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Disaster Communication and Information Literacy of Mothers in Facing Flood Disasters in Banjar Regency

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Abstract

This study aimed to analyze disaster communication and literacy of mothers in dealing with floods in Banjar Regency. This study is a case study which used a qualitative approach. Data was collected using semi-structured interviews, observation, and documentation. Informants in this study were mothers who lived in the Banjar Regency area. The supporting informants were officers of Banjar Regency Regional Agency for Disaster Management (BPBD), as an institution involved in flood disaster management. Data analysis was in the form of data collection, data reduction, data presentation, and conclusion/verification.

Based on the results of the study, it was found that the disaster literacy and communication of mothers in Banjar Regency was still weak. Literacy is related to exposure to information, the ability to find information, and communicate with critical ability the information provided by the authorities either directly, through community leaders, or through the media. During litigation, countermeasures, even after a disaster, occurred. This could be caused by the choice of information media by the government that do not fit the characteristics of mothers in Banjar Regency.

Keywords: Information Literacy, Disaster Communication, Mother, Flood

INTRODUCTION

Banjar Regency is located in South Kalimantan Province which has 20 sub-districts. On January 14, 2021, South Kalimantan was declared an area of flood emergency as several areas in South Kalimantan were flooded. Banjar Regency is one of the areas affected by severe flooding with water levels average three meters in Pengaron sub-district. People usually decide to evacuate to a safer place when floods occur. The affected communities are generally families of various ages. In this case, mothers play an important role in a family because of their role in caring for children and husbands. Knowledge about flood disasters is very important so that family members do not panic and can save

themselves safely. Even after evacuating, mothers play a very important role in efforts to protect and care for family members so that they can live healthy and safe lives.

Floods in South Kalimantan on Early 2021 affected as many as 43,496 people. Floods in Banjar Regency last approximately in ten days. Right after that, the community cleaned up the environment where they lived after the flood. Based on field observations on January 30, 2021, a flood in Tunggul Irang Village, which was previously submerged in a 1.5-meter high, later left piles of garbage in the form of damaged household furniture, even also on the banks of rivers. Residents washed the furniture in the river. In the Murung area river, which is located near the Martapura market, there were also a lot of plastic waste, cupboards, and mattresses (Aniyavi, 2021).

Disaster mitigation is a series of efforts to reduce disaster risk through physical development as well as awareness and capacity building to deal with disaster threats. This mitigation is based on Government Regulation Number 21 of 2008 concerning the Implementation of Disaster Management. Knowledge of disaster mitigation is important for the community to reduce disaster risk. Knowledge about disaster mitigation in general can be accessed through various media, such as television, radio, newspapers, as well as online media, social media, television, and through direct appeals from authorized officers, such as village officials and the Regional Agency for Disaster Management (BPBD).

Previous research revealed that social media is the main media source for mothers regarding parenting, especially for millennial generation mothers (Setyastuti et al., 2019). However, the characteristics of the location of major floods are not urban areas, so BPBD needs to pay close attention to the media that are often used by the community to inform and communicate disaster mitigation. As stated by several sources, residents of Banjar Regency said that they did not get information and notifications about the right way to deal with floods.

Research on disaster literacy and communication of mothers in facing flood disasters in Banjar Regency is important to understand the current disaster mitigation. It is hoped that people, especially mothers, can have proper disaster communication so that they can handle situations from flood to post-flood safely. This study also explores data related to the behavior of mothers when a flood disaster occurs as well as post-flood behavior based on their knowledge of disaster mitigation.

LITERATURE REVIEW

Disaster Communication and Information Literacy

The librarian research by the US Association of College and Research Libraries (ACRL) defined information literacy as a set of capabilities and skills that people need to recognize when information is needed and to be able to obtain, assess, and apply that information effectively (Dorner & Gorman, 2006). However, the political economy of knowledge ownership and control must become intimately familiar with developing countries' information literacy definition, which recognizes the social construction and cultural authority of knowledge and works within this paradigm. This will determine their ability to access and understand information/knowledge throughout their lives. The development of a capacity within local communities and cultures to critique current knowledge is discovered through effective information literacy. To generate new knowledge based on this critique is particularly important.

