



One-year update: A Better Start?

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

A Theirworld Report

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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

This report is the fifth in a series ranking donors' performance on pre-primary education that has aimed to bring the importance of investing in the early years to the attention of world leaders.

The initial report (Bright and Early: How financing pre-primary education gives every child a fair start in life), published in 2017, looked at aid to pre-primary education between 2002 to 2015. The second in the series (Donor Scorecard: Just Beginning) published in 2018, focused on financing of early childhood development up until 2016. The third report (Leaving the Youngest Behind), published in 2019, paid particular attention to donor spending to pre-primary education between 2015 and 2017. The fourth report (A Better Start?) published in 2021, ranked donor performance on pre-primary education and early childhood development, with data up to 2019.

This revised scorecard includes data for 2020, the first year of Covid-19, and as such provides some insight into post-pandemic trends. There are some encouraging signs that the early years are becoming a stronger priority for donors, though some decisions on education spending levels in 2020 may have been decided in 2019 and we may need to wait for data from 2021 and 2022 for a fuller picture of how the pandemic has constrained donors' activity.

What is clear is that donors and policymakers need to make the early years a much stronger priority. Progress has been made, but starting from a very low base. Other areas of education still receive more funding, and with one or two honourable exceptions, aid donors are not adopting a 'progressive universalism' approach that would increase investment in education across the board. Nor are the vast majority adopting Theirworld's recommendation that 10 per cent of education spending should be devoted to the early years.

This is a shame, because the case for such investment is proven beyond doubt. 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 have 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.

At the same time, the pandemic has opened minds to what is possible, and there is widespread recognition that 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 a strategy that rebuilds from the economic challenges of 2020 and 2021, and which also builds a foundation for the realisation of the 2030 Sustainable Development Goals.



Key messages

Between 2015 and 2020, aid spent on pre-primary education rose from US\$100.9 million to US\$209 million.¹ The amount spent on pre-primary education in 2020 was the highest on record, increasing by 107% since 2015.

Despite aid to pre-primary education more than doubling between 2015 and 2020, pre-primary education as a share of education aid spending remains extremely low. The share of education aid spent on pre-primary education has only risen slightly, from 0.8% in 2015, 0.9% in 2019, to 1.2% in 2020. This is far below Theirworld's recommendation that 10% of education aid should be spent on pre-primary education. Only UNICEF has met this target in 2020.

Pre-primary education is only a small fraction of the amount spent on other levels of education. In 2020, aid spent on post-secondary education was 25 times higher than pre-primary education – an improvement on 2019 when it was 37 times higher. While this represents an improvement compared to 2015 – when aid to post-secondary education was 40 times higher – a progressive universalism approach that prioritises lower levels of education is still a long way from being adopted.

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 2020, the top five donors spent 83% of total pre-primary aid, compared to 73% in 2015. The remaining 17% was disbursed by 25 donors. Worryingly, the concentration among these top donors increased in just a year from 75% in 2019.

While the amount of aid to early childhood development (ECD) increased from US\$6.8 billion to US\$7.5 billion between 2015 and 2020, it decreased as a share of total aid. In 2020, ECD amounted to 3.3% of total aid, compared with 3.8% in 2015. Despite the recognised importance of early years to children's development, this proportion is significantly less than the share of the global population aged between birth and five years of age, estimated to be 10% in 2020. This further suggests that aid donors are not adopting a progressive universalism approach.



Oink oink
oink oink
a pig



Cluck cluck
cluck cluck
like a hen



BIG

ION

Habib



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

Aid spent on pre-primary education in 2020 reached its highest levels since records began. In 2002, the amount spent on pre-primary education was a mere US\$41.2 million. While it began to increase over that decade, it remained low. An increase is notable since the adoption of the Sustainable Development Goals in 2015: between 2015 and 2020 pre-primary aid more than doubled, from US\$100.9 million to US\$209.0 million (Figure 1).

Aid to pre-primary education increased at a faster rate compared to other sub-sectors of education. Overall aid to the education sector rose from US\$12.8 billion to US\$18.1 billion between 2015 and 2020, representing a 41% increase, compared with 107% for pre-primary education. By comparison aid to primary education rose by 31%, secondary education by 58% and post-secondary education by 41% (Figure 2).

The higher growth in pre-primary education aid between 2015 and 2020 has meant its share of total education aid spending has increased, but only slightly. This is because spending on pre-primary education is very low in terms of volume. As a result, the share of total education, pre-primary education has risen from 0.8% to 1.2% (Figure 3).

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. UNICEF is the only donor who met this target in 2020, spending 30.1% of its education aid on pre-primary education.³ This is followed by the World Bank (IDA)² and the Global Partnership for Education, which reached 7.4% and 6.5%, respectively. Most other donors lagged far behind the target (Figure 4).

