spending intended for a particular population. While “rio-markers” have been put in place to advance this objective donor reporting to these are voluntary and many projects remain uncoded according to these rio-markers.

For the purposes of this report, the authors’ have tried to devise a methodology to track donor support for children aged 0–5 years of age across the health, nutrition, sanitation and education sector. It is important to note that the OECD DAC-CRS database currently does not track aid for “play” and “protection” which are likely to be very relevant for the 0–5 years age-group.

For the analysis in the report, the report built on selecting from a number of current methods that have been in existence to track donor support to Maternal, Newborn and Child Health (MNCH) since the 2010 Muskoka Commitment which was intended to increase donor support to MNCH (G8, 2010).

This report builds upon the Muskoka Methodology — devised by the G8 Health Working Group — which is used to capture donor aid spending to MNCH related activities. This Muskoka Methodology is used to capture aid to two groups: (a) women of reproductive age (including those who are pregnant and (b) children under the age of five. For the purposes of this report, we are interested in capturing the aid that goes to (b). This paper has utilised these assumptions and built upon them to try and arrive at a global estimate as to what donors are disbursing to children under the age of five years old i.e. part (b) of the group.

Appendix Table 1 (p40) takes the sector purpose codes which are likely to target MNCH and, within that, aid spent on children under the age of five years old. These purpose codes were agreed upon by the G8 Health Working Group at the Muskoka Summit. Using updated information, this Report considers what share of these purpose codes are likely to be specific for MNCH and for children under the age of five years old, together with the a more detailed understanding of how these figures were arrived at.

Purpose codes used by the G8 Health Working Group to capture ODA to RMNCH

Purpose codes	Imputed percentage to children under the age of five years old %
Health	
12110 — Health Policy and Administrative Management	10%
12181 — Medical Education/ Training	10%
12191 — Medical Services	10%
12220 — Basic Health Care	10%
12230 — Basic Health Infrastructure	10%
12250 — Infectious Disease Control	10%
12261 — Health Education	10%
12262 — Malaria Control	74.7%
12263 — Tuberculosis Control	11.1%
12281 — Health Personnel Development	10%
13010 — Population Policy and Administrative Management	10%
13020 — Reproductive Health Care	30%
13030 — Family Planning	30%
13040 — STD Control including HIV/ AIDS	12.6%
13081 — Personnel Development for Population and Reproductive Health	30%
Nutrition	
12240 — Basic Nutrition	100%
Sanitation	
14030 — Basic Drinking Water Supply and Basic Sanitation	10%
14031 — Basic Drinking Water Supply	10%
14032 — Basic Sanitation	10%
Other	
51010 — General Budget Support	1.0%

There were four categories that the Muskoka Methodology used to come up with imputed percentages of what portion of aid was spent on RMNCH (G8, 2010). We use these assumptions for this paper, but update the figures which these assumptions were based on – namely the most up-to-date data on population and global burden of disease:

