

Advancing Social Work Praxis Through Strengthened Multi-Sectoral Responses to Adversity, Vulnerability and Trauma

**– The Impact of Covid-19
Pandemic on the Remote
Learning of High School
Learners With Hearing
Impairment Disability in
Durban, KwaZulu-Natal**



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Introduction

- ❑ **Covid -19 had a significant impact on the education sector.**
- ❑ **Most schools were forced to switch on-line or close temporarily to slow the spread of the virus.**
- ❑ **This definitely had an impact on education systems all over the world.**





Focus of the Study

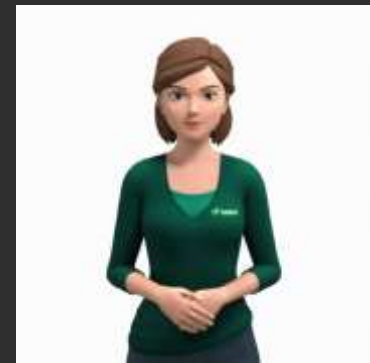
- ❑ Focus of this study is on high school learners with learning impairment disabilities in KwaZulu-Natal.
- ❑ Research from USA, UK and China were amongst the first few nations where it was clear that research was being done to examine the impact on children and their families of a school-going age.
- ❑ Research all over the world has shown that the impact on the switch from traditional learning to remote learning for learners was severe.



Who will the Study Benefit?

□ The findings of the research to assess the impact of Covid-19 on remote learning of high school learners with hearing disabilities can be used can be used by -

- Policy-makers
- Teachers
- Parents
- Learners





Challenges Experienced By Learners With Hearing Impairments

- ❑ 1. The suggested technology proved to be difficult for learners with hearing impairments. The main reason for this was that the soft ware was not made to accommodate learners with hearing impairments.
- ❑ 2. It was extremely difficult for learners to adapt to video-conferencing style of lectures.



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- ❑ 3. It was very challenging for learners with hearing impairments to follow conversations in which several persons were conversing at the same time.**
- ❑ 4. One of the most significant challenges was the absence of simultaneous translation**
- ❑ 5. Learners with hearing impairments found it difficult due to the wearing of masks – to ascertain how to lip read and read peoples expressions, to understand what people were saying.**



Global Perspective

- ❑ From a global perspective, literature indicates that education for children with hearing impairments, presented its own set of challenges
- ❑ Whilst non-disabled learners (who are in the majority) quickly embraced distance learning platforms, learners with hearing impairment disabilities were initially excluded from distance learning
- ❑ This was despite the fact that they had an absolute right to access to information
- ❑ Blatant infringement of the constitutional rights of such learners



South African Perspective

- ❑ Only 20% of South African schools has access to online education. This harmed vulnerable and underprivileged children –
- ❑ Some schools could not provide all learners with online instruction and support
- ❑ The majority of the learners in South Africa did not have access to technology
- ❑ Like Laptops and computers





South African Policy and Legislation

- ❑ There are policies and legislation in place that have been enacted to safeguard the rights of the disabled child.**

- ❑ Constitution**
 - Protects the rights to equal protection and benefit of the law.**
 - No person including the State and private companies may unfairly discriminate directly or indirectly against any person on one or more grounds - which includes, race, gender, colour, age or disability.**



- ❑ **South Africa has also ratified and signed international laws and agreements regarding the rights and protection of people with disabilities.**

- ❑ ***The United Nations Convention on the Rights of Persons with Disabilities* being the most persuasive**
 -
 - **signed in 2007**
 - **in effect means that as a nation we accept all of the legal obligations**
 - **affirms that all people with disabilities can fully and equally exercise all of their rights.**



Rationale of the Study

- While there has been significant progress in dealing with the impact of Covid-19 on accessing remote learning of high school learners with hearing disabilities, more research needs to be done on remote learning of high school learners with hearing disabilities to**
 - To garner the impact of Covid-19**
 - To improve the access to remote learning**



Research Methodology

- ❑ **Request for Empirical Research to support the findings.**
- ❑ **The approach is a qualitative approach – due to the interactive nature, it allows for more engagement with the researcher and the participants.**
- ❑ **The selected methodology will also provide valuable insight into the impact of Covid-19 on remote learning of high school learners with hearing impairments.**
- ❑ **Since qualitative research is explanatory, it will help the researcher to explore the topic in depth.**



Conclusion

- ❑ It can be argued that high school learners did not receive adequate support during the Covid-19 pandemic.
- ❑ In online platforms, teachers must be provided with the necessary knowledge, training and resources to assist learners with hearing impairments.
- ❑ To ensure that learners with hearing impairments have equal access to education, it is necessary for all stake-holders to work together to alleviate the challenges that have been highlighted above.



