



Conflict and Displacement in South Sudan: Impacts on Education Access

James Deng¹

¹ Catholic University of South Sudan

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Correspondence: jdeng@yahoo.com

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Author notes

James Deng is affiliated with Catholic University of South Sudan and focuses on Education research in Africa.

Abstract

South Sudan has experienced prolonged civil unrest since its independence in , leading to significant displacement and conflict. The study employed ethnographic methods including participant observation, interviews, and document analysis to understand local perceptions and practices related to education during conflict and displacement. Community-based education programmes have adapted by operating in temporary shelters and schools, serving a majority (85%) of displaced children, despite challenges such as limited resources and security concerns. Communities have innovated educational delivery methods but continue to face substantial barriers that hinder broader access to formal schooling. Investment in flexible learning models and community-led initiatives is recommended alongside sustained support for these programmes.

Keywords: *Geographic, Displacement, Conflict, Education, Anthropology, Community, Contextual*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

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