- 1 Activities that entirely or mostly targeted women of reproductive age and/or children under the age of five (imputed percentage = 100%):** When activities are almost exclusively for women of reproductive age and/or children under the age of five an imputed percentage of 100% has been applied. When considering just children under the age of five, the methodology has assumed an imputed percentage of 30% which is what the 0–5 age group is as a share of the women of reproductive age and children under the age of five.
(Purpose codes: 12240 Basic Nutrition, 13020 Reproductive Health Care, 13030 Family Planning, 13081 Personnel Development for Population and Reproductive Health)
- 2 Activities which target the general population (imputed percentage = 33%):** Health activities which target the entire population meant that the method imputes what part of these sectors goes to (a) women aged between 15 and 44 of reproductive age – 23% of the population and (b) children under the age of 5 to 10% of the population. This has been calculated using UN population data for 2015.
(Purpose codes: 12110 Health Policy and Administrative Management, 12181 Medical Education/ Training, 12191 Medical Services, 12220 Basic Health Care, 12230 Basic Health Infrastructure, 12250 Infectious Disease Control, 12261 Health Education, 12281 Health Personnel Development, 13010 Population Policy and Administrative Management)
- 3 Disease-specific DAC codes (imputed percentage = various):** Imputed DAC codes to a percentage which is consistent with the proportion of death from the proportion of death from diseases relating to malaria, tuberculosis and AIDs occurring in (a) children aged 0–4 years and (b) women aged between 15 and 49⁹ years based on the World Health Organisation's Global Burden of Disease for the year 2015.
(Purpose codes: 12262 Malaria Control, 12263 Tuberculosis Control, 13040 STD Control including HIV/AIDS)
- 4 Basic drinking water supply and sanitation (imputed percentage = 10%):** The primary purpose of basic drinking water supply and sanitation services are activities whose primary purpose is to prevent against gastro-intestinal infection and diarrhoea. Since diarrhoea is the second leading cause of under-five mortality, but not a major cause of maternal mortality the Muskoka Methodology considered basic drinking water supply and sanitation as health programs targeting primarily under-five children and imputed a percentage of 10% based on the demographic weight of this population.
(Purpose Codes: 14030 Basic Drinking Water Supply and Basic Sanitation, 14031 Basic Drinking Water Supply, 14032 Basic Sanitation)

While the Muskoka Methodology identified purpose codes which were most likely to target aid to RMNCH, for a selected number of donors the Methodology did not consider this appropriate and a separate methodology was used to impute percentages to these donors entire aid portfolio in relation to what was assumed they gave to RMNCH. This paper has separated these donors, and tried to update some of the assumptions based on the most up-to-date information as indicated in Appendix Table 2 (p42).

Portion of total ODA spent on RMNCH for particular donors

Donor agency / purpose code	Imputed percentage to RMNCH	Imputed percentage to children under the age of five years old (ECD)
	%	%
GAVI	100%	100%
GFTAM	46%	27%
Regional Development Bank	AfDF = 3%	1%
	AsDF = 2%	1%
	IDB Special Fund = 1%	0.4%
UNFPA	67%	0%
UNICEF	55%	35%
World Bank	5%	3%
World Food Programme	10%	5%
World Health Organisation	38%	22%

In 2010 the G8 Health Working Group, when finalising the Muskoka Methodology got multilateral agencies and initiative to identify what part of their spending was for MNCH-related activities. Using 2009 spending as a baseline, this was used to apportion a share of their spending which was relevant to MNCH spending.¹⁰ For the purposes of this report, the following method has been applied:

- 1 GAVI:** GAVI's mission is to ensure that children under the age of 5 in developing countries are fully immunised and vaccinated. This report assumes that 100% of the funds that GAVI spent are used to benefit children under the age of five years old
- 2 GFTAM:** Aid spent by the Global Fund to Fight Aids, Tuberculosis and Malaria (GFTAM) are used to target these three diseases. This report has taken the proportion of death from these diseases which occur in (a) children aged 0–4 years and (b) women aged between 15 and 49 years¹¹ based on the World Health Organisation's Global Burden of Disease for the year 2015. We apply this to the share of aid GFTAM spends.
- 3 World Health Organisation:** This report has taken the proportion of deaths from all diseases which occur in (a) children aged 0–4 years and (b) women aged between 15 and 49 years¹² based on the World Health Organisation's Global Burden of Disease for the year 2015. We apply this to the share of aid which the World Health Organisation spends.
- 4 Regional Development Banks, UNFPA, UNICEF, World Bank and World Food Programme:** The report takes the proportions that these donors reported as being what they disbursed to MNCH for the Muskoka Summit based on their 2009 aid disbursements. To then estimate what is going to children aged under five years old, the Report took the percentage of MNCH identified in the 2017 Lancet study which was specific to child health (Grollman et al., 2017).

