USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Government expenditure on education as a percentage of Gross Domestic Product (GDP)
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Government expenditure on education. General government expenditure on education (current, capital, transfers) is expressed as a percentage of GDP. It includes expenditure funded by transfers from international sources to government. “General government” usually refers to local, regional, and central governments.
Unit of Measure: Percent of GDP
Data Type: Percentage
Disaggregated by: Levels of education (pre-primary, primary, lower secondary, upper secondary, secondary, post-secondary non-tertiary, post-secondary non-tertiary vocational education, tertiary)
Rationale for the Context Indicator*:* This indicator helps Education Officers understand the government’s commitment to education and its ability to raise revenues for public spending. It is also useful for comparisons between countries and over time. The benchmark endorsed by the *Education 2030 Framework for Action* is 4 to 6 percent of GDP, pointing to the government’s commitment to education and a solid level of public financing. By contrast, lower values suggest a dearth of public investment in education, inadequately resourced schools, and a greater financial burden falling on the private sector and individual households.
PLAN FOR DATA COLLECTION
Data Source: UNESCO Institute for Statistics (UIS). UIS Stat Bulk Data Download Service.
Method of Data Collection and Construction: Data on education expenditure are received from country governments responding to the annual UIS survey on formal education or to the UNESCO-OECD-Eurostat (UOE) data collection. The data used to fill the questionnaire on education expenditure may come from annual financial reports prepared by the Ministry of Finance or the Ministry of Education, or national accounts books prepared by the National Statistical Office. Data on GDP and government expenditure can be obtained from the International Monetary Fund's World Economic Outlook database, where data are updated once a year.
Reporting Frequency: Annual

Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Less than 4% of GDP
Rationale for Trigger: Benchmark endorsed by the *Education 2030 Framework for Action* is 4% to 6% of GDP
DATA QUALITY
Known Data Limitations: In some instances, data on government expenditure on education refer only to the Ministry of Education, excluding other ministries that may spend part of their budget on educational activities. Although the IMF aims to publish data on total government expenditure following common definitions based on the Government Finance Statistics Manual, in practice this concept (and what it includes) may differ between countries.
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: None
Other Notes:
THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Government expenditure on education as a percentage of total public expenditure
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Government expenditure on education. General government expenditure on education (current, capital, transfers) is expressed as a percentage of total public expenditure. It includes expenditure funded by transfers from international sources to government. “General government” usually refers to local, regional, and central governments. **Total public expenditure.** The total general government expenditure on all sectors, e.g., health, education, social services.
Unit of Measure: Percent of total public expenditure
Data Type: Percentage
Disaggregated by: None. Data are only available for government expenditure on all education.
Rationale for the Context Indicator*:* This indicator helps Education Officers assess how much the government prioritizes education. In turn, these priorities reflect the country’s demographics. Countries with younger populations may spend more on education in relation to other sectors, while countries with older populations may spend less.
PLAN FOR DATA COLLECTION
Data Source: UNESCO Institute for Statistics (UIS). UIS Stat Bulk Data Download Service.
Method of Data Collection and Construction: Data on education expenditure are received from country governments responding to the annual UIS survey on formal education or to the UNESCO-OCDE-Eurostat (UOE) data collection. The data used to fill the questionnaire on education expenditure may come from annual financial reports prepared by the Ministry of Finance or the Ministry of Education, or national accounts books prepared by the National Statistical Office. The total general government expenditure (all sectors) is based on data reported to the International Monetary Fund’s World Economic Outlook database. Those data are updated annually.

Reporting Frequency: Annual
Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Not applicable
Rationale for Trigger: Not applicable
DATA QUALITY
Known Data Limitations: The indicator relies on complete and accurate government expenditure data disaggregated by type of expenditure and nature of spending. In some instances, data on total government expenditure on education refer only to the Ministry of Education, excluding other ministries that may spend part of their budget on educational services.
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: None
Other Notes:
THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Government expenditure on education per student as a percentage of GDP per capita
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Education expenditure per student by level of education and source of funding. SDG Indicator 4.5.4: Total initial funding from government (central, regional, local), private (households and other private), and international sources for a given level of education (pre-primary, primary, lower secondary, upper secondary, post-secondary non-tertiary and tertiary education) per student enrolled at that level in a given year. The results should be expressed (1) as a percentage of GDP per capita; and (2) in constant U.S. dollars adjusted for purchasing power parity. Unless an additional disaggregation is proposed, this indicator considers funding for public and private institutions together. **Expenditure on education.** Expenditure on core educational goods and services, such as teaching staff, school buildings, or schoolbooks and teaching materials, and peripheral educational goods and services such as ancillary services, general administration, and other activities. Expenditure on education can come from public source (i.e., all government ministries and agencies financing or supporting education programs in the country), international source, or private source (e.g., households).
Unit of Measure: Percent of total GDP per capita
Data Type: Percentage
Disaggregated by: Levels of education (pre-primary, primary, lower secondary, upper secondary, tertiary)
Rationale for the Context Indicator*:* This indicator, from SDG 4.5.4, helps Education Officers understand how much money the government spends per pupil at different education levels. It is another way to assess priorities. This indicator also reflects how progressive or regressive a government's education policies may be. For example, more per-pupil spending for higher education often reflects a regressive policy, because students attending higher education institutions tend to have a higher socioeconomic status and are less likely to need financial support.