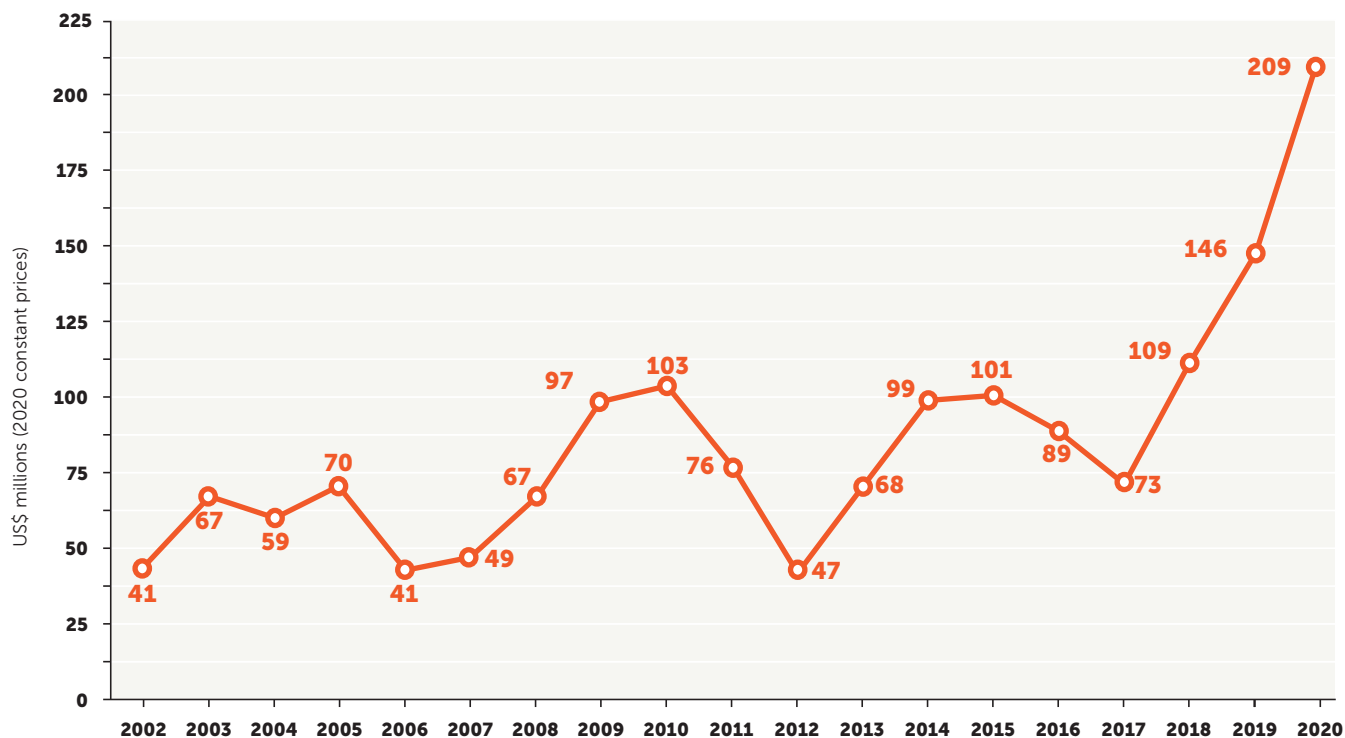
While not reporting independently through the OECD-DAC, the Education Cannot Wait Fund (administered by UNICEF) said in its 2021 annual report that the share of its funding directed to early childhood education increased from 5% in 2019 to 9% in 2021.

Spending on post-secondary education continues to outstrip spending on pre-primary education. In 2020, donors spent 25 times more on post-secondary education than on pre-primary education. Additionally, donors spent 19 times more on funding students from aid-recipient countries to study at higher education institutes 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. While there has been some reduction in these figures, from 40 times for post-secondary education and 19 times on students studying in donor countries in 2015, this does not go far enough.

Figure 1

Aid spent on pre-primary education has increased in recent years

Aid to pre-primary education, 2002 to 2020



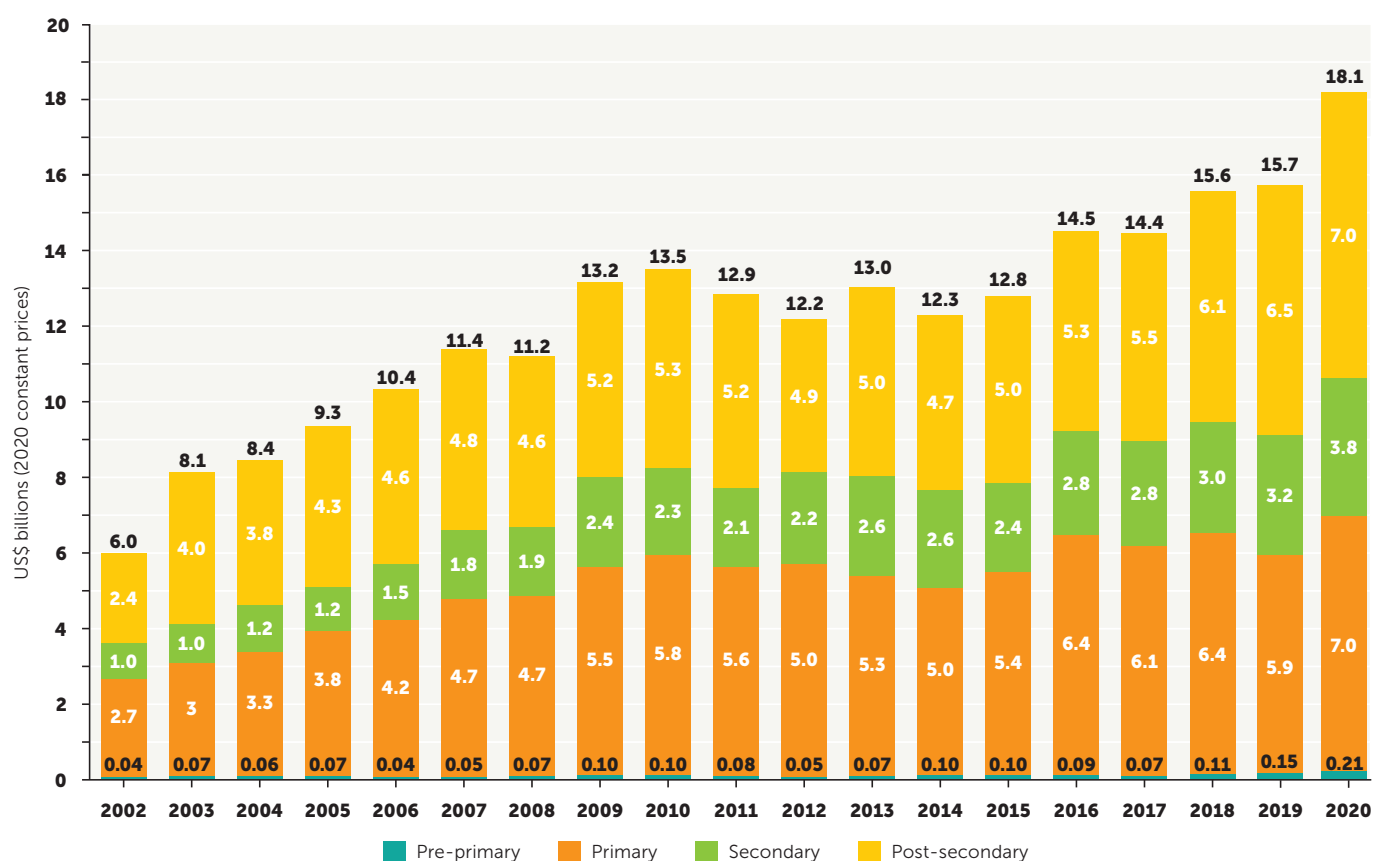
Source: Author's calculation based on OECD Creditor Reporter System. Accessed July 2022.