The operational definition of information literacy in developing countries is individuals or groups' ability to understand why, how, and by whom information is created, communicated, and controlled, as well as how it contributes to the construction of knowledge to recognize when information can be used to improve their daily lives or contribute to the resolution of needs related to specific situations, such as at work or school. Information literacy is a skill in finding, collecting, evaluating, and then using that information for a specific purpose. Hasugian (in Marlyono et al., 2016) defined information literacy as the ability to find, evaluate, and use the information needed effectively; it is not a new ability or skill that appears as a demand from the information age.

Information literacy is the ability to realize information needs when information is needed, identify and locate the required information, evaluate information critically, organize and integrate information into existing knowledge, and utilize and communicate it effectively, legally, and ethically (Woody, 2007). Information literacy consists of four important indicators: 1) finding information, 2) identifying information, 3) evaluating information, and 4) use information. These four indicators are interrelated in the formation of information literacy.

Disaster literacy is one of the studies that are quite interesting to study as part of a disaster study within the scope of communication studies. Disaster literacy can be a strategic study for its development in the future, especially in disaster studies in Indonesia. This is what makes disaster literacy studies an alternative in disaster studies, especially in the realm of communication science (Zein Mufarrih Muktaf et al., 2018). Furthermore, it is revealed that as both a study and a movement, disaster literacy can ultimately help non-governmental organizations, community residents, and the community build understanding and skills in disaster knowledge. In turn, it can become a tool in reducing disaster risk through community capacity building.

In the view of disaster communication, conveying facts about potential risks is a must. What communicators need to pay attention to is how to convey facts (Priyowidodo & Luik, 2014). According to Haddow & Chou (2020), information literacy has some focus such as customer-focused that means understanding what information is needed by the community and volunteers through the creation of a communication mechanism that ensures information can be conveyed accurately. There are leadership factors, constituting leadership commitment, that play a role in emergency response and must commit to carrying out effective communication and be actively involved in the communication process. In conveying information, situational awareness, which is an effective communication based on the controlled collection, analysis, and dissemination of information related to disasters, is needed.

Doing a media partnership or partnering with the media, is one of the foundations for creating effective disaster communication. Mass media such as television, newspapers, radio, and online media are very important to convey accurate information to the public. Cooperation with the media involves understanding the needs of the media with a trained team to work with the media to obtain information and disseminate it to the public. To build effective disaster communication, disaster management must be supported by soft power and hard power approaches. The soft power approach is to prepare community preparedness through socialization and providing information about disasters. Meanwhile, hard power approach is an effort to deal with disasters with physical development.

Facing a disaster requires communication before disaster (disaster mitigation), during the disaster (response), after the disaster (recovery stage). Thus, the disaster

management system in Indonesia should run smoothly. In addition, disaster communication must also involve various parties: the government, the community, and the media (K & Uman, 2019). In disaster literacy, the first stage is how one understands messages about things related to mitigation, preparedness, and recovery in simple terms. The second stage refers to how the messages that are understood become provisions in dealing with disasters that can occur at any time. The third stage, namely information literacy, is how a person can confidently inform and communicate his skills in understanding disasters in the form of mitigation, preparedness, and recovery. The last stage is the critical stage of messages or information, namely giving an attitude critically through evaluation of messages or information obtained regarding disaster literacy that are adapted to the scope of their lives (Zein Muffarih Muktaf, 2017).

Mass media is a channel used in mass communication activities. Disaster communication can use mass media as a channel to disseminate information related to disasters. The mass media used in mass communication are radio, television, internet, magazines, tabloids, and newspapers. These media fall into the category of print, electronic, and online (Nurudin, 2015). Discussing disaster communication and information literacy, of course, cannot be separated from the role of the media. Focusing on aspects of the media itself, interaction, convergence, and simulation are three important aspects that must be included in the application of new media (Yodmani, 2001).