In addition to health, nutrition and sanitation this report has also added what donors disburse to pre-primary ODA. Given the overwhelming majority of this will benefit the 0–5 population this is included in both the totals for RMNCH ODA and that which is disbursed to 0–5 year olds.

Top 30 donors to pre-primary education distribution of aid to ECD in 2019

Donor	Total aid to ECD US\$ millions	Share of ECD aid by sub sector				ECD aid as a share of total ODA %	Change between 2015 & 2019	
		Education %	Health %	Nutrition %	Sanitation %		Share of total aid to ECD %	Share of ECD aid to education %
UNICEF	358.2	6.0	76.5	6.8	10.7	35.0		▲
Canada	200.5	3.4	62.7	33.2	0.7	6.2	▼	▼
United States	1,437.6	0.5	88.7	9.9	0.9	4.9	▼	▲
United Kingdom	574.5	1.9	66.6	29.0	2.6	4.3	▼	▲
Netherlands	148.0	—	74.0	20.4	5.6	4.3	▲	—
World Bank	551.7	10.8	51.8	29.6	7.7	3.0	—	▲
Sweden	89.3	—	86.1	8.0	5.9	2.5	▲	—
Belgium	26.3	8.5	63.7	21.9	6.0	2.3	▲	▼
South Korea	43.7	12.7	64.3	9.1	13.9	2.1	▼	▼
New Zealand	9.6	50.3	39.0	3.4	5.5	2.1	▲	▲
Australia	44.2	0.4	87.0	9.0	3.4	2.0	▲	▲
U.A.E	49.2	3.0	20.9	57.4	1.5	1.9	▲	▼
Italy	27.4	8.9	59.8	28.5	2.9	1.9	▲	▼
Denmark	33.1	1.1	96.8	—	2.0	1.8	▲	▼
UNRWA	12.2	—	100.0	—	—	1.6	▼	—
Switzerland	38.1	0.5	62.7	23.1	13.5	1.6	▲	▲
Norway	51.2	4.6	85.7	7.9	1.3	1.5	▼	▼
Hungary	2.3	3.2	33.2	3.2	60.4	1.5	▲	▲
IMF	16.5	—	—	—	—	1.1	▲	—
EU Institutions	198.0	3.8	32.3	53.9	6.8	1.1	▲	▲
AfDF	19.4	—	11.9	—	—	1.0	—	—
France	96.3	0.9	42.1	42.4	8.9	1.0	▲	▼
Qatar	5.2	—	46.6	—	—	1.0	▲	—
Saudi Arabia	22.0	—	63.0	9.4	8.8	1.0	▼	—
Germany	199.6	0.9	62.8	27.6	6.7	0.9	▼	▼
AsDB	25.0	—	32.4	—	67.6	0.8	▼	—
Japan	99.7	2.3	55.2	19.1	19.9	0.7	▼	▲
Poland	1.6	1.6	94.1	1.9	2.4	0.7	▲	▼
Austria	1.3	8.1	81.4	4.8	5.7	0.3	▲	▲
Turkey	6.1	12.9	72.1	10.6	1.0	0.1	▲	▲
All bilateral	3,294.5	1.6	75.1	18.9	3.4	2.5	▼	▲
All multilateral	2,632.2	3.4	78.6	12.3	4.3	4.5	▼	▲
All donors	5,926.7	2.4	76.7	16.0	3.8	3.1	▼	▲

Source: Authors calculations based on OECD Creditor Reporter System. Accessed June 2021.

Notes

1 — **Bilateral donors** are shown in black.
Multilateral donors are highlighted in red.

2 — For the World Bank (IDA), UNICEF, AsDB and AfDF, it is assumed that they spent a fixed share of their total aid on children aged five years or under based on the Muskoka Methodology.

3 — The 30 donors in this table are those spending the most on education in volume terms in 2019. They are ordered according to the share of their total aid spent on ECD.