Figure 2

Spending on pre-primary education remains an extremely low share of education aid

Aid to education by sub-sector, 2002 to 2019



Source: Author's calculation based on OECD Creditor Reporter System. Accessed July 2022.

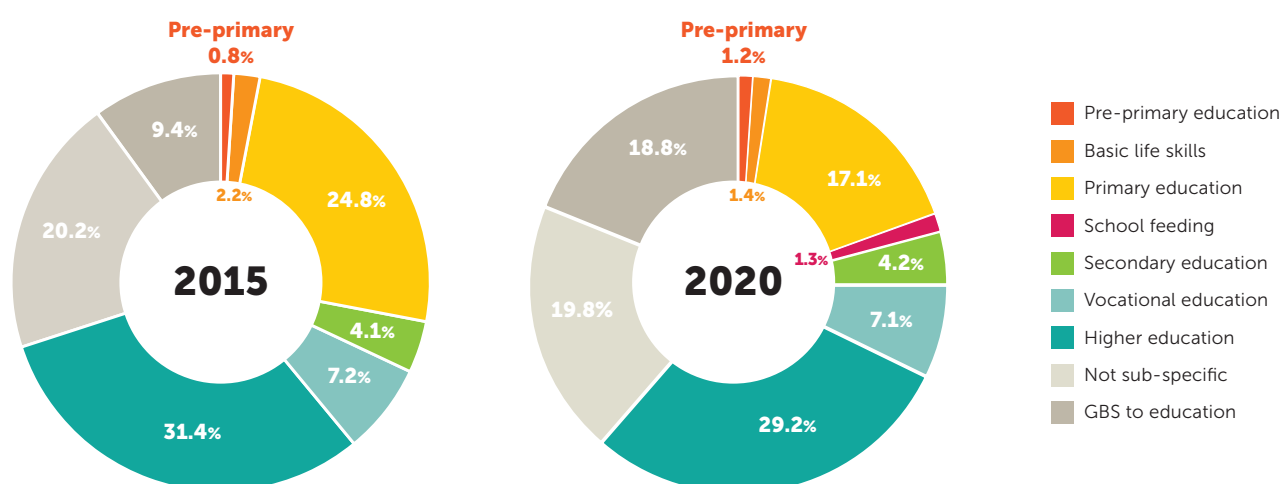
Note [1] Aid reported as "Education Unspecified" and 20% of "General Budget Support" (GBS) are included in the total for education aid using the formula adopted by UNESCO's Global Education Monitoring Report. By sub-sector 50% of Education Unspecified is allocated to primary education, 25% to secondary education and 25% to post-secondary education. For GBS, 10% is allocated to primary education, 5% to primary education and 5% to post-secondary education.

[2] "Primary" includes spending on basic life skills and school feeding. Around 90% of "primary" spending is on primary education.

Figure 3

As a share of total aid to education, the percentage to pre-primary education has remained low