PLAN FOR DATA COLLECTION
Data Source: UNESCO Institute for Statistics (UIS). [UIS Stat Bulk Data Download Service.]
Method of Data Collection and Construction: At the national level, financial management systems at ministries of finance and/or ministries of education are the sources of government expenditure data on education, although disaggregation by education level often implies estimations using data on students and/or teachers within each education level. Data on expenditure by lower levels of government can be centralized or collected directly from local authorities.
Reporting Frequency: Annual
Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Not applicable
Rationale for Trigger: Not applicable
DATA QUALITY
Known Data Limitations: The difference between “initial funding” (where the funds originally came from) and “final expenditure” (which entity carries out the expenditure and sends the funds to the school) is important to clarify in this type of indicator. For example, where international donors transfer funds to the Ministry of Education budget without earmarking for specific activities (such as through sector budget support), the expenditure is done by the government, but the funding comes from international sources. It is similar to a scholarship: the initial funder is the government, and the final spender is the household. To address this, either two sets of indicators should eventually be produced (potentially confusing to users), or a choice should be made about which perspective will be presented. The option presented here (and to be discussed and validated) is to calculate the indicator on the basis of initial funding because (1) this is arguably more intuitive—if data are reported “by source of funds,” users will expect to see who paid, and (2) this would better align with the National Education Accounts methodology. The part of this indicator focusing on government expenditure is already available for a large number of countries, although not always with regularity. The formula would need to be modified slightly to use initial funding.

For private and international sources, data availability is significantly lower, so it will take several years and significant investment to increase coverage to an acceptable level. In the medium term, “private” expenditure may have to be limited to households only (and only for a few countries), and international sources to those recorded in government budgets.

The lack of data on household sources is especially important to consider when looking at expenditure in private institutions, where fees tend to be much higher.

CHANGES TO CONTEXT INDICATOR

Changes to Indicator: None

Other Notes:

THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Control of corruption
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Control on Corruption. Perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as capture of the state by elites and private interests. This estimate gives the country's score on the aggregate indicator, in units of a standard normal distribution, i.e., ranging from approximately -2.5 to 2.5.
Unit of Measure: Standard Distribution
Data Type: Decimal
Disaggregated by: None
Rationale for the Context Indicator*:* Education Officers should consider how effectively the government manages resources. There are no indicators of this type that specifically address education financing. However, control of corruption looks broadly at government accountability. This indicator measures perceptions of the extent to which public power is exercised for private gain, as well as capture of the state by elites and private interests. Higher values indicate less corruption. This indicator gives a sense of how effectively the government manages resources. Countries with high levels of corruption are not well suited for direct government grants or public-private partnerships.
PLAN FOR DATA COLLECTION
Data Source: The World Bank. World Bank DataBank.
Method of Data Collection and Construction: The World Governance Indicators (WGI) are composite governance indicators based on over 30 underlying data sources. These data sources are rescaled and combined to create the six aggregate indicators using a statistical methodology known as an Unobserved Components Model (UCM). See this paper for a full description of the WGI methodology.
Reporting Frequency: Annual

Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Not applicable
Rationale for Trigger: Not applicable
DATA QUALITY
Known Data Limitations: N/A
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: None
Other Notes:
THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Official Development Assistance (ODA) for education in millions of constant U.S. dollars
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Official development assistance (ODA). Those flows to countries and territories on the OECD Development Assistance Council (DAC) List of ODA Recipients and to multilateral development institutions which are: (1) provided by official agencies, including state and local governments, or by their executing agencies; and (2) each transaction of which is administered with the promotion of the economic development and welfare of developing countries as its main objective and is concessional in character. In DAC statistics, this implies a grant element of at least: • 45 percent in the case of bilateral loans to the official sector of least-developed countries and other low-income countries (calculated at a rate of discount of 9 percent). • 15 percent in the case of bilateral loans to the official sector of lower-middle-income countries (calculated at a rate of discount of 7 percent). • 10 percent in the case of bilateral loans to the official sector of upper-middle-income countries (calculated at a rate of discount of 6 percent). • 10 percent in the case of loans to multilateral institutions (calculated at a rate of discount of 5 percent for global institutions and multilateral development banks, and 6 percent for other organizations, including sub-regional organizations).
Unit of Measure: U.S. dollar, millions, 2020
Data Type: Currency
Disaggregated by: Donor, sector (including different education levels, from early childhood education to tertiary, and nature of spending, such as school feeding or education research), channel (public sector, NGOs, etc.), and type of aid (budget support, project-type interventions, etc.)
Rationale for the Context Indicator*:* The divide between domestic and foreign financing is an important one to consider. ODA measures resources given by governments of richer countries to promote the development of poorer countries. ODA gives Education Officers a sense of the quantity of international financing available for education. By comparing this to a government's budget, one can judge how dependent the government is on foreign aid. If the government is highly dependent, the challenge for Education Officers is to identify ways to use international resources to catalyze scale and sustainability.

PLAN FOR DATA COLLECTION
Data Source: Organisation for Economic Co-Operation and Development (OECD). OECD Stat Bulk Data Download Service.
Method of Data Collection and Construction: Data are reported to the OECD's DAC by 48 states and European Union institutions using the same statistical standards and definitions in the DAC Working Party on Development Finance Statistics *Converged Statistical Reporting Directives for the Creditor Reporting System (CRS) and the Annual DAC Questionnaire* (Chapters 1-6, Modules A-C, Modules D-E, Annex 23).
Reporting Frequency: Annual
Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Not applicable
Rationale for Trigger: Not applicable
DATA QUALITY
Known Data Limitations: None
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: None
Other Notes:
THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Enrollment in private institutions as a percentage of total enrollment
Name of Relevant Result(s) *(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):* Not applicable
DESCRIPTION
Precise Definition(s): Enrollment. Individuals officially registered in a given educational program, or stage or module thereof, regardless of age. **Private institution.** Independent entity owned by a non-state entity, such as a firm, business enterprise, or individual. All educational institutions not operated by a public authority, regardless of whether they receive financial support from such authorities. **Levels of Education:** Standard and comparable categories of education programs across national education systems according to the International Standard Classification of Education (ISCED) 2011. ISCED is maintained and revised by the UNESCO's Institute for Statistics in consultation with Member States and other international and regional organizations.
Unit of Measure: Percent of total enrolled students
Data Type: Percentage
Disaggregated by: Level of education (early childhood educational development programs, pre-primary, early childhood education programs, primary, lower secondary, upper secondary, secondary, post-secondary non-tertiary, tertiary)
Rationale for the Context Indicator*:* This indicator helps Education Officers measure the relative weight of private education in their country. A high percentage indicates strong involvement of the non-state sector in providing organized educational programs. If a large percentage of education is managed by the private sector, that is solid justification for engaging non-state actors in USAID programming.
PLAN FOR DATA COLLECTION
Data Source: UNESCO Institute for Statistics (UIS). UIS Stat Bulk Data Download Service.
Method of Data Collection and Construction: The source data are collected by school census, which are subject to UIS standards and quality control protocols for country data reporting. The calculation is the number of students enrolled in private educational institutions at a given level of

education expressed as a percentage of the total enrollment (public education institutions and private education institutions) at the same level of education.
Reporting Frequency: Annual
Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Not applicable
Rationale for Trigger: Not applicable
DATA QUALITY
Known Data Limitations: In countries where private institutions are substantially subsidized or aided by the government, the distinction between private and public educational institutions may not be clear-cut, especially when certain pupils (or students) are directly financed through government scholarships. The fact that some religious or private schools are neither registered with the government nor follow the common national curriculum may also result in them not being included in official statistics, thereby preventing a realistic assessment of the share of enrollment in private education.
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: None
Other Notes:
THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Household expenditure on education per student as a percentage of GDP per capita
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Expenditure on education. Expenditure on education refers to expenditure on core educational goods and services, such as teaching staff, school buildings, schoolbooks and teaching materials, and peripheral educational goods and services such as ancillary services, general administration, and other activities. Expenditure on education can come from public sources (i.e., all government ministries and agencies financing or supporting education programs in the country), international sources, and private sources (e.g., households). **GDP per capita**. GDP per capita is a country's GDP divided by its midyear population. GDP is the sum of gross value added by all resident producers in an economy, plus any product taxes and minus any subsidies not included in the value of the products. GDP does not deduct for depreciation of assets or depletion of natural resources.
Unit of Measure: Percent of GDP per capita
Data Type: Percentage
Disaggregated by: Level of education (pre-primary, primary, lower secondary, upper secondary, secondary, tertiary)
Rationale for the Context Indicator*:* This indicator measures household spending per student at a given level of education (primary to tertiary; household spending on pre-primary is not available). A higher value signifies a greater burden on households. In such cases, Education Officers may need to conduct additional research and analysis to understand how households are paying for education and the potential implications for equity and access. For example, if households are forced to pay for expenses such as school fees or uniforms, you should explore what, if anything, can be done to alleviate that burden, especially for the most marginalized.
PLAN FOR DATA COLLECTION
Data Source: UNESCO Institute for Statistics (UIS). [UIS Stat Bulk Data Download Service.]