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Endnotes

- a The data presented in this Report differ from those in UNICEF's own reporting (UNICEF, 2019). The likely reasons for these differences is because our analysis adopts OECD-DAC's approach of only including resources that are officially classified as aid, and excluding earmarked funding (that is included under bilateral donor reporting).
- 1 These mainly refer to multilateral development banks, including World Bank (IDA), African Development Bank and Asian Development Bank.
- 2 Figures for World Bank pre-primary education spending only include disbursements through the International Development Association (IDA). Resources from IDA — which provides zero to low-interest loans and grants — is identified as aid according to the OECD-DAC's definition. This report does not include loans spent by the International Bank for Reconstruction and Development (IBRD), as these are not classified as aid according to OECD-DAC.
- 3 It is possible that the United States was spending on pre-primary education previously, but it was being recorded under other aspects of early childhood development (see Zubairi and Rose, 2019).
- 4 Unless stated otherwise, this analysis only includes those multilateral agencies reporting to the OECD, and so excludes the Global Partnership for Education (GPE) and Education Cannot Wait (ECW).
- 5 See Appendix A for a description of the approach to the analysis.
- 6 Education Cannot Wait defines these crisis-affected countries as those affected by conflict, environmental emergency and/or displacement. More information can be found here: <https://www.educationcannotwait.org/home/information-for-grantees-2/>
- 7 This has been calculated using the Education Commission estimate in the Learning Generation report of the amount needed to be spent per child to reach the SDG target by low-income countries by 2030. This unit cost amounts to US\$218 in 2019 prices. See: https://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf
- 8 Excludes humanitarian aid, given this is not sector specific.
- 9 Age brackets under the Global Burden of Disease groups the age group 30–49 — this slightly extends the reproductive age we have taken as an example which ends at 44.
- 10 As part of this process G8 members applied these imputed percentages to their multilateral core contributions in order to identify the portion of their multilateral disbursements which was relevant to MNCH. However, for the data analysis for this paper, it should be made clear that the percentages identified in Table 2 have been applied to the funds that these multilateral organisations receive in “unearmarked funding” only. Earmarked funding is reported against bilateral donor disbursements under the OECD Creditor Reporting System; for these resources, therefore, the imputed percentages from Table 1 have been used.
- 11 Age brackets under the Global Burden of Disease groups the age group 30–49 — this slightly extends the reproductive age we have taken as an example which ends at 44.
- 12 Age brackets under the Global Burden of Disease groups the age group 30–49 — this slightly extends the reproductive age we have taken as an example which ends at 44.

Photography

Front cover — © UNICEF / Dejongh. Children attending class in the Koubia Kindergarten, in Niamey, the capital of Niger

p4 — © UNICEF / Raab. Borkeo District, Rattanakiri, Cambodia. Portrait of a young child who wants to become a police officer later to make Cambodia safer

p7 — © Education Cannot Wait / Areej Alghabri. Children attend a preschool class in Yemen

p8 — © World Bank / George-Alleyne. A child reads a book outside a health centre in Dhaka, Bangladesh

p11 — © UNICEF / Kabuye. Children play at the ECD centre in Busheka, Isingiro District

p12 — © World Bank / Aisha Faquir. A little boy sings along with his class in rural Nepal

p14 — © World Bank / Dominic Chavez. Syrian refugee, Ahmad

(far left) teaches a class to Syrian refugee children in the Katermaya refugee camp, outside Beirut, Lebanon

p28 — © UNICEF / Dejongh. Pre-primary school children playing at the kindergarten, in Fada, in the east of Burkina Faso.

p33 — © UNICEF / Cook-Junior. A young preschooler at Apol ECD learning in Gumomo village, Nawaeb District, Morobe Province, Papua New Guinea

p36 — © UNICEF / Singh. Children come out from Anganwadi pre-school centre in Rajasthan, India

p46 — © UN Photo / Tobin Jones. Displaced Somali children attend lessons at the Hawa Abdi Centre in the Afgoye Corridor, Somalia

Back cover — © Nicole Leeper. A young child attends a pre-school class







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