Share of total education aid by sub-sector, 2015 and 2020

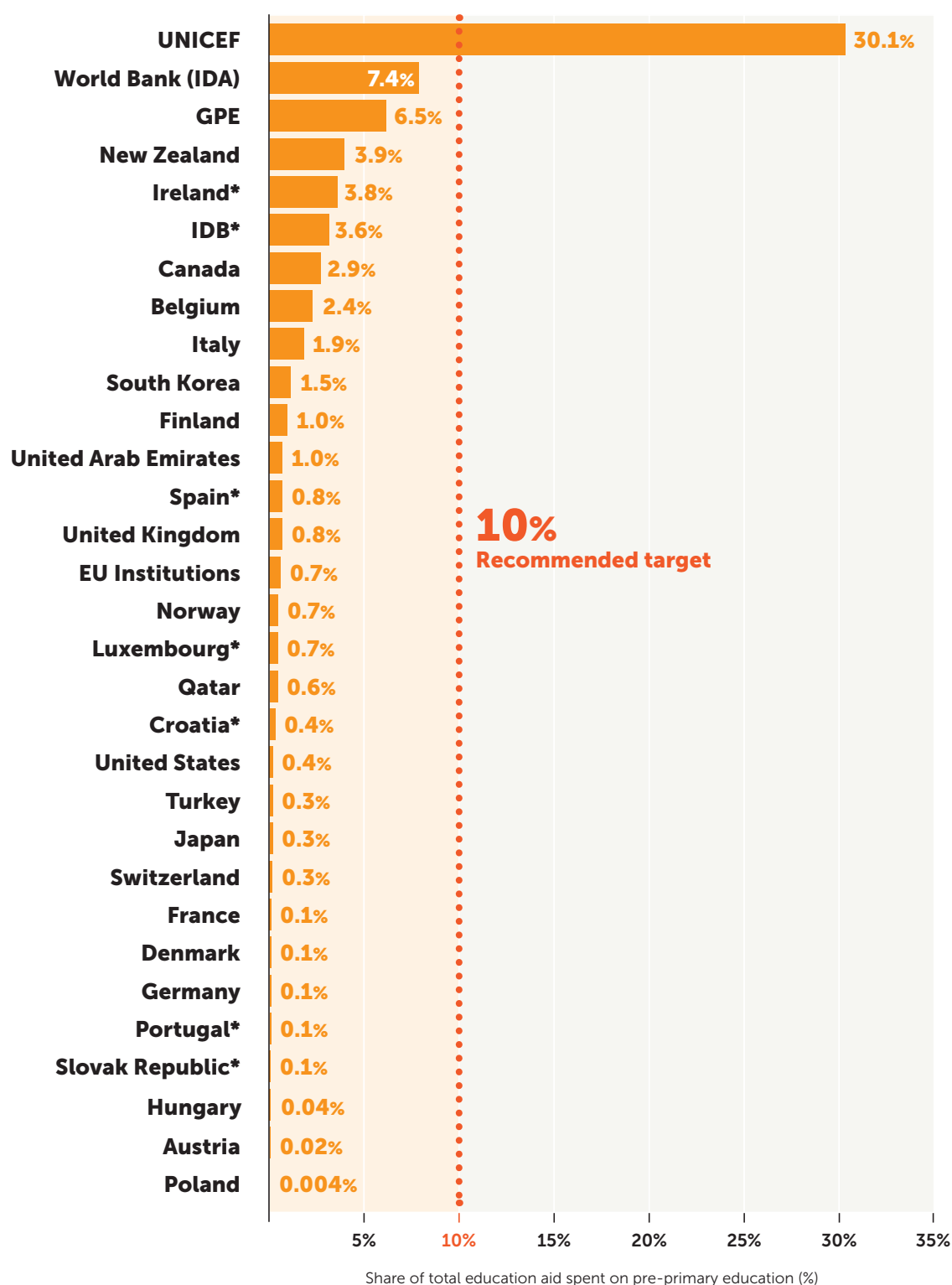


Source: Author's calculation based on OECD Creditor Reporter System. Accessed July 2022.

Figure 4

UNICEF is the only donor meeting the Theirworld recommended target of 10% in 2020

Share of total education aid to pre-primary education, 2020



Note [1] Donors with an Asterix (*) next to them fall outside of the 30 largest donors to education in volume terms.
[2] 27 donors who disbursed aid to the education sector in 2020 did not spend anything on pre-primary education. Of these, seven are amongst the top 30 donors to education. These donors do not appear on the graph.

Source: Author's calculation based on OECD Creditor Reporter System. Accessed July 2022.

Many of the top 30 donors to education in 2020 increased their spending in relative and absolute terms:

- **Seven did not report any spending aid on pre-primary education in 2020.**

These were the Asian Development Bank (AsDB), Australia, International Monetary Fund (IMF), Netherlands, Sweden, Saudi Arabia and United Nations Relief and Works Agency (UNRWA).

- **15 of the remaining 23 donors increased the share of pre-primary education within their education portfolio, while eight donors decreased the share**

(Table 1 and Table 2). Those increasing their share the most include UNICEF (by 24.6%), World Bank (IDA) (4.4%), United Kingdom (0.8%), United Arab Emirates (UAE) (0.7%) and Qatar (0.6%). Others increasing their share include Austria, EU Institutions, France, Hungary, Italy, Japan, New Zealand, Switzerland, Turkey and the United States.

- **All of these 15 donors also increased the amount of aid spent on pre-primary education in volume terms between 2015 and 2020:**

In addition to these donors, Belgium increased its overall spending, but decreased its share (Figure 5, Table 2). Those who increased the amount of spending on pre-primary education the most include the World Bank (IDA) (by US\$78.5 million), UNICEF (by US\$15.1 million), EU Institutions (by US\$11.2 million), United Kingdom (from a very low base by US\$5.5 million) and the United States (from no reported spending³ to US\$5 million).

Pre-primary education aid is even more concentrated amongst a handful of donors:

- **The increase in spending on pre-primary education between 2015 and 2020 is mostly attributable to multilateral donors, in particular UNICEF and the World Bank (IDA):**

Multilateral donors made up 76.4% of pre-primary aid spending in 2020, compared with 54% in 2015.

- **In 2020, the top five donors spent 83% of total pre-primary education aid, compared to 73% in 2015. The remaining 17% was disbursed by 25 donors.**

In 2020, the World Bank (IDA) and UNICEF provided 68.5% of total pre-primary education aid (58.8% and 9.7% respectively). This was followed by EU Institutions (7.2%), Canada (4.2%) and the United Kingdom (2.7%) (Figure 6).

It is possible that a small share of aid reported for school feeding is spent on pre-primary school-aged children:

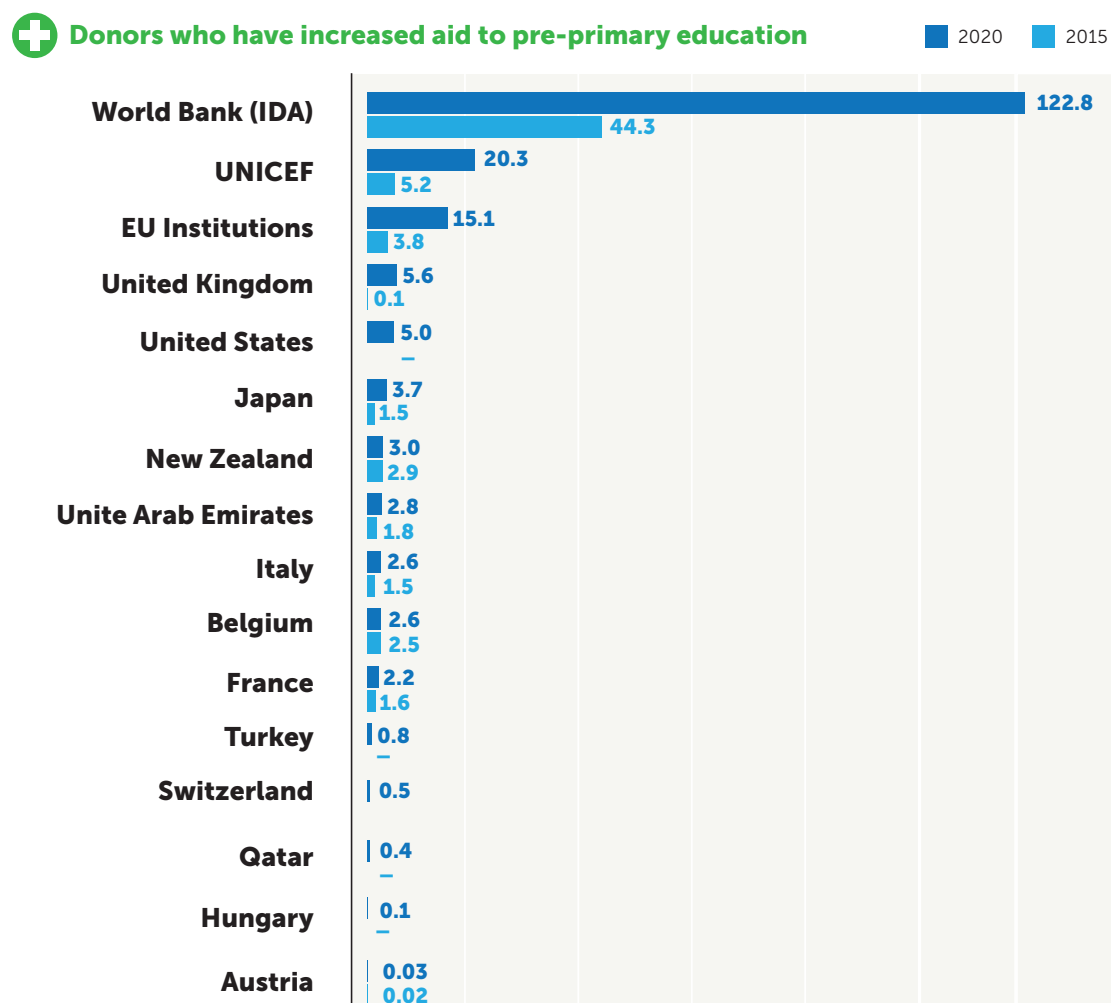
- **In 2020, US\$229.3 million of education aid was spent on school feeding.**

We estimate that US\$51.1 million of this could be for pre-primary-aged children.⁴ We do not include this in our analysis as we do not have relevant data for previous years for our analysis of trends over time. In addition, it is possible that a lower proportion is spent on children in pre-primary education, given they spend a shorter period of the day in school. However, if we were include it within the estimate, it would mean that the share of education aid disbursed to pre-primary aged children would increase slightly from 1.2% to 1.4%.

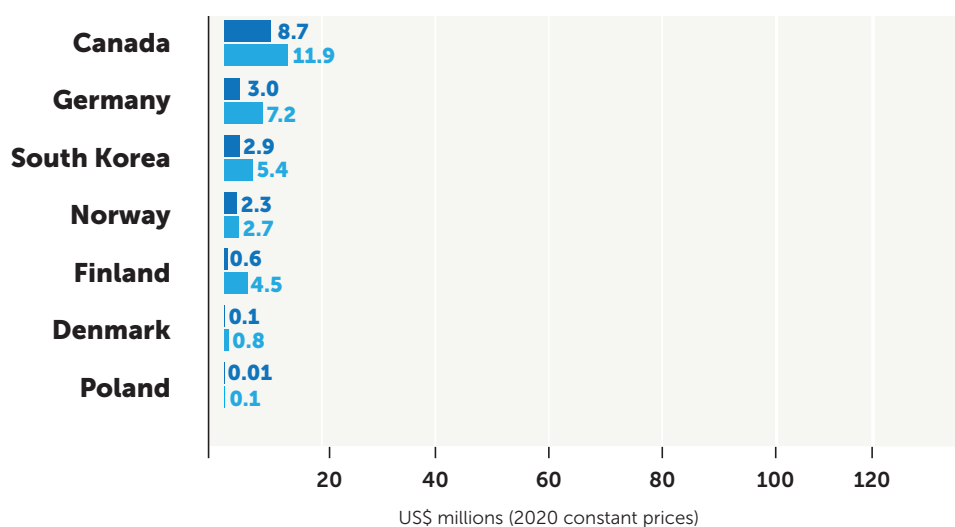
Figure 5

UNICEF and the World Bank accounted for the majority of the increase to pre-primary education between 2015 and 2020

Aid spending on pre-primary education by donor in US\$ millions, 2015 and 2020



— Donors who have decreased aid to pre-primary education



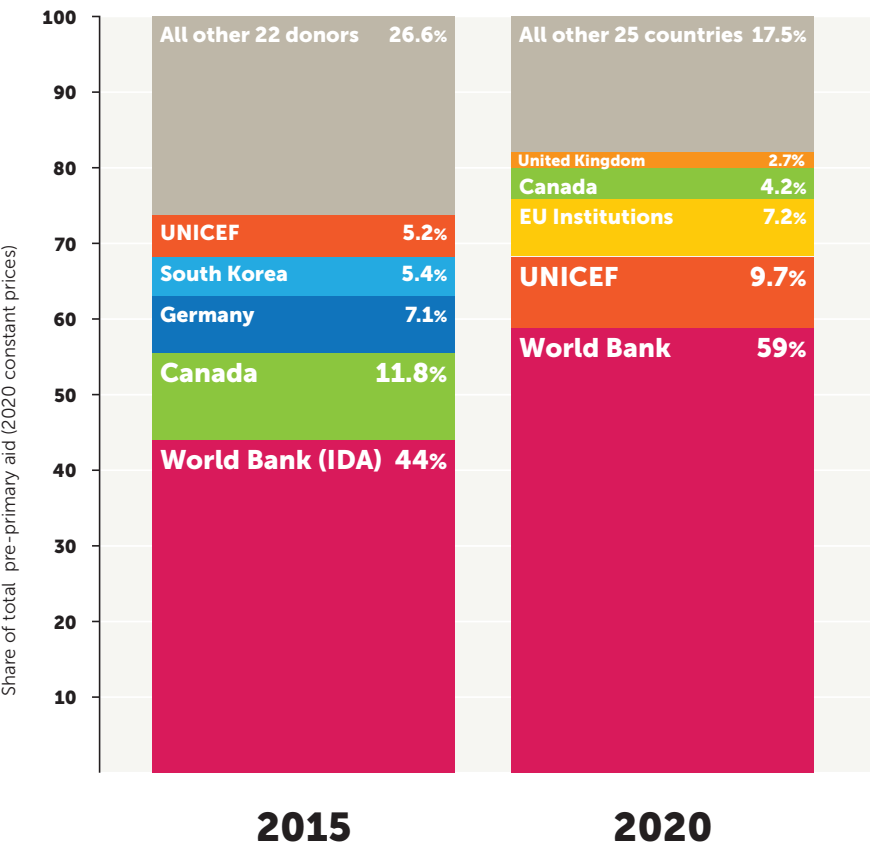
Source: Author's calculation based on OECD Creditor Reporter System. Accessed July 2022.

Note AsDB, Australia, IMF, Netherlands, Sweden, Saudi Arabia and UNRWA are not included in this graph as they spent no aid on pre-primary education in either 2015 or 2020.

Figure 6

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 2020



Source: Author's calculation based on OECD Creditor Reporter System. Accessed July 2022.



Table 1

Pre-primary education spending for top 30 donors to education, 2020

	Ranking		Volume	Share	
	Total education aid	Pre-primary aid	Pre-primary education aid (US\$ millions, 2020 constant prices)	Share of pre-primary aid (%)	Pre-primary aid as a share of education (%)
UNICEF	29	2	20.3	9.7	30.1
World Bank (IDA)	4	1	122.8	58.8	7.4
New Zealand	27	8	3.0	1.4	3.9
Canada	11	4	8.7	4.2	2.9
Belgium	24	12	2.6	1.3	2.4
Italy	21	13	2.6	1.2	1.9
South Korea	16	10	2.9	1.4	1.5
Finland	30	17	0.6	0.3	1.0
UAE	13	11	2.8	1.3	1.0
Japan	7	7	3.7	1.8	0.3
United Kingdom	8	5	5.6	2.7	0.8
EU Institutions	2	3	15.1	7.2	0.7
Norway	10	14	2.3	1.1	0.7
Qatar	28	19	0.4	0.2	0.6
United States	6	6	5.0	2.4	0.4
Turkey	15	16	0.8	0.4	0.3
Switzerland	18	18	0.5	0.2	0.3
France	5	15	2.2	1.0	0.1
Denmark	25	20	0.1	0.1	0.1
Germany	1	9	3.0	1.4	0.1
Hungary	23	21	0.1	0.02	0.04
Austria	17	22	0.03	0.02	0.02
Poland	22	23	0.01	0.002	0.004
AsDB	12	-	0	0	0
Australia	19	-	0	0	0
IMF	3	-	0	0	0
Netherlands	26	-	0	0	0
Sweden	20	-	0	0	0
Saudi Arabia	14	-	0	0	0
UNRWA	9	-	0	0	0
TOTAL BILATERAL	-	-	49.2	23.6	0.5
TOTAL MULTILATERAL	-	-	159.7	76.4	2.4
TOTAL ALL	-	-	209.0		1.2

Notes

1. **Bilateral donors** are shown in Black and **Multilateral donors** are shown in orange.
2. The top 30 donors in this table are those spending the most on education in volume terms in 2020. They are ordered according to the share of their education aid spent on pre-primary education.
3. Where there is a dash (-) in a ranking column, this indicates either that a donor did not disburse any pre-primary aid in 2020 or where ranking is not possible (e.g. total bilateral, multilateral or all aid).

Source: Authors' calculations based on OECD Creditor Reporting System. Accessed August 2022.

Table 2

Ranking of total education aid spent on pre-primary education for top 30 donors, 2015 and 2020

	Amount spent on pre-primary education				
	2015 (US\$ millions)	2020 (US\$ millions)	Change between 2015 and 2020	Ranking (2015)	Ranking (2020)
UNICEF	5.2	20.3	▲	5	2
World Bank (IDA)	44.3	122.8	▲	1	1
New Zealand	2.9	3.0	▲	8	8
Canada	11.9	8.7	▼	2	4
Belgium	2.5	2.6	▲	10	12
Italy	1.5	2.6	▲	13	13
South Korea	5.4	2.9	▼	4	10
Finland	4.5	0.6	▼	6	17
UAE	1.8	2.8	▲	11	11
Japan	1.5	3.7	▲	14	7
United Kingdom	0.1	5.6	▲	17	5
EU Institutions	3.8	15.1	▲	7	3
Norway	2.7	2.3	▼	9	14
Qatar	0	0.4	▲	-	19
United States	0	5.0	▲	-	6
Turkey	0	0.8	▲	-	16
Switzerland	0	0.5	▲	-	18
France	1.6	2.2	▲	12	15
Denmark	0.8	0.1	▼	15	20
Germany	7.2	3.0	▼	3	9
Hungary	0	0.05	▲	-	21
Austria	0.02	0.03	▲	19	22
Poland	0.07	0.01	▼	16	23
AsDB	0	0		-	-
Australia	0.06	0	▼	18	-
IMF	0	0		-	-
Netherlands	0	0		-	-
Sweden	0	0		-	-
Saudi Arabia	0	0		-	-
UNRWA	0	0		-	-
TOTAL BILATERAL	46.4	49.2	▲	-	-
TOTAL MULTILATERAL	54.5	159.7	▲	-	-
TOTAL ALL	100.9	209.0	▲	-	-

Notes

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

Multilateral donors are highlighted in orange.

