

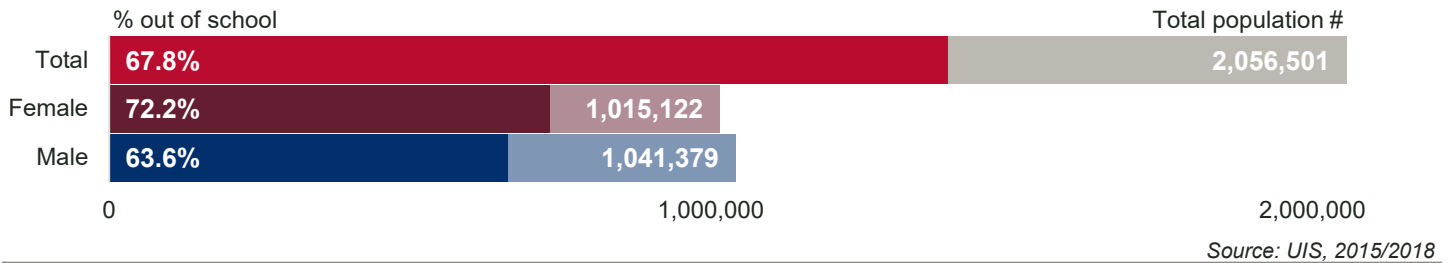


**South  
Sudan**

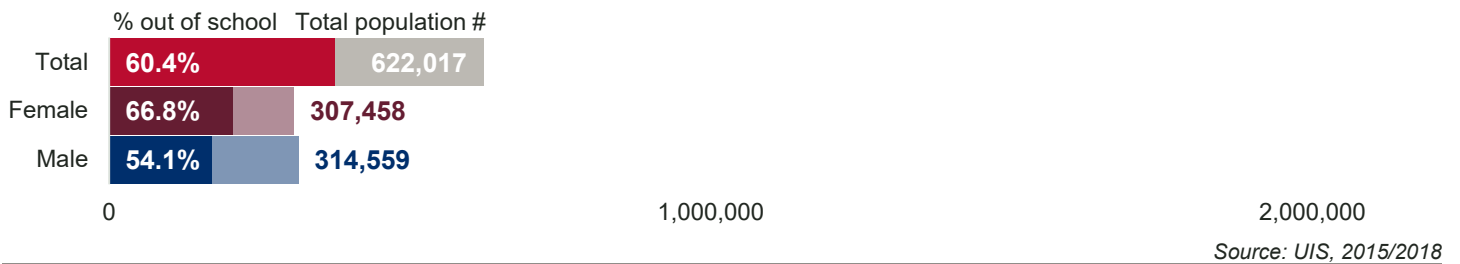
This brief was designed to provide a snapshot of the country's present situation in the education sector, by gathering information from various sources such as UNESCO, the World Bank, ILO, and USAID. In addition to these sources, this report contains Performance Plan and Report (PPR) data and targets contributed by USAID, which are collected for internal learning and external reporting, and convey progress against mission objectives. Last, this document provides data from 20 Sub-Saharan countries across several indicators to allow the reader to compare and understand the country's position in the education sector at the national and regional level.

## NEED | Access

### Primary school age population and out-of-school children



### Lower secondary school age population and out-of-school children

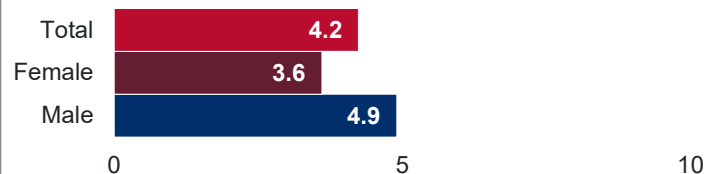


### Out-of-school gender parity index, primary and lower secondary children



Source: UIS, 2015

### Average years of schooling (years)



Source: World Bank, 2017

## CAPACITY | Governance

USAID self-reliance capacity, overall score (scale: 0–1, least to most advanced globally)



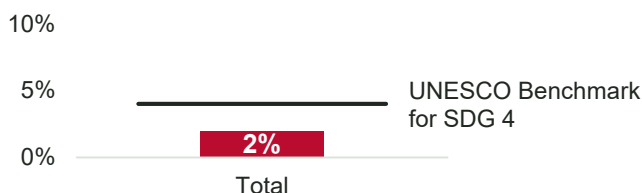
● Other countries reporting data to Bureau for Africa in FY2018

⋮ Average of countries reporting data to Bureau for Africa in FY2018

Source: USAID Country Roadmaps, 2018

## COMMITMENT | Funding and Expenditures

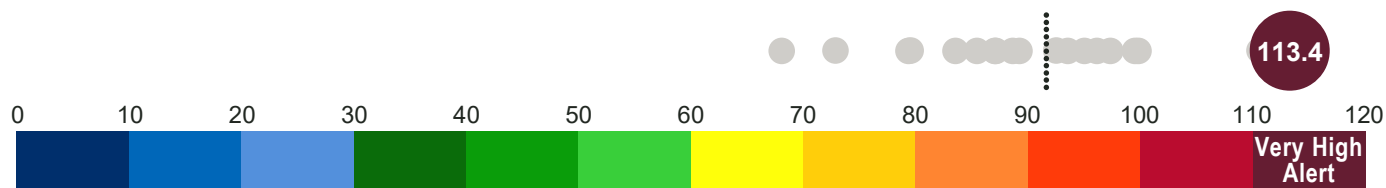
Government expenditure on education as percentage of GDP (%)



Source: World Bank, 2016; UNESCO, 2015

## FRAGILITY | State Stability

Fragility Index: a proprietary index (scale: 0–120, sustainable to very high alert)



● Other countries reporting data to Bureau for Africa in FY2018

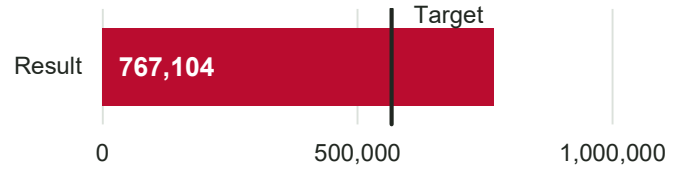
⋮ Average of countries reporting data to Bureau for Africa in FY2018

Source: Fund for Peace Fragile States Index Annual Report, 2018

\*Data on education expenditure are collected through the UIS' Annual Survey on Formal Education which compiles national statistics from annual financial reports from the Ministry of Finance and/or Ministries of Education and/or national accounts from the National Statistical Office. GDP per capita data and conversion factors from national currency to US\$ and PPP\$ are sourced from the World Development Indicators, The World Bank.

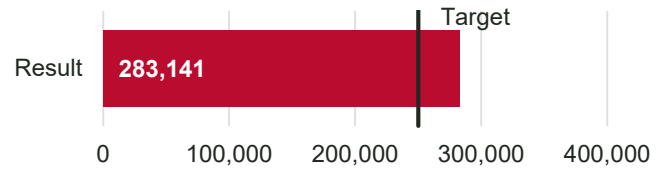
**ES.1-3**

Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance



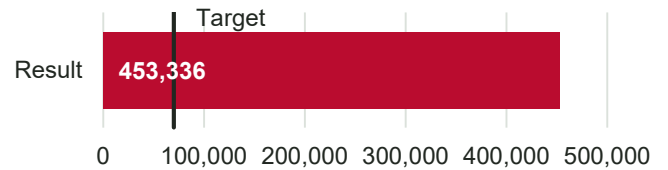
**ES.1-5**

Number of learners reached in reading programs at the primary level with USG assistance



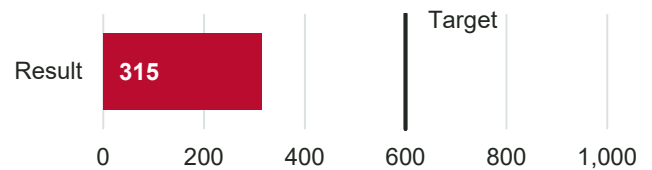
**ES.1-10**

Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance



**ES.1-13**

Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance



## PPR INDICATOR DESCRIPTIONS | Basic Education

<b>ES.1-1</b>	Percent of learners who attain a minimum grade-level proficiency in reading at the end of grade 2 with USG assistance
<b>ES.1-2</b>	Percent of learners attaining minimum grade-level proficiency in reading at the end of primary school (or grade 6, whichever comes sooner) with USG assistance
<b>ES.1-3</b>	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
<b>ES.1-4</b>	Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance
<b>ES.1-5</b>	Number of learners reached in reading programs at the primary level with USG assistance
<b>ES.1-6</b>	Number of primary or secondary educators who complete professional development activities with USG assistance
<b>ES.1-7</b>	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance
<b>ES.1-8</b>	Number of primary or secondary school educators who complete professional development activities on teaching students with special educational needs with USG assistance
<b>ES.1-9</b>	Number of primary or secondary school educators who complete professional development activities on peace education, conflict sensitivity, or conflict transformation with USG assistance
<b>ES.1-10</b>	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance
<b>ES.1-11</b>	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance
<b>ES.1-12</b>	Number of education administrators and officials who complete professional development activities with USG assistance
<b>ES.1-13</b>	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance
<b>ES.1-14</b>	Number of primary or secondary classrooms built or repaired with USG assistance

## PPR INDICATOR DESCRIPTIONS | Higher Education

<b>ES.2-1</b>	Number of host country tertiary education institutions receiving capacity development support with USG assistance
<b>ES.2-2</b>	Number of individuals attending tertiary education institutions with USG scholarship or financial assistance

## PPR INDICATOR DESCRIPTIONS | Workforce Development

<b>EG.6-1</b>	Number of individuals with new or better employment following completion of USG-assisted workforce development programs
<b>EG.6-2</b>	Number of individuals with improved skills following completion of USG-assisted workforce development programs
<b>EG.6-3</b>	Number of individuals who complete USG-assisted workforce development programs
<b>EG.6-5</b>	Number of individuals with increased earnings following completion of USG- assisted workforce development programs

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