

Diversity-based Approach in Post Disaster Management

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Abstract

Disasters cause marginalization, inequality and vulnerability caused by power relations, resulting in diversity in the community. This article aims to describe diversity in disasters as well as practical competence through a diversity-based approach. The research method uses a literature review with a descriptive approach to describe diversity in disasters. The results of the study concluded that diversity in disasters can be divided into several categories, namely women, the elderly, people with disabilities, children and adolescents and people with mental disorders. Diversity-based approach competence through cultural competence needs to be carried out in implementing post-disaster management interventions.

Keywords

diversity-based approach;
disaster; cultural competency



I. Introduction

Disaster events increase unequal conditions, marginalization, and the emergence of various risk factors that have an impact on the community due to the inequality of power relations in society (Duncan et al, 2018). The dynamics of power then create exclusion so that there are groups that are more vulnerable and threatened (Turnbull and Morniere, 2017); and lead to diversity in communities and individuals who experience discrimination and violence (Riseborough, 2018).

The International Federation of Red Cross and Red Crescent Societies (2013) further explains that the diversity meant in disasters should be a context that can be accepted and appreciated in the various differences that exist, not the other way around. The National Strategy for Disaster Resilience Council of Australian Governments (2011) adds that the collective response from various sectors must begin with an understanding of the diversity in the community including the needs, strengths and vulnerabilities of certain groups. Therefore, the aspect of diversity in disasters is important to pay attention to so that the efforts made can create equality, minimize discrimination and violence during disasters for communities and individuals universally.

Disaster experiences experienced by individuals and groups will be different so that diversity and inclusion approaches increase to be known (Duncan et al, 2018; Achmad, 2021; Prawira et al., 2021). Meanwhile, in disasters, Zakour (1997) states that post-disaster management needs to be done by creating resources and accessibility for the community and providing services for vulnerable groups due to disasters. Therefore, this article aims to examine how the diversity-based approach is the approach used in post-disaster management practices.

II. Research Method

This article uses a literature study to describe concepts relevant to the issue of diversity in post-disaster management practices. The literature is then described to comprehensively describe the diversity and competence of practice for those who work in post-disaster management.

III. Results and Discussion

3.1 Diversity in Disaster

The literature on diversity is very diverse and is determined by different contexts. In the context of disaster, the author sees diversity which is divided into five categories, namely (1) Women; events caused by disasters place certain groups at a higher risk of vulnerability. Enarson (2000) further mentions that the group that has a high vulnerability in disaster events is women.

Enarson's opinion is supported by data from various studies that have been carried out such as Neumayer and Pluemper (2007) which say that over the last 20 years, women have a higher probability of dying when a climate-related disaster occurs. Other data states that female victims were more than male, such as in the floods in West Bengal in 2000 three times more female victims (Pincha, 2008), the 2004 Tsunami disaster victims were mostly women (UNSETR, 2005 in Pittaway, 2007; Dadi, 2021), 54% of women died in the 2011 earthquake and tsunami in Japan (Saito, 2012; Sudrajat, 2021), then reported from inews.com after the Lombok earthquake in July 2018, two cases of attempted rape of girls were found. earthquake victims.

The dominant culture or indigenous culture commonly influences the culture of the minority or the immigrant culture, and subsequently, the minority culture is affected by the dominant culture due to the cultural pressures of the culture itself (Pandapotan, 2020). The vulnerability of women in dealing with disasters as described earlier is a problem caused by the discrimination and inequality experienced by women due to the cultural and value systems that exist in society. Various studies have proven that the cause of women's vulnerability is caused by inequality in society such as Saito (2012) which states that women's participation in Tohoku, Japan in decision making is still very low due to stereotypes of women who have a role in taking care of the family and are reluctant to speak and in public. included in the context of the 2011 Japanese earthquake.

Oxfam (in Pittaway, 2007) reported a case that caused many Muslims to die from drowning caused by clothes that were too heavy and a culture that prevented women from learning to swim. Unifem (in Pittaway, 2007) also said that many Muslim women are afraid to leave the house without a hijab or head covering during a disaster. Other studies suggest that women experience sexual violence and assault during and after a disaster, found in the events of Hurricane Katrina in America (Enarson, 2009), the Haiti earthquake (Lohan, 2010), the Christchurch earthquake (Lynch, 2011) and forest fires in Australia. (Partenza, 2012; Poluakan et al., 2019).