2. The top 30 donors in this table are those spending the most on education in volume terms in 2020. They are ordered according to the share of their education aid spent on pre-primary education.

3. Where there is a dash (-) in a ranking column, this indicates either that a donor did not disburse any pre-primary aid in 2015 or 2020 or where ranking is not possible (e.g. total bilateral, multilateral or all aid).

Source: Authors calculations based on OECD Creditor Reporting System. Accessed August 2022.

Table 2

Ranking of total education aid spent on pre-primary education for top 30 donors, 2015 and 2020

Pre-primary education as share of total education aid					
	2015 (%)	2020 (%)	Change between 2015 and 2020	Ranking (2015)	Ranking (2020)
UNICEF	5.5	30.1	▲	2	1
World Bank (IDA)	3.0	7.4	▲	5	2
New Zealand	3.7	3.9	▲	4	3
Canada	4.6	2.9	▼	3	4
Belgium	2.9	2.4	▼	6	5
Italy	1.4	1.9	▲	8	6
South Korea	2.3	1.5	▼	7	7
Finland	6.6	1.0	▼	1	8
UAE	0.3	1.0	▲	13	9
Japan	0.3	0.3	▲	14	10
United Kingdom	0.01	0.8	▲	19	11
EU Institutions	0.4	0.7	▲	11	12
Norway	0.9	0.7	▼	9	13
Qatar	0	0.6	▲	-	14
United States	0	0.4	▲	-	15
Turkey	0	0.3	▲	-	16
Switzerland	0	0.3	▲	-	17
France	0.1	0.1	▲	16	18
Denmark	0.9	0.1	▼	10	19
Germany	0.4	0.1	▼	12	20
Hungary	0	0.04	▲	-	21
Austria	0.02	0.02	▲	18	22
Poland	0.1	0.004	▼	15	23
AsDB	0	0		-	-
Australia	0.02	0	▼	17	-
IMF	0	0		-	-
Netherlands	0	0		-	-
Sweden	0	0		-	-
Saudi Arabia	0	0		-	-
UNRWA	0	0		-	-
TOTAL BILATERAL	0.5%	0.5%	▼	-	-
TOTAL MULTILATERAL	1.4%	2.4%	▲	-	-
TOTAL ALL	0.8%	1.2%	▲	-	-

Notes

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

Multilateral donors are highlighted in orange.

2. The top 30 donors in this table are those spending the most on education in volume terms in 2020. They are ordered according to the share of their education aid spent on pre-primary education.

3. Where there is a dash (-) in a ranking column, this indicates either that a donor did not disburse any pre-primary aid in 2015 or 2020 or where ranking is not possible (e.g. total bilateral, multilateral or all aid).

Source: Authors calculations based on OECD Creditor Reporting System. Accessed August 2022.



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 opportunities³.

An integrated and cross-sectoral approach is therefore needed to ensure that activities relating to ECD ensure children achieve their full potential.

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-sequenced⁴.

While investments in health, nutrition and sanitation investments span across time from when a child is first conceived, investments in pre-primary education mainly begin when the child is three years of age right up until five years of age .

- **While between 2002 and 2020, the volume of aid to ECD increased five-fold, from US\$1.5 billion to US\$7.5 billion, ECD's share of total aid spending has fallen from 3.8% to 3.3% between 2015 and 2020.** While ECD aid grew from US\$6.8 billion in 2015 to US\$7.5 billion in 2020 (representing a 10% increase), this has not kept pace with the growth in total aid, which increased by 26% over the same period.
- **The share of total aid spent on ECD is significantly less than the share of the global population aged between birth and five years of age.** In 2020 the United Nations Population Division estimated this age group made up 10% of the global population, which is considerably higher than the 3.3% of total aid we estimate is spent on this age group. As a result, young children are significantly under-represented in aid spending.
- **It's time to develop clear tracking across sectors for early childhood development.** Currently the OECD Creditor Reporting System requires donors to report on whether a principal (or significant) objective of an aid project is about addressing climate change. This is through the application of 'rio-markers' to allow for a more systematic tracking of climate-related aid by sector. A similar principle is used to measure the prioritisation of gender equality. Theirworld calls for donors to report against their individual aid projects to assess whether or not a principal (or significant) part of this is targeted towards early childhood development.

Table 3

Ranking for ECD and pre-primary education spending for top 30 donors to education, 2020

	Total aid ranking	ECD spending (US\$ millions)	ECD aid as a share of total aid (%)	Ranking ECD aid as a aid (%)
UNICEF	23	340.7	35.0	1
South Korea	17	75.1	3.9	2
United States	1	1,051.7	3.5	3
Canada	11	127.8	3.3	4
World Bank (IDA)	4	645.2	3.0	5
Saudi Arabia	18	55.6	2.9	6
United Kingdom	7	295.2	2.4	7
Netherlands	12	80.9	2.2	8
Australia	16	47.0	2.0	9
New Zealand	28	8.7	2.0	10
Japan	5	267.9	1.6	11
UNRWA	24	12.1	1.6	12
Italy	21	21.8	1.6	13
Qatar	27	8.3	1.5	14
Belgium	22	16.9	1.4	15
Switzerland	15	41.4	1.4	16
Norway	14	42.6	1.3	17
Hungary	30	3.0	1.3	18
Germany	2	346.1	1.3	19
Sweden	13	43.8	1.2	20
UAE	19	20.1	1.1	21
Finland	25	6.8	1.0	22
AsDB	10	44.9	1.0	23
IMF	8	99.0	1.0	24
EU Institutions	3	237.1	1.0	25
Denmark	20	11.0	0.6	26
France	6	82.6	0.6	27
Poland	29	1.3	0.6	28
Austria	26	1.2	0.2	29
Turkey	9	3.9	0.05	30
TOTAL BILATERAL	-	2,728.1	2.0	-
TOTAL MULTILATERAL	-	4,742.3	7.9	-
TOTAL ALL	-	7,470.4	3.8	-

Notes

1. **Bilateral donors are shown in black** and **Multilateral donors are shown in orange.**

2. The top 30 donors in this table are those spending the most on education in volume terms in 2020. They are ordered according to the share of their total aid spent on ECD.