Method of Data Collection and Construction: Household expenditure on education is collected through consumption/expenditure surveys, although few surveys disaggregate spending by level of education, type of school, and/or nature of expenditure. School censuses in some countries also collect data on financial/in-kind contributions by households/students. World Bank national accounts data and OECD national accounts data are the primary sources for GDP per capita. The calculation for GDP per capita is GDP divided by midyear population.

Reporting Frequency: Annual

Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov

TRIGGER AND BASELINE

Baseline Timeframe: Not applicable

Trigger: Not applicable

Rationale for Trigger: Not applicable

DATA QUALITY

Known Data Limitations: For private and international sources, data availability is significantly lower, so it will take several years and significant investment to increase coverage to an acceptable level. In the medium term, “private” expenditure may have to be limited to households only (and only for a few countries), and international sources to those recorded in government budgets.

The lack of data on household sources is especially important to consider when looking at expenditure in private institutions, where fees tend to be much higher.

CHANGES TO CONTEXT INDICATOR

Changes to Indicator: None

Other Notes:

THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Private philanthropy for education in millions of constant U.S. dollars
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Private philanthropy. Project-level financing for development activities provided by major foundations and collected by the OECD according to its statistical standards and definitions. There are 41 major foundations included by the OECD: Arcadia Fund, Arcus Foundation, BBVA Microfinance Foundation, Bernard van Leer Foundation, Bezos Earth Fund, Bill & Melinda Gates Foundation, Bloomberg Family Foundation, Fondation Botnar, Carnegie Corporation of New York, Charity Projects Ltd. (Comic Relief), Children's Investment Fund Foundation, Citi Foundation, Conrad N. Hilton Foundation, David & Lucile Packard Foundation, Ford Foundation, Gatsby Charitable Foundation, Gordon and Betty Moore Foundation, Grameen Crédit Agricole Foundation, H&M Foundation, Howard G. Buffett Foundation, IKEA Foundation, Jacobs Foundation, John D. & Catherine T. MacArthur Foundation, La Caixa Banking Foundation, Laudes Foundation, LEGO Foundation, Margaret A. Cargill Foundation, Mastercard Foundation, MAVA Foundation, McKnight Foundation, MetLife Foundation, Michael & Susan Dell Foundation, Oak Foundation, Omidyar Network Fund, Inc., Open Society Foundations, Postcode Lottery Group, Rockefeller Foundation, Susan T. Buffett Foundation, UBS Optimus Foundation, Wellcome Trust, William & Flora Hewlett Foundation, and World Diabetes Foundation.
Unit of Measure: Millions of constant U.S. dollars, 2021
Data Type: Currency
Disaggregated by: Recipient country, private philanthropy, sector of international development, and year (since 2009)
Rationale for the Context Indicator*:* The indicator offers data on one source of non-state actor finance coming from outside of a low- or middle-income country. The indicator is useful in conjunction with ODA and domestic budget support for education to determine the scope and relative importance of international private philanthropy for overall education finance.
PLAN FOR DATA COLLECTION
Data Source: Organisation for Economic Co-Operation and Development (OECD). OECD Stat Bulk Data Download Service.

Method of Data Collection and Construction: Data are reported to the OECD's Development Assistance Council (DAC) by 41 private philanthropies using the same statistical standards and definitions in the DAC Working Party on Development Finance Statistics *Converged Statistical Reporting Directives for the Creditor Reporting System (CRS) and the Annual DAC Questionnaire* (Chapters 1-6, Modules A-C, Modules D-E, Annex 23)
Reporting Frequency: Annual
Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Not applicable
Rationale for Trigger: Not applicable
DATA QUALITY
Known Data Limitations:
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: None
Other Notes:
THIS SHEET LAST UPDATED ON:

USAID Context Indicator Reference Sheet Template
Name of Context Indicator: Amount of humanitarian assistance funding for education in U.S. dollars
Name of Relevant Result(s) ***(Goal, DO, sub-IR, Project Purpose, Project Output, etc.):*** Not applicable
DESCRIPTION
Precise Definition(s): Humanitarian assistance funding. An intervention to help people affected by natural disasters and conflict meet their basic needs and rights. The Financial Tracking Service (FTS) for the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) defines four technical criteria for humanitarian assistance funding in *Criteria for Inclusion of Reported Humanitarian Contributions into the Financial Tracking Service Database, and for Donor / Appealing Agency Reporting to FTS*. 1. Context. The context in which aid reported to FTS can be considered humanitarian begins with an International Federation of Red Cross and Red Crescent Societies (IFRC), United Nations High Commissioner for Refugees (UNHCR), or OCHA report, or comparable report or designation such as by the host government or donors, that confirms humanitarian needs. It is deemed to have ended when six months have passed with no IFRC, UNHCR, or OCHA situation report that confirms current humanitarian needs. 2. Activity. Any activity on the list (see Annex 1 of *Criteria for Inclusion*) that is performed in that context shall be considered humanitarian aid. 3. International. Only aid that is international provided is counted; the exception is in-country provision of funds for projects in an appeal launched by an international organization or organizations. 4. ODA Eligibility. Recipient countries do not need to qualify for ODA, but donors should indicate when contributions are made to non-ODA eligible countries.
Unit of Measure: Current U.S. dollars
Data Type: Currency
Disaggregated by: Year, country, source, destination, sector, flow status
Rationale for the Context Indicator*:* This indicator measures the amount of humanitarian assistance funding designated for education for specific countries and years. The humanitarian assistance funding provides a proxy to gauge funding for education in crisis and conflict, but it is limited to funding coming from international sources. If there is a large amount of humanitarian funding for education in a country, it demonstrates a significant vulnerable population in need of accessible and quality education. Humanitarian assistance is rarely sufficient to meet the education needs of people affected by conflict or crisis. Therefore, there is a need to examine what additional resources from domestic spending and

the private sector can support education in crisis and conflict so that financing becomes more sustainable and less dependent on humanitarian assistance.
PLAN FOR DATA COLLECTION
Data Source: OCHA FTS.
Method of Data Collection and Construction: Reporting to FTS comes largely from focal points, some in headquarters (HQ) locations and an increasing number of them from regional locations. These focal points are agreed to by the key stakeholders. While FTS welcomes information from all stakeholders, it will favor the official channels as agreed with the stakeholders to ensure the information responds to official submissions and is accountable. Information is always curated, triangulated, verified, and then uploaded to FTS for public consumption. Historically, all donors report from capitals and European Union countries report into the European Disaster Response Information System (EDRIS), an automatic system in European Civil Protection and Humanitarian Aid Operations (ECHO) that shares the information with FTS. The World Health Organization, United Nations Population Fund, World Food Programme, UNHCR, and United Nations International Emergency Children's Fund have centralized reporting structures. Official reports can only come from their HQs. At their request, FTS is not permitted to publish any figure reported from their country offices without each agency's HQ verification and consent. FAO, IOM, and UNDP have decentralized reporting structures, therefore country representatives report to FTS. NGOs vary and report from both HQ and regional levels.
Reporting Frequency: Annual
Individual(s) Responsible at USAID: Suezan Lee, Senior Education Finance Specialist, Center for Education | sulee@usaid.gov
TRIGGER AND BASELINE
Baseline Timeframe: Not applicable
Trigger: Not applicable
Rationale for Trigger: Not applicable
DATA QUALITY

Known Data Limitations: FTS is a voluntary reporting mechanism and data are limited to what is reported to the system. The information is only collected from international sources of humanitarian funding and does not include funding from local donors. FTS was designed at a time when humanitarian funding flows were significantly smaller. Demands on the service are growing exponentially, and FTS has continually updated its processes since 2015. Education Cannot Wait notes three additional limitations in its analysis: (1) almost half of the financial data are categorized as multisectoral or without a sector, (2) there are examples of regional refugee response plans not being reflected accurately in terms of education funding required or actual education funding, and (3) some portion of non-humanitarian ODA is used for education in crisis and conflict.
CHANGES TO CONTEXT INDICATOR
Changes to Indicator: None
Other Notes:
THIS SHEET LAST UPDATED ON: