



The socio-economic impact of COVID 19 on education in South Sudan: A case study on the experiences of children with disabilities and their parents in Juba county, central Equatoria, 2020.

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ABBREVIATIONS

CVA	Capacities and Vulnerabilities Approach
GBV	Gender Based Violence
IRDP	International Relief/ Development project
ILO	International Labor Organization
NGOs	Non-Governmental organizations
UN	United Nations
CWDs	Children with disabilities
COVID	Corona Virus
WB	World Bank
WHO	World Health Organization
EMIS	Education Management Information System
IE	Inclusive Education

ABSTRACT

Children with disabilities have a higher chance to miss out on school, compared to other children. even if they are able to attend school, they are likely to leave before they finish school, missing out on the long-term benefits of having an education. Children with disabilities are often left more vulnerable in situations of conflict and natural disasters in reference to the numerous civil wars, which have crippled the development of South Sudan. Natural disasters like Ebola and the current pandemic Covid 19, that have threatened the current progress of making education inclusive for children with disabilities, as these children are more vulnerable in the current uncertain periods of the pandemic, they are exposed to violations, physical and mental abuse that had been previously been shielded from by attending school.

The following study is set to assess the socio-economic impact of COVID 19 on education in South Sudan, focusing on case studies of the experiences of children with disabilities and their parents in Juba county, central Equatoria. The National education coalition seeks to create a platform that will contribute to public discussions and public awareness triggering discussions, policy making and response planning geared towards the betterment of the lives of children with disabilities.

The study was conducted among 81 families with children with disabilities conveniently sampled within Juba County. The collection of data was done through key informant interviews, in-depth interviews, observation, and case narratives. Data collected through questionnaires was analyzed through SPSS and excel, while observation was presented pictorially.

Study findings revealed that the South Sudanese children with disabilities face a number of socio-economic challenges during the Covid 19 pandemic including, inadequate basic needs, lack of protection, security needs, inadequate economic resources, harassment and exploitation, and sexual and gender-based violence. It was established that the South Sudanese parents with children who had disabilities had come up with various ways to deal with the challenges they faced to cater for their children's needs, which included relying on humanitarian aid, seeking protection, engaging in trade and exchange of services, as some were single parents up the role of being the sole breadwinners in their families to provide for their children. Some of the parents had received relief to cope with the pandemic but others had not been able to receive anything.

It is therefore, recommended that these problems be addressed by those capable to better the lives of children with disabilities and their families, the guardians and parents of children with disabilities need to have their capacities built in order to cater for their children's needs. the parents should also be allowed to participate in the affairs of their children's educational needs establishing a sense of ownership and inclusiveness, mechanisms should also be put in place to ensure strictness is observed while dealing with issues of social justice like rape, gender-based violence, and exploitation of children with disabilities are dealt with accordingly.

INTRODUCTION AND BACKGROUND TO THE STUDY

Decades of conflict in South Sudan, pre- and post-independence in 2011, poverty and poor access to services have increased the rate of disability and rendered people with disabilities more marginalized and excluded as a result of the numerous attitudinal, environmental, and institutional barriers they face, and the lack of concerted efforts to include them. This rapid review identifies the available evidence on the experiences of people with disabilities living in South Sudan.

While inclusive education has progressed over the decades, disability may it be physical, mental, sensory or intellectual impairments have been recognized as one of the least visible yet most strong factors in educational marginalization across the globe. Children with disabilities have been marginalized to a great extent especially in accessing quality education.

Estimates by the UNICEF suggest that there are at least 93 million children with disabilities in the world, but numbers could be much higher. They are often likely to be among the poorest and marginalized within the society. They are less likely to receive quality education, access medical services, or have their voices heard in society. Disabilities also place them at a higher risk of physical abuse, exploitation and often exclude them from receiving proper nutrition or humanitarian assistance in emergency situations such as a pandemic.

The most recent figures for persons with disability in South Sudan is 5.1% According to a national census carried out in 2008, before the 2011 independence of South Sudan,

persons with disabilities accounted for 5.1% of the population, although the census is controversial and the number of disabled people believed to be an underestimate (Legge, 2016,p. 1; Anyang, 2016, p. 4; Sida, 2014, p. 1). (WHO/WB 2011). Following the events of the 2013,2015 civil war, the number is believed to have also gone up as the country went through a series of civil wars.

According to the Education Management Information System (EMIS) 2015, there are approximately only 21,300 primary school learners with an impairment, representing 1.7% of those enrolled in primary schools at that point. This therefore suggests that there seems to be a section of the population with disabilities that are underestimated and not included within the state's national education and capacity building programs.

From the following statistics presented, there clearly exists a big challenge ahead in understanding the impact of a pandemic in a state of non-inclusive undocumented numbers of persons with disabilities and their access to the services provided.

Overview of the education system in South Sudan

Historically, the education system in South Sudan was underdeveloped. (Sommers, 2005) provides a detailed account of the history of education in Sudan in the 1900s and particularly during the second civil war that lasted from 1983 to 2004. Although there was some growth in student enrollments before and during this period, the education sector was never very developed in South Sudan and investments in education remained low (Word Bank, 2012).

The following has explained why South Sudan has one of the lowest rates of adult literacy in the world today 27 percent based on the most recent household survey (NBHS 2009). Furthermore, the relatively few schools operating in South Sudan were not part of a coordinated education system. During the second civil war, for example, most schools were mission schools or run by communities or nongovernmental organizations (NGOs). South Sudan has come a long way in the aspect of education to where it is today, from service delivery to student enrollment, to inclusivity, schools in South Sudan have a long way to go in achieving the MDGs on education,

Children with disabilities are among the ^{[[[}most excluded groups, and according to the Inclusive Education (IE) project implemented by LIGHT FOR THE WORLD in the Western and Central Equatoria States of South Sudan, as few as 4% of children with disabilities attend school. With over 800,000 children estimated to have disabilities throughout the country, the government of South Sudan is now asking how this right can be delivered to them (Light for the world, 2015).

After long years of conflict to obtain independence, South Sudan has been seen to be embracing human rights values for the whole population and being more inclusive in the different sectors of operation. According to the (Transitional Constitution, 2011) Aspiring to create a fairer and more equal society, the values of social justice, equity and democracy are enshrined in the Transitional Constitution 2011.

In keeping up with this vision, the General Education Act (2012) is committed to universal education and the development ^{[[[}of an accessible education system that also includes this group of children and students. One of the government's main aims is to

ensure access to primary school education regardless of age, disability or gender.

Stigmatization and discrimination of children with disabilities in the education system

Disability is often stigmatized in South Sudan and as a result children and adults with disabilities are hidden and isolated. Such negative attitudes contribute to discrimination against people with disabilities in South Sudan. Community based rehabilitation is reported to have helped to change attitudes towards disability in some communities (Brigitte, 2016). Still the attitudes stigmatization of people with disabilities has still continue to prevail within the society, the following still occurs within the education system. Children with disabilities have been marginalized and denied the proper access to quality education in order to realize their dreams and living dignified lives.

Children with disabilities have very limited access to any educational opportunities within South Sudan, especially outside Juba, according to (Brigitte, 2016) if they are girls or if they have intellectual, psychosocial and multiple impairments. The barriers to education for children with disabilities include the school's location and accessibility, negative attitudes in the families and the society; there also exists a lack of teacher experience.

Economic costs on the households of children with disabilities

Care givers and persons with disabilities bear costs associated with health care, transportation, personal assistance or assistive products, and modified residences, among other expenses to cover their needs. The result is that two households with the same level of consumption (or income) – one with a member with a disability and one without – are not enjoying the same standard of living due to the extra costs incurred by persons with

disabilities (United Nations department of Economic and Social affairs, 2019).

According to the united nations report on the disability development report developed in 2019, it presents the estimated costs of living with a disability in seven countries across the international system. Such additional costs are sizeable and very much considerable within the household economy, especially in the cases of severe disabilities. Smaller sized households tend also to be more affected therefore find it hard to cope in the events of natural disasters such as the Covid 19 pandemic.

The costs relative to household income tend to be higher according to the United Nations disability and development report of 2018. While the estimated costs of living with a moderate disability range from 21 per cent to 40 per cent of average income, and from 39 per cent to 70 per cent for a severe disability, a rough estimate would be that having a moderate disability increases the cost of living by about a third of average income, and having a severe disability increases the cost of living by more than 40 per cent of average income.

There is a critically high level of poverty and deprivation, preventing households from building the capabilities to counter the adverse effects of shocks in South Sudan. Poverty is widespread, over half of the population 51% lives below the national poverty line, being significantly higher in rural areas 55.4% compared to urban areas 24.4%, (Southern Sudan Census, 2010).

While the general population still faces poverty, it's worse for PWDs. Poverty and disability are closely interlinked. Disability is both a cause and consequence of poverty. Disability exposes people to limited livelihood opportunities that consequently lead them

into a state of poverty and vulnerability. Most PWDs do not have access to regular incomes due to inadequate employment opportunities. The social security mechanisms in South Sudan, are weak, unstructured, and unsustainable, operate on a voluntary basis and are in any case inaccessible to most PWDs (Ministry of gender, child and social welfare, 2013).

Impact of Covid-19 on the education system

According to UNESCO reports, more than 1.5 billion students in about 165 countries have been affected by the lockdown of schools and campuses. As a result, schools, colleges and universities were forced to shift in some way or another to online learning as a replacement for on-site delivery (Mohamed, 2020). In order to reduce the spread of the virus many institutions that require human interactions have been shut down and people have been advised to stay at home, there have been no exception for schools.

Without the physical access to schools, many institutions have turned to distance learning, and according to (Nikita, 2020) About 65% of lower-middle income countries and less than 25% of low income countries have been able to set up remote learning platforms. Moreover, only 36% of residents of lower-middle income countries have access to the internet which raises further concerns regarding the reach of remote learning. Even among those who are able to access these platforms, we know little about their efficacy or ability to cater to the needs of differently-abled learners, especially in these strained times.

The following begs the question on how South Sudan is tackling education within the pandemic and furthermore are children with disabilities being included? To further probe the idea Covid-19 has created a new lens of looking at inclusive education and the gaps that have been missed through the years, therefore creating a need to look at the impact of Covid 19 on the children with disabilities and their parents within the homestead and societal setting.

Purpose of the study

This study makes an obligation to fill the gap, mostly focused on the attempts to investigate the socio-economic impact of Covid 19 on South Sudanese children with disabilities and their access to education, bringing forth costs of having a child with disabilities within a pandemic with considering previous predicaments that had previously existed before the pandemic began, the goal is to spark discussions within the community and state level to come up with long lasting solutions. There will be a contribution to the expanding wealth of literature as well as the ongoing debates on the issues of children with disabilities in education and in general and their living conditions at their respective homes within the pandemic period. By making an assessment on the families of children with disabilities, their living conditions socio-economic challenges and the effects of reduced protection from schools, the findings from this study will aid the coordination of activities to help deal with the atrocities committed against children with disabilities, secondly policymakers in both will get a better understanding of the issue at stake and create better policies to tackle the challenges created by the impact and create more opportunities for the children and their families.

Problem statement

As across the world, school closures as a result of the COVID-19 pandemic have created enormous socio-economic challenges for learners with disabilities and their families. In many countries, as a result of pre-existing disability dynamics and vulnerabilities of children with disabilities, school closures have had a severe impact on Children with Disabilities and their parents.

In South Sudan, children with disabilities already faced many challenges to stay in school, often withstanding pressure from family members to deny them chances of education over other children. Schools provided a certain degree of protection - from abuse, exploitation, and SGBV. Without the protective cover that schools often provide to children with disabilities and without good relationships with other adults/learners, less time at home, psychosocial support, children with disabilities are left more exposed and vulnerable. Media reports indicate a rise in abuse. In South Sudan, economic stress on families often leads to increased pressure on children with disabilities. National Education Coalition is concerned about what this period of school closure will mean for the physical and mental health of children with disabilities and their parents and their prospects for returning to school and continuing their education.

Objectives of the study

1. To assess the social impact of COVID 19 on children with disabilities.
2. To assess the economic impact of COVID 19 on the households of children with disabilities.
3. To explore the effects of reduced protection on the lives of children with disabilities.

Research questions

1. What is the social impact of Covid 19 on children with disabilities?
2. What is the economic impact of COVID 19 on households of children with disabilities?
3. What are the effects of reduced protection on the lives of children with disabilities?

Significance of the study

The study was generated to contribute to the body of literature on the status of inclusive education within South Sudan, giving insight into the experiences of South Sudanese children with disabilities and their access to education in relation to the COVID 19 pandemic, and how it has affected their households socially and economically. This study is also expected to contribute to the second implementation of the millennial developmental goals, which called for the full course primary education experience for

every child, all boys and girls by highlighting how the pandemic has affected South Sudanese children with disabilities, sparking the conversation and discussions within the state, government and organizations of concern, to put in place structures to allow these children, to live up to their full potentials.

Assumptions of the Study

This study assumes that the factors affecting the South Sudanese children with disabilities and their parents' experiences will be uniquely specific to those living in juba town drawing from the literature conducted on the experiences on persons with disabilities in South Sudan every state has different experiences. The study also assumed that the families identified to take part in the survey would provide reliable accurate information. Lastly, the study assumed that the sample size selected to represent the information required, stated for the study will be actualized and the data submitted was up to date and concurrent with the daily affairs in regards to the pandemic, in order to ensure accuracy in the reports given.

Scope of the Study

The following study is limited to South Sudanese children with disabilities and their parents, focusing on the socio-economic challenges they face within their communities and their households. It is noted that there are other South Sudanese children with disabilities, present in South Sudan and are also being affected by the pandemic.

according to a research conducted by the Inclusive Education (IE) project implemented by LIGHT FOR THE WORLD in the western Equatoria States of South Sudan, as few as 4% of children with disabilities attend school, therefore presents the need to assess the situation in the other areas as well.

Limitations and Delimitations of the Study

Parents and other caregivers are often very fearful for their disabled children. They are often afraid of the safety of their children and their vulnerability to abuse and exploitation. According to (VSO, 2006), parents of children with disabilities, often have a sense of insecurity in terms of how people interact with their children, from past experiences of stigmatization and discrimination, they believe their children will not be treated them properly. However, this parental fear has contributed very greatly to the exclusion and segregation of persons with disabilities. As a result of a desire to protect them from stigmatization, exploitation or abuse, parents of caregivers of persons with disabilities prefer to keep them are kept inside the household at all times. If it isn't possible to keep a disabled child under constant supervision, or if she has grown too big to manage, she may be tied up to stop her from wandering off or hurting herself.

This has led to insufficient data collection on their experiences therefore there exists a small pool of knowledge to tap from to understand better how to reduce the challenges they face. The following has also barred them from receiving proper services available to increase the quality of their lives. The following limitation may be overcome by working

with organizations with close ties with the families that have children with disabilities in the communities reducing mistrust and collecting the needed data.

From research conducted, according to UNESCO 2018 concludes that South Sudan has the highest rate of illiteracy in the world with a population comprising 70% who are above the age of 15 therefore creates a limitation for the study whereby the parents of the children with disabilities might be unable to answer questionnaires and understand certain questions in interviews due to their inability to read and write. The limitation is, therefore, able to be overcome by the use of translators who still might misinterpret the questions to create a chance to receive a higher percent in terms of accuracy in the information given.

Secondly due to the sensitivity of the challenges faced by the families of children with disabilities, they may fail to provide accurate information regarding their predicaments due to the fear of their security and livelihoods in cases of abuse and exploitation. The following limitation may be overcome through the assurance of the study is strictly for research and the reformation of policies within the state and also the use of pseudo names in cases of sensitive information to protect the identities of the parents and children.

Definition of terms

Disability: This is a physical or mental condition that limits the movement of a person, their sensory organs, or activities of children in South Sudan affected by the Covid 19 pandemic.

Challenges: A challenge is a situation of being faced by South Sudanese children with disabilities and their parents that need great physical or mental effort therefore testing their ability to cope, a challenge in this case for South Sudanese children with disabilities are put through in their predicament of having disabilities in the era of coping with the Covid 19 pandemic.

Socio-economic: This is defined as relating to, or involving a combination of social and economic aspects. In this research the term is used to describe the sociological and economic challenges faced by South Sudanese children with disabilities and their parents in the household and community during the period of Covid 19 pandemic.

Vulnerability: South Sudanese children with disabilities and their parents being susceptible to different types of threats of social and economic insecurity after the Covid 19 pandemic

Poverty: poverty within the study is the state of households with children with disabilities not being able to satisfy their basic needs or not being able to meet the standards of communities necessary for survival.

Inclusive: Inclusive refers to the castes, religions, gender and abilities in this case of south Sudanese children with disabilities being considered in receiving education even within the period of the pandemic while at home.

LITERATURE REVIEW

This section provides relevant literature in the area of study. Through the literature review outlined study will focus on the review of literature and research related to the socio-economic impact of Covid 19 children with disabilities and their parents in Juba county.

Theoretical framework

There are still numerous evidences gaps in relation to the experiences of people with disabilities living in South Sudan as very little research has looked at disability in South Sudan and the available evidence base is extremely limited. Much of the available information focuses on Juba rather than the rest of the country. Further research with people with different types of disabilities or children with disabilities is highly (Brigitte, 2016).

Vulnerabilities and Capacity Assessment Approach

VCA is a participatory investigation method designed to assess the risks that people face in their locality, their different levels of vulnerability to those risks, and the capacities they possess to cope with challenges and recover from them when they strike (International federation of the red cross and the red crescent societies, 2007). The following approach creates a platform to assess the impact of Covid 19 on the children with disabilities within Juba county to understand what exactly they undergo while living under the conditions of the pandemic, it is noted that they previously experienced life in a certain way in terms of the poverty levels and the provision or absence of programs that

were available before the pandemic as the goal of the following research is to find out whether the current conditions in their predicament have intensified or changed in any way.

The vulnerabilities and capacities approach (VCA) was designed and tested in the late 1980s by an inter-NGO initiative, the International Relief/Development Project (IRDP). Its stated purpose is to help the givers of aid learn how to give it so that it supports the efforts of people to achieve social and economic development (Anderson and Woodrow, 1998), i.e., how to make relief interventions more developmental, sparking discussions within panels of concern to get creation of policies into action and the creation of structures necessary to deal with the negative impact of the pandemic in the lives of children with disabilities and their parents. However, it has been used more widely in disaster preparedness and mitigation. It is a practical tool but above all a diagnostic one: it is not prescriptive (Mwangovya, 2011). Through the assessment of the vulnerabilities and capacities of the South Sudanese children with disabilities and their parents, there comes a clear understanding of how exactly researchers and NGOs can find better solutions to these challenges and exactly how these families have coped with them through the months of the pandemic.

VCA is an investigation at the community and household level that involves using participatory information-gathering tools or participatory rapid appraisal. The results enable the National Society, civil society and local people to take stock of a community's vulnerabilities and capacities, to identify the risks they face and to design actions and

projects to reduce their vulnerabilities (usually by increasing their capacities). Other agencies can be encouraged to enter into partnerships with the National Society where appropriate and/or to take action on other aspects of the risks (International federation of the red cross and the red crescent societies, 2006).

The purpose of this approach is crucial in understanding social problems. The theory is based on the idea that people become vulnerable when they are not considered or included in decisions such as persons with disabilities who clearly shown in reports are often ignored, discriminated against and marginalized in the communities having little say regarding their socio-economic freedoms and decisions made about their lives even in times of a pandemic, their lives remain at risk. The solutions to the challenges they face and access to resources in their specific areas is not easily available to them.

The theory illustrates that improved capacity of recipients of aid and their participation in targeted interventions enhances the capacity to complement and mitigate the impact of war or conflict on displaced populations. The theory provides the rationale for understanding persons with disabilities and their intra household dynamics, as they affect the welfare and how they cope within various settings. (Mwangovya, 2011).

Conceptual framework

A conceptual framework as defined by (Mugenda & Mugenda, 2003), is an obstruction, a symbol of representation of dependent and independent variables of behavioral phenomenon see figure 1. The following conceptual framework shows the relationship

between all the variables that affect the lives of South Sudanese children with disabilities and their parents within juba county.

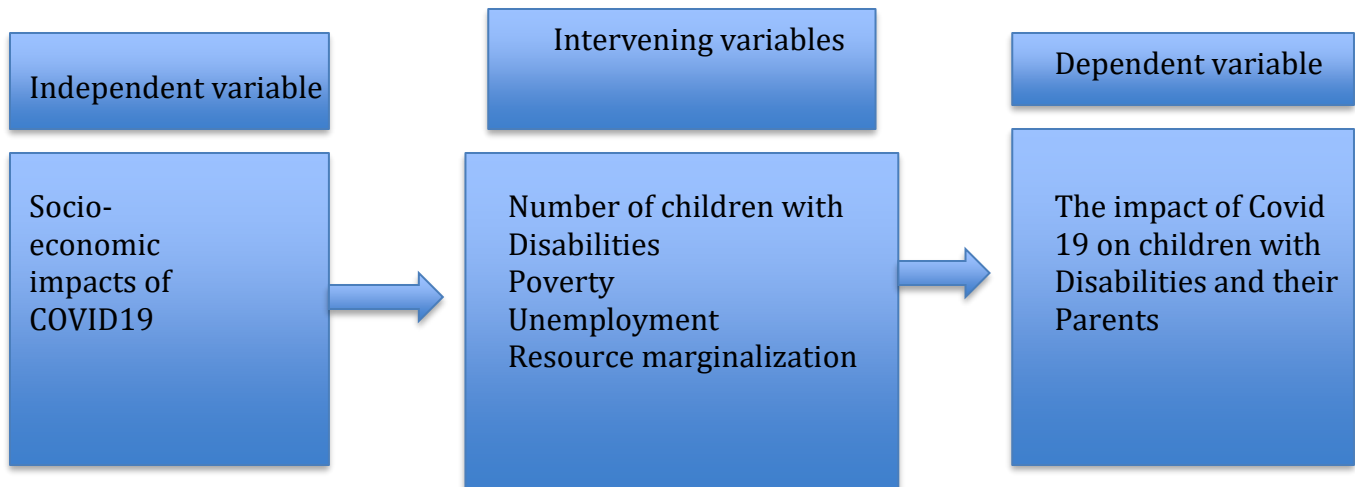


Figure 1: Conceptual Framework

Source: Researcher, 2020

From the following conceptual framework, there is a form of linkage between the objectives, where the independent variable stands as the Socio-economic impact of Covid 19 in South Sudan. In the absence of the pandemic the unique challenges being faced by children with disabilities and their parents would not be in existence, it is noted that the children with disabilities and their parents still face daily challenges influenced by the intervening variables but these variables have intensified the impact of the Socio-economic challenges they face in the face of the pandemic.

The goal of the research is to identify the impact of the Covid 19 pandemic on children with disabilities and their parents as they clearly face challenges within the household and in the society. from the studies conducted, it is noted that parents with more than one child with disabilities incur much more costs in caregiving and provision of the special needs accompanied with normalizing the lives of their children. Secondly poverty,

unemployment and resource marginalization are interlinked in the sense that the poverty levels In conclusion, through the assessment of the impact of Covid 19 on children with disabilities and their parents, it is proper to look at the cause and effect relationship between the variables and the impact of Covid 19 in order to look at what exactly can be done to reduce the impact and increase the capacity of the victims.

According to (Mugenda & Mugenda, 2003), a research design is a procedure followed by a researcher to realize research objectives a research design clearly shows a path to which the researcher will take to acquire their target information. (Kothari, 2009) further points out that research is a conceptual structure by which research is conducted. The research design provides a blueprint for the collection, analysis, and measurement of data.

The descriptive research design was used for this study, because it created an opportunity to acquire objective information that aided in showing the accurate profiles of the Socio-economic CWDs and their families, their situations through the critical analysis of the variables and elements of the specimen under study. It made it more convenient for the researcher to get large amounts of data in a highly economical way, which is convenient in collecting data in the Juba County that sits on a large piece of land which may cause a challenge economic wise in terms of data collection.

The researcher utilized both qualitative and quantitative data, according to (Kothari, 2009), defines the descriptive research design as being concerned with defining the characteristics of specific individuals or groups. According to (Chandran, 2004), argues that the choice of a research design depended heavily on several considerations made which include the purpose of the design, the classifications of data needed, the sources of

information and the cost factor. These various types of research designs include observation, experimental and exploratory research designs.

RESEARCH DESIGN

The research design that was used in this study, was descriptive since it required to ascertain what exactly was the impact of the pandemic on the lives of South Sudanese children with disabilities and their parents is. The following design was applicable for the research because it created a form of connection between the variables in order to understand an in-depth analysis on the lives of a section on persons with disabilities in South Sudan.

Population

According to (Hartas, 2010) he argues that a population is a group of organizations or individuals that share the same characteristics that are of interest to a researcher whose goal is to generalize the findings on the selected group. As a result, research is carried on the target population whose access is more feasible (Ott & Longnecker, 2008). The scope of this study was limited to Juba County in Central Equatoria and children with disabilities and their parents.

Target Population

The target population refers to an entire group or individual, events or objects with common observable characteristics (Mugenda & Mugenda, 2003). The scope of this study is limited to children with disabilities and their parents. Juba county is divided into 14 payams namely Northern Bari, Kator, Munuki, Juba town, Juba, Rejaf, Bungu, Rokon, Gondokoro, Tijor, Lirya, Lobonok, Lokiliri and Mangala. the goal of the researcher to sample a group of children with disabilities and their parents, throughout the convenient areas within juba county

Sample Size

A sample is a portion of the population selected for study or a subgroup of the population as described by (Mann & Lacke, 2010). According to (Hartas, 2010) a good sample size should be well representing of a population from which it is drawn, thereby meaning that the information collected should display the attributes and characteristics of a chosen population. According to (Mugenda & Mugenda, 2003), sample size will often depend on the number of variables the method of data analysis, the research design and the size of the population that is accessible to the researcher. Through cochran's formula, from an unknown population, the researcher used a 95% confidence level to estimate the sample size.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Figure 2: Sample size equation

Where:

- e is the desired level of precision (i.e. the margin of error),
- p is the (estimated) proportion of the population which has the attribute in question,
- q is 1 – p.
-

$$(1.962) (0.5) (0.5) / (0.05)^2 = 385$$

Sampling Technique

A sample is a subset of the whole population that is taken to be representative of the whole population. The reason for using a sample is that information drawn from carefully selected samples is sometimes better than the information collected from the entire population because less data is more manageable and in case of interviews greater control can be exercised (Marlow, 1998). There are two types of sampling methods. These are probability sampling also known as random sampling, and non-probability sampling (Kothari, 2004). According to (Kothari, 2004) probability sampling is a method where every member of a population has a known probability of being chosen to be part of a sample. There are various sampling techniques these include cluster sampling, stratified sampling, simple random sampling, and systematic sampling.

According to (Gay, 1981), for correlational, there is a requirement of 30 cases or more, and 10% of the accessible population is required for descriptive research is enough in 30 cases at least are required per group (Mugenda & Mugenda, 2003). According to (Cooper & Schindler, 2003) there listed various reasons for purposive sampling which included: the lowering of costs, better chances of accuracy, a much more faster way of data collection and the availability of population. As is often the case with individually sponsored researches, the sample size in this study was also determined by the number of resources available (Fisher & Foreit, 2002).

Stratified sampling was used to select the groups that were included in the study.

Proportionate stratified random sampling was used to calculate the sample size in the convenient payams within juba County. The sampling frame was divided into the fourteen Payams. These are: The South Sudanese children with disabilities and their parents representing the different ethnic groups within South Sudan located in Juba County. These categories were then further divided into four classes. These are: age 13-18, and those that were above 18 years.

A multi-stage random sampling, snowballing and purposive sampling was conducted to get the 385 families, while the use of deliberate sampling was utilized to access the South Sudanese families of children with disabilities, community gatekeepers and community-based organization staff.

Data Collection Instruments

In social science research, the most commonly used research tools are questionnaires, interviews, observation and standardized tests (Mugenda & Mugenda, 2003). The following study will rely on the use of both primary and secondary data. The sources of

secondary data will be accessed from scholarly works of literatures from both the published and unpublished scholars, printed journals and articles, online sources from different university repositories, the use of written sources and published books, field research reports from the UNHCR and other refugee NGOs, conventions and treaties and dissertations.

There are various methods of collecting primary data, particularly in descriptive researches will use interviews, observations and questionnaires, A questionnaire is a form that contains a set of questions and especially addressed to a statistically significant number of subjects as a way of gathering information from a survey (Powell & Connaway, 2010).

The role of a questionnaire, in this case, is to provide any form of a standard interview to get the desired response from the subjects under study. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary, Jacobs, Sorensen, & Razavier, 2009). According to the authors, there exist two types of interviews they are personal interviews and the use of telephone interview. (Kothari, 2009), defines an interview as a way of data collection, which requires a presentation of an oral stimulus and replies in terms of a verbal response. This type of data collection allowed the researcher to also collect information of non-verbalized answers through the reading of body language.

Key informant interviews

Key informant interviews were conducted with 3 organization staff, 2 hospitals and clinics identified and working within Juba county catering for children with disabilities,

and one person working with a locally operating NGO these key informants were found to be crucial in the provision of information regarding the impact of Covid 19 on the children with disabilities and their parents.

Case Narratives

This process of data collection was used to gather information on the real-life stories and the children with disabilities and their parents, with regards to how Covid 19 has impacted their lives, through this research, the role of NGOs in the children's lives was assessed. The case narratives were conducted with 3 children 3 parents and 2 NGO staff who had been present on the day of the interview.

Observation

Observation is an important aspect of information collection. Looking at the living conditions, sanitation, hygiene, health, food condition, and economic activities. Observation as a data collection tool means watching attentively scientifically or systematically and being a qualitative technique, it is more concerned with description and explanation other than measurement and quantification (Dominick & Wimmer, 2010).

The study combined the use of both questionnaires and personal interviews to acquire information from the advantages of the uniformity of answers provided by questionnaires and the use of interviews was profitable through the recording of non-verbalized answers through observing the body language of the interviewees.

Focus Groups

A focus group according to (Powell & Connaway, 2010), is defined as a group interview that is specially designed to examine and explore the beliefs and feelings of people who have similar characteristics learning how these beliefs shape behavior. The use of focus groups was essential for working in a new field. This created an advantage to observe a significant amount of interactions and opinions on a topic of interest within a limited period. The group participants were identified with the aid of disability community managers. The group consisted of a few families. Six members were chosen to participate in the focus group discussions were found be particularly useful as personal reactions, open attitudes and active participation were recorded by the researcher.

Data Collection Procedures

The researcher distributed 385 questionnaires to the parents who Conn away are seen to be capable of reading and writing in the payams, these forms were hand-delivered a total of 385 questionnaires were delivered to tackle the problem of low response rate.

The researcher also conducted 10 personal interviews whose interviewees were carefully selected from the different age groups of the children with disabilities, their parents and NGO representative staff. These interviews used a combination of predetermined questions, which had been asked in a prescribed way and all the responses will be written down in a detailed manner, with the same responses being recorded.

Data Analysis Plan

According to (Kothari, 2009), defined data decoding as the task of getting inferences from the collected information after analysis or experimental study. This helps in the establishment of continuity in research through connecting the results of a given study with those of other researches that helps with the establishment of various explanatory concepts. The quantitative data, which was obtained from the research data was coded and keyed into the Statistical Package for Social Science (SPSS) and excel analysis software.

Once the information received from the field has been received, the researcher used both the qualitative and quantitative data analysis, for statistical inference. The scientific program for social sciences (SPSS), software used to analyze coded data was utilized. The findings were presented in graphs, pie charts, and frequency tables. The finding was used to show the socio-economic impact of Covid 19 on the children with disabilities and their parents in reference to the variables presented at the beginning of the study.

Ethical Considerations

Ethics involves the study of right and wrong conduct (Dooley, 2007). This study ensured that the respondents were assured of the confidentiality of the information they provided. Permission was sought from the National Education Coalition before going to the field for research. A clearance form was also acquired from the organization to be used in the field. The researcher ensured that there was a total assurance on the interviews in regards

to sensitive information like gender-based violence and sexual abuses on the children with disabilities in the communities pseudo names were also used to hide the identities of the children and the parents, providing sensitive information and that the real purpose of the research and that information will be sought after if only is provided voluntarily and with consent.

The study clearly informed the respondents of the purpose of the research and provided them with a written assurance that data that was collected, was strictly going to be only for research purposes and that strict confidentiality was to be observed at all levels of the process. To increase the degree of confidence among the respondents, no personal identification details were required for the purpose of the questionnaires and interviews. Consent of the respondents was also required.

Mugenda and Mugenda, 2003, articulate that a researcher must confirm to the principle of voluntary consent where the respondents willingly participate in research. Informed consent should be based on the information regarding: the purpose of the research, identification of the researcher, any benefits that may be received. (Mugenda, 2008) noted that participation in research is voluntary and subjects are at liberty to withdraw from the study at any time without any consequences. Researchers are required to communicate this to the respondents before the start of the study. The researcher will ensure that all respondents fully understand all the details pertaining to the study. No respondent will be forced to take part in the study but took part in it voluntarily.

The researcher undertook the necessary precautions to ensure that ethical behavior and confidentiality was exhibited during the research study process.

Chapter Summary

The study being undertaken was a descriptive research and used 95% success rate to calculate the sample size from the unknown population of children with disabilities. The researcher purposively selected a representative sample of 385 parents and guardians of children who had disabilities. Primary data was utilized to accomplish the survey by use of questionnaires administered by the researcher and a male research assistant within Juba County. A total of 385 questionnaires were distributed to respondents taken from the various payams of Juba county, plus ten personal interviews conducted by the researcher. The questionnaires were pre- tested on 3 South Sudanese parents in Juba town. Collected data was sorted, coded and analyzed by use of SPSS and a report on the findings written according to the format of thesis presentation. Throughout the research, research ethics was strictly observed. The next chapter deals with data analysis and interpretation of findings.

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

The following presents findings of the study. The study sought to assess the socio-economic impact of Covid 19 on children with disabilities and their parents in Juba county. This chapter presents the study findings of the research conducted.

Response Return Rates

Questionnaires and interview schedules were used as data collection instruments in the following study, conducted in Juba county, Central Equatoria state, South Sudan, in September 2020 the study targeted South Sudanese children with disabilities and their guardian's refugees to provide the data sought out by the researcher. Out of 385 questionnaires administered, a total of 120 questionnaires were returned of which 81 were viable when returned, due to time constraints the following number was used in the analysis. This translates to a response rate of 66% which according to Babbie, (2010) is a good and sufficient rate for analysis and report generation. The reason cited in the cases of non-response of the other questionnaires was misplacement, unviability of the questionnaires and shortness of time to cover all payams within juba county. Out of the 10 scheduled interviews only 8 were carried out as the third respondent was not within reach during the study period.

Table 0.1: Questionnaire return rate

Issued Questionnaires	Returned	Response rate
120	81	66%

According to Mugenda and Mugenda (1999) a 50% response rate is adequate, 60% good and above 70% rated very well. Based on this assertion the response rate for this study could be said to be very good at 90%.

From the 14 payams within Juba county the following questionnaires were returned

Table 0.2: Response rate per Payam

Payam	Number of Respondents
Kator	12
Munuki	17
Juba town	16
Juba	10
Rokon	15
Gondokoro	11

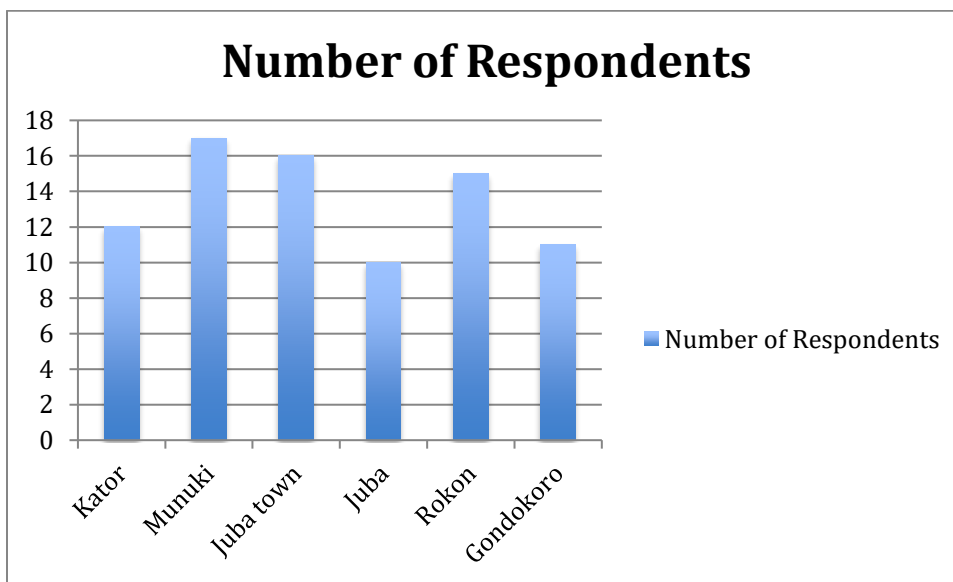


Figure 3: Number of Respondents

Demographic information

The researcher also sought out to find out the gender and marital status of the respondents providing three categories of single, married, or widowed.

Table 0.3 respondents' gender

Gender of the respondents	
Male	21
Female	60
Total	81

Table 0.4: Marital status of Respondents

	Frequency	Percentage
Single	28	35%
Married	23	28%
Widowed	30	37%
TOTAL	81	100%

The following study revealed that, there was a higher percentage of the respondents were widowed at 30% single at 35% therefore indicating that the children with disabilities were being taken care of by single parents and 37% of respondents had partners who had been sharing the costs within the household taking care of the children with disabilities.

Occupation of the respondents

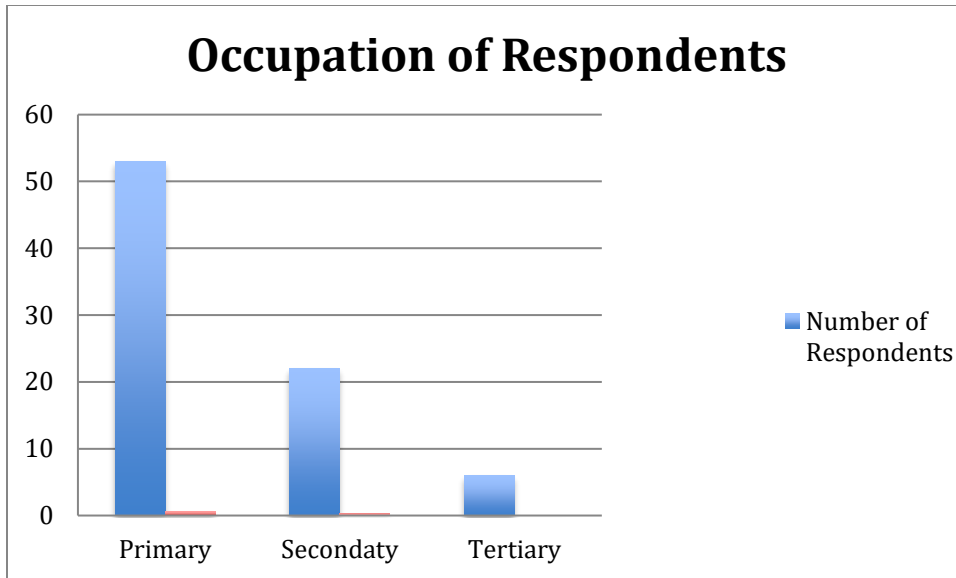


Figure 4: Occupation of the respondents

According to the following study, the respondents were asked to state their occupations whereby the occupations were divided in to the three sectors namely primary secondary and tertiary occupations whereby the parents of children with disabilities 53 worked in the primary sector while 22 worked in the secondary sector while 6 were in the tertiary sector. This would therefore suggest that a majority of the respondents worked in the lower leveled jobs of farming, fishing, tea selling, boda transporting, hawking and animal keeping at 65% followed by 22% who worked in the secondary sector where some worked as bus drivers, in hotels, in bars and shops while 6% of the respondents worked in the tertiary sectors in the ministries and government, teachers, logistics, nursing and banking.

Thirdly the researcher sought to find out the impairments the children had, these had been divided in to four categories physical, mental, intellectual and sensory impairments the following was the response given.

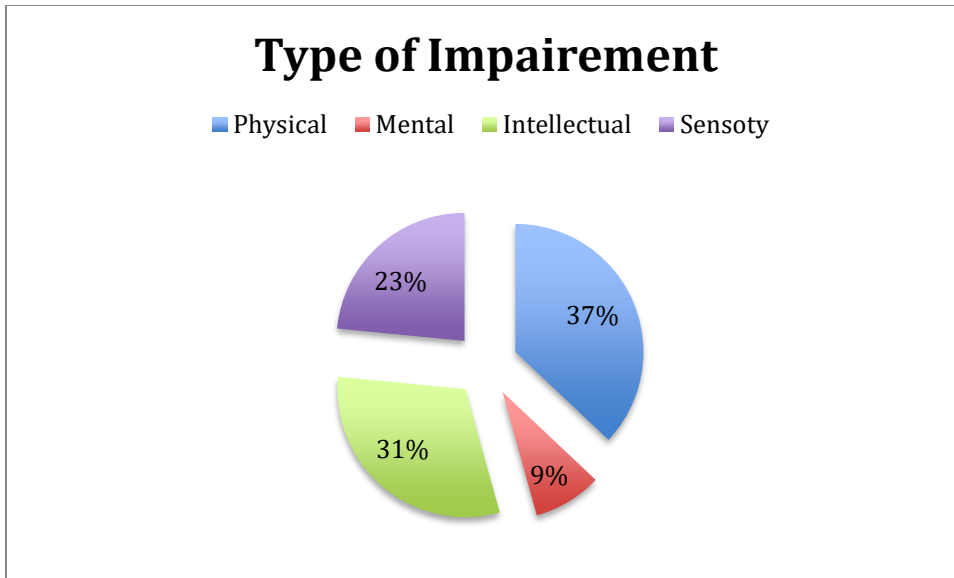


Figure 5: Type of Impairment

according to the response 37% of the children had physical impairments, 31% had intellectual impairments, 23% with sensory impairments and 9% had mental impairments.

While conducting the study the researcher asked various questions in accordance with the objectives of the study, with the first objectives being on the social impact of Covid 19 faced by South Sudanese children with disabilities, the researcher sought to find out whether South Sudanese children with disabilities faced any socio-economic challenges and if they have been able to overcome the following challenges. The first and second objective explores the questions of insecurity, gender based violence and sexual abuse.

Economic impact of Covid 19 on households with children with disabilities

When asked if the families had received any form of relief in regards to coping with the pandemic the following was the response.

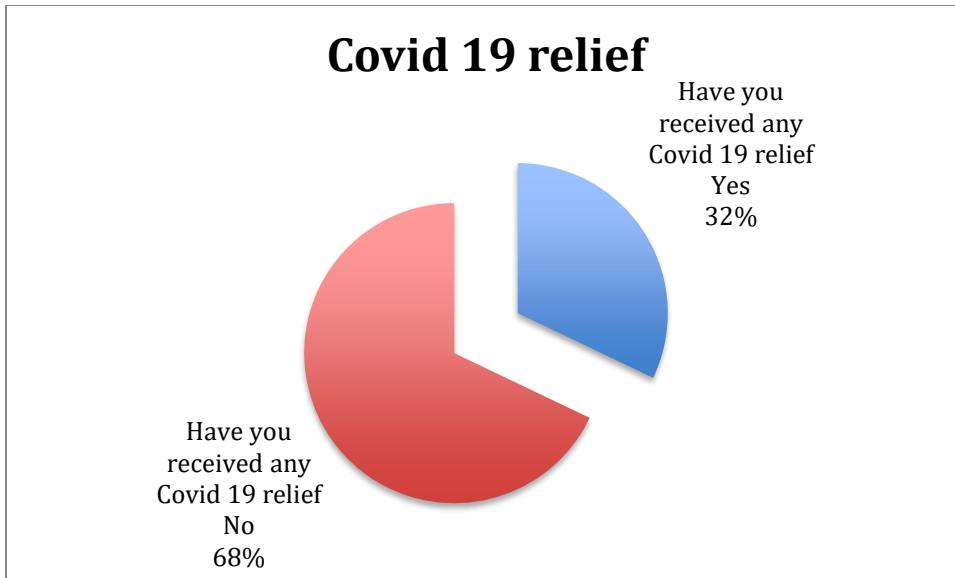


Figure 6: Covid-19 relief check

68% of the respondents had not yet received any form of relief in regards to the pandemic, in this case the relief was in form of money or basic needs like food 32% of the respondents had agreed to receiving relief this implied that some of the people within the communities had not been reached by the relief to the Covid 19 pandemic.

In order to find out whether the CWDs had been receiving any form of alternative learning during the lockdown of schools, the researcher asked the respondents if their children had been exposed to alternative learning through radio, television, internet or social distanced group learning and the following was their response.

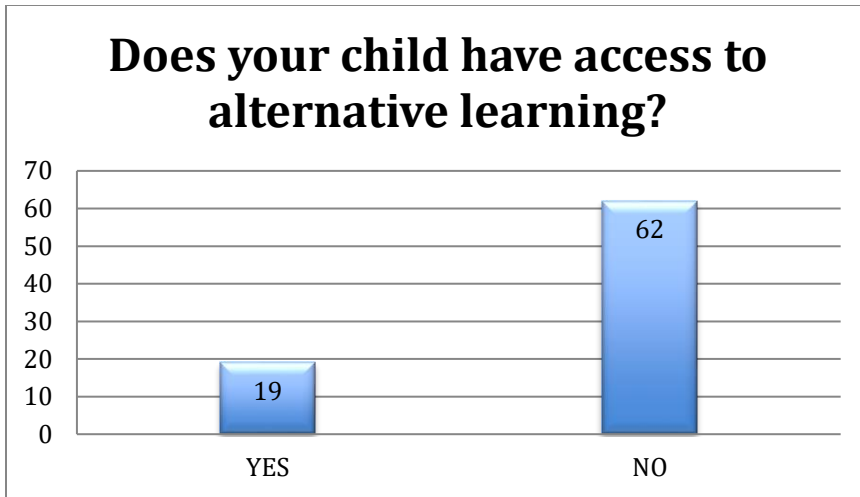


Figure 7: Access to alternative learning

The Socio-economic impact of Covid 19 on children with disabilities and their parents in the household

The respondents were further asked if they had faced any economic challenges while in the pandemic whereby all had agreed mentioning challenges like the high priced commodities, and lack of medical and financial support to help their CWDs to further narrow down the specifics where by three statements were chosen to further understand their challenges the following were given, Lack of basic needs for my child, lack of employment to support my child, affording health services for my child and the following was the response

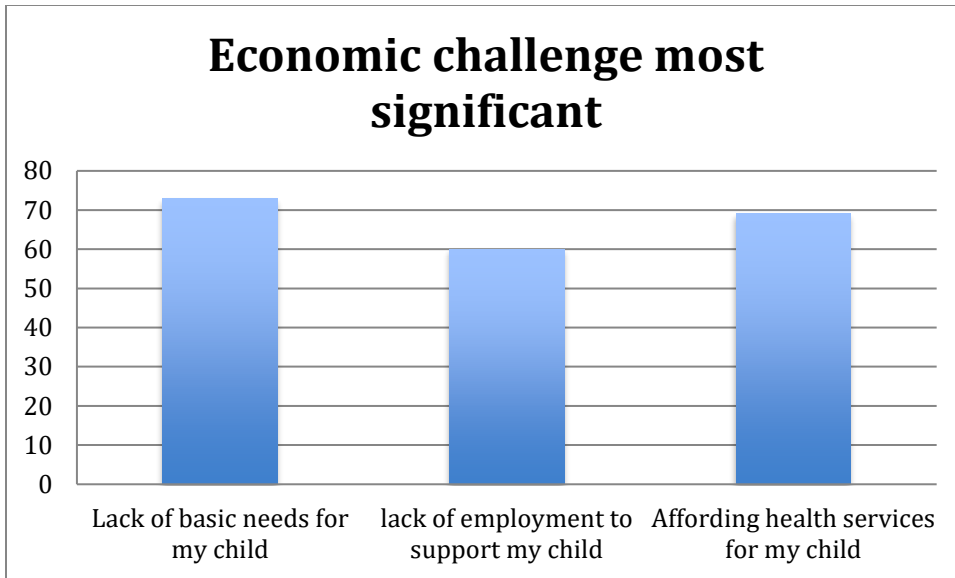


Figure 8: Most significant economic challenge

the following question sparked different reactions where the respondents chose more than one challenge that was most significant in their life 73/81 chose the lack of basic needs for their children while 60/81 chose the lack of employment or had lost their jobs due to the pandemic to support the additional needs for their children 69/81 of the respondents were not able to afford health services for their children with disabilities. This therefore implied that the parents had more than one challenge that had been most pressing or significant to their lives.

Lastly the researcher provided the respondents with a likert scale in order to understand whether the respondents' children had faced the social challenges of SGBV or exploitation. From their response the following was how the respondents felt.

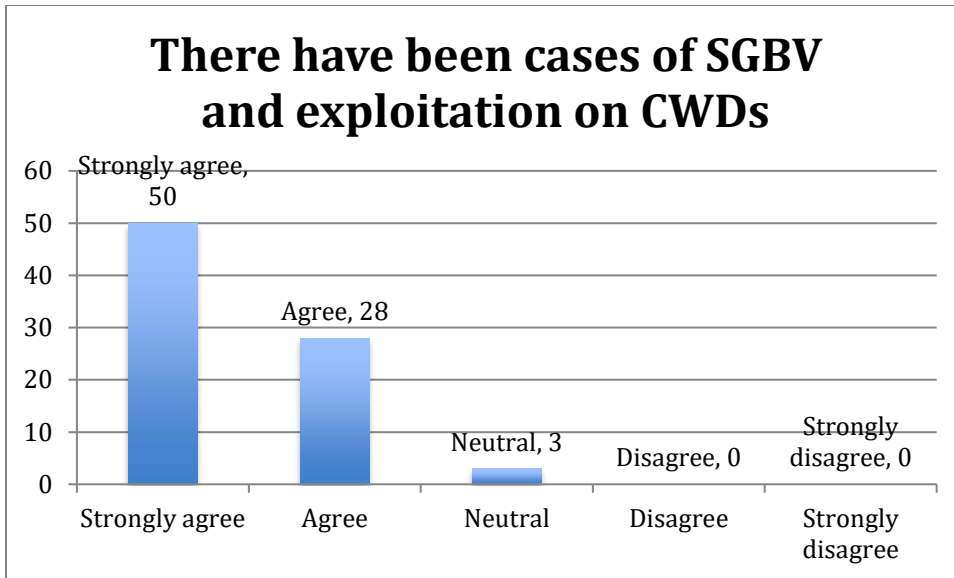


Figure 9: Cases of SGBV and exploitation on CWDs

from the following data it was clearly evident that the respondents had witnessed or experienced the cases of children with disabilities being victims of SGBV and exploitation in forms of forced labor. 50 respondents 61% strongly agreed while 34% agreed and 1% was neutral.

The researcher further questioned the respondents to find out whether there had been measures put in place to stop the cases of SGBV and exploitation from further continuing and the following was the response.

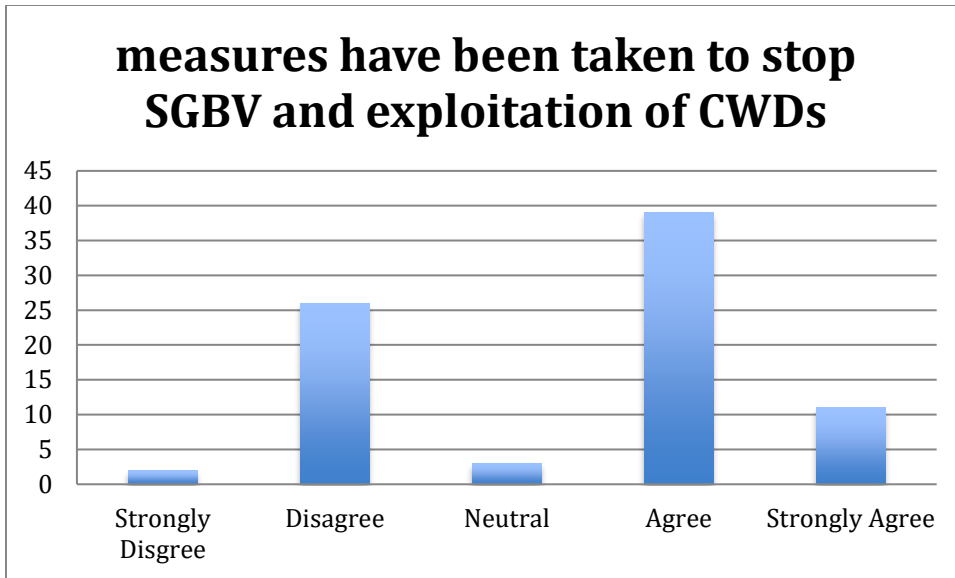


Figure 10: Measures undertaken Likert scale

from the data presented 13% of the respondents strongly agreed to question posed while 48% agreed 3.7% were neutral 32% and 2% of the respondents disagreed and strongly disagreed respectively. The following implied that the respondents had received some sort of help to stop the SGBV cases and the exploitation.

In the wake of the pandemic the parents of the CWDs were asked whether they would consider returning their children back to school once the pandemic was under control and the following was their response.

The effects of reduced protection of children with disabilities

On the last part of the questionnaire the researcher wanted to find out the effects of reduced protection on the children with disabilities, the respondents were given the opportunity to give their views on the psychological effects, early pregnancies,

malnutrition, neglect, substance abuse, child labor and early marriages. From the following listed the respondents had quite a lot to say and the comments were summarized below.

The parents of the children with disabilities had noticed that their children had become more anxious and stressed about returning to school, most of the children had to stay home and some of them were vicariously becoming stressed from their financial situations at home would volunteer to work to also contribute to the finances of the household as observed from a young girl with a wheelchair who would use her chair as a mode of transport to carry barrels of water and sell to her neighbors, the following was seen to be leading to the exploitation of children with disabilities because some were used by their parents and guardians to participate in businesses like hawking plastic, selling gum and snacks in bars, serving tea and shisha at the roadsides, washing and wiping cars for those that were able. Secondly many of the girls became pregnant during the period of the lockdown and with uncertainties of schools reopening they gave up the idea of going back to school and settled down to become young wives.

Being left at home most times without supervision some of the older kids turned to substance abuse, during the data collection the children who had made some money would gather in groups and drink alcohol and smoke cigarettes, some of the children with disabilities had sustained injuries from fighting with their peers without any consequence or warning their daily routines have become a sort of survival for the fittest.

Qualitative Data

As part of the research, a qualitative form of data collection was conducted, in juba county, specifically targeting South Sudanese children with disabilities and their parents,

the qualitative data included the experiences of the parents and children in Key informant interviews, a case narrative and focus group discussions. Through convenience, purposive and snowball sampling the researcher was able to interview 3 children 2 parents one South Sudanese parents with children who have disabilities focus group of 6 participants and one NGO representative.

The qualitative data collection was divided into the 3 objectives and 3 separate interviews the first was for the parents of the children with disabilities as individuals, second was for the children with disabilities the third was of a focus group of parents of children with disabilities and lastly for the NGO representative. Before the interview began the respondents were informed of all the ethical considerations and precautions that had been put in place to ensure the information provided was comfortably done and under no coercion whatsoever.

Social impact of Covid 19 on parents and children with disabilities

When the respondents were asked how the pandemic had impacted their lives socially, a majority of the respondents had witnessed cases of insecurity, SGBV and the exploitation of their children. To further understand the respondents, the researcher asked what challenges they had faced within the period and the following was how one responded:

I am a tea and shisha seller and I have a child who is blind, I have to leave my house and set up near the roadside so I have to leave my son. Most of the times I come back home I find my son nursing injuries from being bullied by his peers

and neighbors there is nothing I can do since I cannot stay home and I cannot take him to work with me as it is not an ideal place for children.

(35-year-old mother of a child with a vision impairment)

Another respondent talked about the exploitation issue of children with disabilities this is what they had to say

As a parent of a child with a physical impairment (a hand amputee) I have warned my son many times not to go out many times to wash cars as I have found him counting money many times, he is always tired when he comes home, I feel like he is being exploited by the other gang of kids and people with cars, I just want him to return to school.

(Father of a hand amputee)

from an interview held with one of the children the following was what she had to say in regards to the social impact of Covid 19 since the schools had been shut down.

Being visually impaired and living with a single mother, she has to go to the river to harvest vegetables to sell in the market therefore she leaves me under the care of our neighbors, I feel so vulnerable as we live next to a bar I have had to scream and fight myself off a drunkard who walked into our compound, I was rescued by our neighbor I want to return to school I don't really feel safe at home without my mother around.

(16-year-old girl with visual impairment)

Economic impact of Covid 19 on the households of children with disabilities

On the economic impact of Covid 19 on the households with children with disabilities it was discovered that most of the parents had struggled with providing the basic needs and

the extra support and needs for children with disabilities, as some had opted to marrying off their children to get monetary exchange in order to survive the pandemic financially the following were the words of one of the respondents.

I am a single parent and looking for food for my children is a very big challenge.

I have no job and due to the lockdown, I cannot do the hand jobs I was previously able to do and I do not have any qualifications to get a proper job. I also lack capital to start a business; my biggest challenge has been trying to provide for my children.

(29-year-old mother of two)

The following was a response from a child who was interviewed

Since the school was locked down because of the pandemic, I have to stay in the house the whole day, I am not able to meet my school friends, my parents are not well off therefore we have to eat one meal once a day as compared to school where we had two meals a day, they also cannot afford transporting me on a daily basis to the designated areas where I can study with my friends.

(17-year-old boy with a physical impairment)

(39-year-old woman)

The key informants also observed how the number of people in need has been higher than the funding provided by the donors, however one of them stated that they made efforts to ensure that the family with children who had disabilities received equal opportunities during the period of the pandemic.

When the researcher asked the parents and children on what changes they would like to be done to improve their lives, the children wanted to go back to school, the parents of

the children wanted to be more included in decision making processes, and also advocated for more transparency when it came to dealing with the abuses of the children with disabilities and access to relief from protective equipment to the basic needs like food, as this was a big challenge that hindered families from receiving the services that were provided for them by the NGOs.

Conclusion

Socio-economic challenges faced by South Sudanese children with Disabilities and their parents in Juba county include inadequate basic needs, inadequate economic employment opportunities to provide for their needs within the household, sexual and gender-based violence on the children with disabilities. The respondents also reported cases of early teenage pregnancies exploitation of the children. In addition, the respondents mentioned inadequate food rations in the communities and high levels of malnutrition among their children as a cause of concern. The coping strategies employed by the parents to cater financially for their children within the period of pandemic were inadequate and would lead them to neglecting their children for long periods leading them to be used in negative ways such as forced labor, the children were also exposed to substance abuse and drinking alcohol to deal with the stresses and anxiety that came about from the lack of protection from the schools. The strategies were somewhat effective but temporary, leaving the children with disabilities in degrading situations without long-term solutions during the pandemic.

Lastly some the respondents were able to receive certain relief in regards to coping with

the Covid 19 pandemic but not all of them had received anything. The children with disabilities were also not able to access alternative learning within the pandemic and would spend most of their time at home idle.

Recommendations

Despite South Sudanese parents of children with disabilities having adaptation and coping strategies to financially provide for their children within the household, they often are temporary, therefore, creates a need to provide them with sustainable long-term vocational skills to help them cope better and provide a sustainable life for their children as they wait for the pandemic situation to get better.

The NGOs should devise better ways to make the parents of children with disabilities more self-sufficient, reducing the reliance on donors whose support is not always guaranteed, making it hard for children with disabilities to live an assured constant life.

the government needs to devise better ways of strengthening inclusive education as situations such as natural disasters such as the pandemic have been seen to marginalize children with disabilities. Communities and parents need to be more actively involved in the decision-making processes geared towards ensuring the children with disabilities get more in life through education.

Discrimination and exploitation of children with disabilities should be closely monitored by a recommended independent body with proper mechanisms put in place to ensure the atrocities committed against children with disabilities, are dealt with accordingly.

Recommendations for Further Research

Further research should be conducted on the psychological effect of marginalization on decision-making South Sudanese children with disabilities. The following framework vulnerability and capacity assessment approach needs to be conducted to understand children with disabilities from other areas in South Sudan to deliver proper inclusive education for the children, the challenges they face, in order for concerned parties to work collectively in solving the challenges faced.

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Appendix A: Questionnaire

The following is research conducted by the National education Coalition with the aim to conduct an assessment on the impact of COVID 19 in South Sudan with a special focus on children with disabilities and their guardians. The research goal is to explore the socio-economic challenges faced by the focus group and the effects of reduced protection of children with disabilities. Kindly take a moment of you time to answer the following questions. All of the responses you give will be treated with the utmost confidentiality. Where you are provided with choices kindly tick your most appropriate answer and feel free to express your opinion, as they shall be used for research purposes only.

Section A: General information

1. What is your gender?

Male Female

2. Marital status

Single Married widowed

3. What is your occupation

4. Education level

None primary secondary other certificates

5. My child has the following Impairment

- Physical
- Mental
- Intellectual
- Sensory

Section B: Socio-economic impact of COVID 19 on households of children with disabilities

6. Have you or your child received any form of relief in regards to Covid 19

- Yes
- No

7. Does your child have access to the alternative learning during the pandemic?

- Yes
- No

8. Have you faced any economic challenges in the household in regards to the Covid 19 pandemic?

- Yes
- No

9. If yes kindly list them

6. What economic challenge do you find most significant to you?

- Lack of basic needs for my child
- Lack of employment to support my child
- Affording health services for my child

10. Use a scale of 1-5 where 1- strongly disagree 2- disagree, 3- Neutral, 4- Agree 5- Strongly agree

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree

Do you face socio-economic challenges in your household?					
Have you managed to overcome these economic challenges?					
Do you have access to healthcare services in cases of emergencies?					
There been cases of sexual, gender-based against children with disabilities within the communities					
In your own view, there have been measures undertaken to reduce SGBV within the community					

11. Have you faced any social challenges in regards to the Covid 19 pandemic?

12. What socio-economic coping and adaptation strategies have you employed?

Social

Economic

13. Have the strategies you have mentioned been effective?

- Adequately
- Not adequately

14. Once the pandemic is under control would you consider returning your child to school?

Yes _____

No _____

Section C: Effect of reduced protection of children with disabilities

15. what have been the effects of the reduced protection of the children with disabilities

psychological effects

Pregnancies

Malnutrition

Neglect

Substance abuse

Child labor and forced labor

Appendix B: Interview guide

interview questions (parents)

1. What have been the economic challenges you have faced in your household so far as a result of the pandemic?
2. What has been your biggest economic challenge within the household?
3. Do you have any worries in the future for your child in regards to the pandemic?
4. Have you received any relief or aid fund for your child in regards to the pandemic?
5. I'd like to get a sense of your economic wellbeing as a result of the pandemic
6. How do you access economic resources to make your child's life better?
7. Who is the breadwinner in your family?

Child's interview

1. Do you have any obstacles in your way of achieving your educational goals?
2. Do you feel safe at home?
3. Are your needs well taken care of at home?
4. What opportunities did you get in school?
5. Are these opportunities still available?
6. Have you received any relief or aid fund in regards to the pandemic?
7. What challenges have you faced since the pandemic? Forced labor, (SGBV, malnutrition, mentally, physically)
8. What remedies had been put in place if any, to reduce your challenges towards attaining your education goals within the pandemic?
9. Would you still want to go back to school after the pandemic?
10. What would you like to see being done by the Organizations regarding your challenges?

Organization representative interview

1. Have there been any hindrances observed preventing the children with disabilities from receiving education during the pandemic?
2. Have there been any forms of relief or aid given to the following families
3. Have there been any cases of GBV, Pregnancies or any other forms of exploitation reported to your organization?

4. What measures have you put up to help reduce the challenges faced by the families?

Thank you so much for your time and responses

Appendix C: Pictorial descriptions



A focus group of mothers with children with disabilities



A mother of a child with a physical impairment



a young girl holding her little sister with an intellectual disability



A young deaf boy with his mother and little brother

Appendix D: Research timetable

topic: The socio-economic impact of COVID 19 on education in South Sudan: A case study on the experiences of children with disabilities and their parents in Juba county, central Equatoria, 2020.

Description	Estimated Timeframe
Design of the research methodology and tools	2 Days (21 st -22 nd of September 2020)
Review of Documentation	2 Days (23 rd -24 th September 2020)
Period of the research in the field	5 Days (25 th September 2020-1 st October 2020)
Data analysis and report writing	6 Days (2 nd Oct-9 October 2020)
Preparation and submission of the first draft report	1 Day (12 th October 2020)
Meetings with NEC and other relevant partners on initial findings and key deliverables	2 Days (13 th Oct-14 th October 2020)
Incorporation of comments and finalization of the research report	3 Days (15 th Octo-19 October 2020)