Mothers and Disaster Management

The main family gatekeepers, the "mother hens" or moms with children under their care, play a crucial role in disaster preparation. The majority of disaster gender roles form the foundation of family members' collaborative support. The integrity of the family unit is maintained by this form of mutual help, which is based on the interdependent gender roles of family members. For example, wives organize help and care for the sick and injured, while husbands leave their families to join disaster search and rescue units. Family gender roles vary in facing disasters (Kirschenbaum, 2006). Rather than men, UNPD states that women tend to be more prepared for their families and more affected by disasters (Olowoporoku, 2017). Effects on parents or child caregivers are sensitive to how a disaster has affected families and communities. Adults, who normally provide support, protection,

and stability, may be unable to provide shelter, food, or safety. They may fail to respond appropriately to their children's emotional distress because they are incapacitated by their emotional response. Children are affected by their caregiver's response to an event (Stafford et al., 2019).

METHODS

This study was conducted in several villages in Banjar Regency: Tunggul Irang, Pekauman Ulu, Melayu Ulu, Antasan Senior Ilir, and Keramat Baru. This study is a case study which used a qualitative approach. Data were collected by interviews, documentation, and literature study. Informants in this study were mothers whose houses were affected by floods in January 2021. The interviews were carried out in stages and the interviewer was not related to the informants (Bungin, 2011). Key informant in this study were a mother whose house was affected by floods in January 2021 in several villages in Banjar Regency and BPBD Banjar Regency as supporting informants. In addition, observations were made to observe the communication behavior of mothers in facing ongoing disasters and after being evacuated while taking care of the family. Observations were also made on new media related to communication and information literacy. Analysis of the data refers to the stage of analysis and interpretation of data in a case study as presented by Stake (in (Creswell, 2013), which consists of case description, categorical aggregation, and direct interpretation of patterns and naturalistic generalization.

RESULTS AND DISCUSSION

Based on the results of observations, interviews with informants whose houses were flooded in Banjar Regency and from BPBD Banjar Regency, and documentation, the data obtained reveal that floods began to hit residential areas at the end of December 2020.

a. Communication and Information Literacy Before the Disaster Occurred

The first step flood disaster in Banjar Regency, according to an informant from BPBD, was called the "Mitigation stage". Based on interviews with the government and the community, namely mother in five villages in Banjar Regency, the following results were obtained.

Table 1. Information and Communication Literacy Before a Disaster Occurs

Informant	Disaster Information and Communication		
	Information and Communication from the Government	Information and Communication from Other Citizen	Information and Communication from Media
Mothers from five villages	No information from the government	Only from family and neighbors	From television
Government (BPBD)	<ul style="list-style-type: none"> - Socialization through mitigation rules and documents - Early warning system - The community understands better through local wisdom about the estimated number of submerged village 	20 command posts at 20 locations in Banjar Regency	<ul style="list-style-type: none"> - Emergency alert by the regent through the website and Facebook - Socialization through <i>Handy Talky</i> and WhatsApp groups.

Source: Primary Data, 2021

Referring to Table 1, information and communication during disaster mitigation by the government, namely BPBD, was done based on policies from the central government with disaster mitigation rules and documents. The government has established 20 command posts throughout the district. However, the posts did not touch the community in the research location, especially the research informants. The government declared an emergency alert through the district government website and Facebook. Unfortunately, the community in the five villages, including the informants, was not exposed to the media because they were not used to using the internet and Facebook.

The government used social media (Facebook) and the government website to socialize the disaster mitigation. Yet, the areas affected by the flood were non-urban areas with low exposure to social media and the internet. In this case, the government should have first identified the media that were often used by the local community concerning the socialization of flood disasters. Information regarding individual use of social media has the potential for the development of social media platforms that can provide relevant and accessible information for the general public in the event of a natural disaster (Bunce et al., 2012).

Information regarding flood disaster preparation is not optimally communicated by the government according to community needs. Disaster literacy must be customer-focused, which means understanding what information is needed by the community and volunteers through the creation of a communication mechanism that ensures information can be conveyed accurately (Haddow & Haddow, 2014). