



Conflict and Displacement as Critical Variables in Access to Education in South Sudan: A Theoretical Framework

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Abstract

South Sudan has experienced prolonged conflict and displacement, significantly impacting access to education for its population. This article employs critical discourse analysis and qualitative thematic synthesis to explore the impact of conflict and displacement on educational access. The theoretical framework underscores the need for targeted interventions that address both immediate and long-term educational needs of displaced populations. Immediate measures should focus on establishing temporary learning spaces and psychosocial support programmes, while longer-term solutions include infrastructure rehabilitation and community engagement initiatives.

Keywords: *Geopolitical, Diaspora, Migration Studies, Critical Pedagogy, Postcolonial Theory, Community-Based Education, Conflict Transformation*

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