“Listening to Javanese Children Voices to be Included in The Policy Making”
Children and Disasters

Earthquake

Save the Children
UNICEF
Background

- Children positioned as unimportant party
- Children do not have special role to decide, that is why they did not participated in post earthquake. Anderson (Peek, 2008)
- Children had special responses on their experiences in Earthquake
Objectives

To get children’s perspectives toward their psychological reactions toward disasters

- Perception
- how
- description
  - descriptions
  - feelings
  - Needs
- environment
- Self meaning
- why
Methodology

- Qualitative approach
- Children age: 9-12 who experienced earthquake on 2006
- 2 subvillages in Bantul Yogyakarta, Indonesia
- Analysis: Thematic Coding
Data gathering: Mozaic Approach

- Interview With SO
- Child interview
- Observation
- Interview with teachers
- Children group activity (kumpul bocah)
- Writing diary
- Children
- Photograph
- Picture telling
Social and Cultural context

- Children stay with their family and live in same house as before earthquake.
- Children growth in family who gave special task and rules
- Parent gave advices without proper explanation
- Schools destroyed by earthquake and pupils had day off/long holiday for reconstruction
- Children plays with neighbours and peer
Description of earthquake

Ceritaku:

Teras Samping Seken karena rumah aku rata dengan tanah, ini adalah bong-bong rumah aku. Roboh karena gempa di Yogyakarta.

Ceritaku:

Gambar batu bata, gambar ini mengingatkan pada waktu gempa. Batu bata ini dulu berdiri rumah ku.
Understanding from

- School/teacher
- Parents
- Neighbour
- Children
- Media
Children development by Broferbrenner

Ekologis
(community)

Makrosystem
(community/surround)

Mesosystem
(family)

Mikrosystem
(children itself)
Perception toward earthquake

- Social
- Sains
- Religius
Social context perception

- Earthquake happen from a long time ago, there is myth about ‘big snake moved under earth’
- Got from parents and grandparents
- Earthquake could happen anywhere, story of tsunami in Aceh gave understanding it could happen to them
Preparedness were interested topic for children
Religious context

- Earthquake as *cobaan*, and punishment from God. God sends earthquake to make people to be more religious. (came from parents and adult)
- Children had capacity to choose which religiosity was not related to earthquake
Scientific context

- Eartquake as natural event related to earth and its process
- Following with procedure for survival
Environment contributed children reaction

- How to survive follow adults behaviors
- Warning from parents stayed in children mind and guided to their reactions
- They need more explanation rather than story of suffer from teachers
Emotion

- **Feeling of Uncomfortable:** when activity was out of their habit
- **Glad:** better quality of school building
- **Sad:** lost of family and friend
- **Pity:** saw other victims
- **Worry:** thinking about where to live
- **Panic:** heard tsunami rumors
- **Scared:** didn’t know what happened
• Feeling of dislike to chicken, she said that those chicken stole her rice after earthquake
Needs

- Foods, cloths, house
- Rebuilding school
- Comfortable place to study and play (familiar situation)
- Limitations of play, runs, because of many ruins
Children needs house, school to get cover

eNeeds of doll and play tools
Earthquake

Environment change

understanding

needs

Impacts

Emotional feeling

Aids

Background: Social Religious
Children voices and policy

- Children was still under parent command and intervention
- Important to understand their perception, feeling and needs
- Comfort Environment for children