



Conflict and Displacement: A Theoretical Framework for Understanding Education Access in South Sudan

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Abstract

South Sudan has experienced prolonged conflict since its independence in , leading to widespread displacement and disruption of education systems. A qualitative review method was employed to analyse existing literature on the impact of conflict and displacement on education, focusing on themes such as infrastructure damage, teacher absenteeism, and community mobilization efforts. The theoretical framework underscores the multifaceted challenges faced by education systems in South Sudan and highlights the importance of integrating community-led solutions into broader educational recovery efforts. Policy makers should prioritise long-term infrastructure rehabilitation, support for community-based education programmes, and integration of displaced populations back into formal schooling systems.

Keywords: *Geography, Africa, Displacement, South_Sudan, Crisis_Education, Conflict_Theory, Migration_Studies*

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