3. Where there is a dash (-) in a ranking column, this indicates either that a donor did not disburse any pre-primary aid in 2020 or where ranking is not possible (e.g. total bilateral, multilateral or all aid).

Source: Authors calculations based on OECD Creditor Reporting System. Accessed August 2022.

Table 4

Top 30 donors to education distribution of aid to ECD by sub-sector in 2020

	ECD spending (US\$ millions)	Share of total ECD aid (%)				
		Education	Health	Nutrition	Sanitation	School feeding
UNICEF	340.7	6.0	76.2	6.6	11.2	0
South Korea	75.1	3.9	87.5	5.5	2.9	0.2
United States	1,051.7	0.5	83.1	10.7	1.1	4.4
Canada	127.8	6.8	36.4	55.1	0.8	0.8
World Bank (IDA)	645.2	19.0	49.3	29.3	2.3	0
Saudi Arabia	55.6	0	85.4	3.6	8.4	0
United Kingdom	295.2	1.9	53.1	42.8	2.2	0
Netherlands	80.9	0	36.4	53.2	10.4	0
Australia	47.0	0	88.6	6.9	4.2	0
New Zealand	8.7	34.1	51.7	2.3	5.7	0
Japan	267.9	1.4	78.7	5.6	5.0	0.9
UNRWA	12.1	0	100.0	0	0	0
Italy	21.8	11.9	56.8	28.1	1.7	1.6
Qatar	8.3	5.0	94.8	0	0.2	0
Belgium	16.9	15.6	64.9	11.3	8.2	0
Switzerland	41.4	1.2	65.6	20.4	12.4	0.1
Norway	42.6	5.5	83.1	8.6	2.3	0.2
Hungary	3.0	1.7	82.0	0	16.3	0
Germany	346.1	0.9	58.2	35.7	5.2	0.0
Sweden	43.8	0	72.3	14.0	13.7	0
UAE	20.1	13.7	36.0	0.1	1.4	0
Finland	6.8	9.6	74.5	3.5	12.3	0
AsDB	44.9	0	72.7	2.9	24.3	0
IMF	99.0	0	0	0	0	0
EU Institutions	237.1	6.4	37.2	37.9	4.5	0.2
Denmark	11.0	1.2	92.3	0	6.5	0
France	82.6	2.6	56.5	26.4	11.1	1.1
Poland	1.3	0.4	94.7	2.3	2.5	0
Austria	1.2	2.7	63.7	8.4	25.2	0.0
Turkey	3.9	20.3	62.0	0	10.1	0.9
TOTAL BILATERAL	2,728.1	1.8	70.2	21.0	3.6	1.9
TOTAL MULTILATERAL	4,742.3	3.4	84.1	6.7	1.8	0.01
TOTAL ALL	7,470.4	2.8	79.0	11.9	2.4	0.7

Notes

1 — Bilateral donors are shown in black.

Multilateral donors are highlighted in orange.

2. The top 30 donors in this table are those which spend the most on education in volume terms in 2020. They are ordered according to the share of their total aid that spent on ECD.

Share of total aid to ECD (%)	Share of ECD to education aid (%)
0.0	0.0
0.2	0.2
0.4	0.4
0.6	0.6
0.8	0.8
1.0	1.0
1.2	1.2
1.4	1.4
1.6	1.6
1.8	1.8
2.0	2.0
2.2	2.2
2.4	2.4
2.6	2.6
2.8	2.8
3.0	3.0
3.2	3.2
3.4	3.4
3.6	3.6
3.8	3.8
4.0	4.0
4.2	4.2
4.4	4.4
4.6	4.6
4.8	4.8
5.0	5.0
5.2	5.2
5.4	5.4
5.6	5.6
5.8	5.8
6.0	6.0
6.2	6.2
6.4	6.4
6.6	6.6
6.8	6.8
7.0	7.0
7.2	7.2
7.4	7.4
7.6	7.6
7.8	7.8
8.0	8.0
8.2	8.2
8.4	8.4
8.6	8.6
8.8	8.8
9.0	9.0
9.2	9.2
9.4	9.4
9.6	9.6
9.8	9.8
10.0	10.0

Category	Indicator	Value
A	Indicator 1	10
	Indicator 2	10
	Indicator 3	10
	Indicator 4	10
	Indicator 5	10
	Indicator 6	10
	Indicator 7	10
	Indicator 8	10
	Indicator 9	10
	Indicator 10	10
B	Indicator 1	10
	Indicator 2	10
	Indicator 3	10
	Indicator 4	10
	Indicator 5	10
	Indicator 6	10
	Indicator 7	10
	Indicator 8	10
	Indicator 9	10
	Indicator 10	10
C	Indicator 1	10
	Indicator 2	10
	Indicator 3	10
	Indicator 4	10
	Indicator 5	10
	Indicator 6	10
	Indicator 7	10
	Indicator 8	10
	Indicator 9	10
	Indicator 10	10

Accessed August 2022.

- 1 Unless specified all monetary values in this report are expressed as US dollars (\$) in 2020 prices.
- 2 Figures for the 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 the OECD-DAC.
- 3 Black et al., 2016
- 4 Sayre et al., 2013



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