(2) Elderly people; Socio-economic conditions play an important role in determining rapid response to disasters including weak socio-economic conditions that make vulnerability more severe, especially for the elderly (Duncan et al, 2018). Boon et al (2016) added that elderly people need informal social support after a disaster because. In addition, it is important to note that the health of the elderly in disaster management is an important aspect, especially through policies that make the elderly return to their own

homes and get care from the community (Astill, 2017; Sidiq et al., 2021). Organization must have a goal to be achieved by the organizational members (Niati et al., 2021).

Next are (3) Teenagers; besides women, children are a group that is also vulnerable to the impact of disasters as well as unique vulnerabilities and special needs during disasters (Anderson, 2005). Masten, 2014). At the same time, contributions from children and youth can help in post-disaster preparedness and recovery (Peek, 2008). This view in addition to seeing the needs of children and adolescents is also known to be involved in policy making based on the needs of children their age during the recovery period (Gibbs et al, 2016). Thus providing children and youth with opportunities to be active in all phases of disaster management will bring more innovative ideas to each disaster management activity (Duncan et al, 2018).

(4) People with mental disorders; People who have experienced mental disorders face special challenges in pre, during and after disasters (every, 2015). Consideration of the character of people with mental disorders planning and response management is influenced by economics, social resources, stereotypes and misconceptions (Duncan et al, 2018). The economic condition of the population is a condition that describes human life that has economic score (Shah et al, 2020). Economic growth is still an important goal in a country's economy, especially for developing countries like Indonesia (Magdalena and Suhatman, 2020).

(5) Persons with disabilities. A study after the 2011 Japanese earthquake found that people with disabilities are 2 to 4 times more likely to die or be injured than the rest of the population (UNESCAP, 2015). This shows that they are abandoned and last helped and their rights and protections are often sidelined (Villeuve, 2015). Other things that contribute to the vulnerability of people with disabilities are limited mobility, health conditions, dependence on tools, difficulties in seeing or hearing danger signs (Duncan, et all, 2018). Robinson and Kani (2014) added that they have limited access to early warning and safety information and procedures and people with disabilities cannot act to obtain information during an emergency such as to evacuate themselves.

3.2 Diversity-based Approach in Disaster Management

People who work in disasters have an important role in helping minorities to stop the oppression they experience (Chau, 2011). Cox and Pawar (2006) further say that disaster practitioners must have the ability to respond to global challenges that significantly impact the welfare of the human population such as racism and increasing racial justice. Chau (2011) then explains that those who work must provide practices that are sensitive to minorities and can also ensure services that reduce operations for vulnerable groups. This is also in line with Dyeson's (2004) statement which says that practitioners are prepared to solve problems of discrimination and oppression. The group meant by the statement can also be interpreted as a group that is vulnerable to disasters.

To provide services that are sensitive to diversity, practitioners must be aware of the structural inequalities that lead to social injustice (Chau, 2008 and Dominelli, 2004). The competencies needed by practitioners in understanding oppression, discrimination and practices with diversity groups such as race, age, sex, ethnicity, gender, sexual orientation, physical ability are called cultural competence (NASW, 2001).

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the

ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

Krentzman & Townsend (2008) collected a database on cultural competence from the point of view of medical, psychology, education, sociology, political science, pharmacy, and social workers which finally concluded that these competencies create values, skills, and knowledge. Therefore, cultural competence makes practitioners have guidelines for conducting interventions that require these three abilities.

Complementing these three requirements, The Cross-Cultural Iventoty (in Elkchirid (2018) makes three indicators of cultural competence, namely knowledge, attitude and belief and ability. These three indicators are applied in practice with the main mission of providing anti-discrimination and oppression services for diversity groups in society) disaster.

IV. Conclusion

In post-disaster management, special competencies are needed so that those affected can receive comprehensive services. The service is based on a diversity based approach perspective. The practice focuses on targeting people who need attention such as women, children, the elderly and the disabled. Its competencies consist of cultural competencies which include knowledge, attitudes and beliefs as well as abilities. These three indicators are applied in practice with the main mission of providing anti-discrimination and oppression services for diversity groups in disasters.

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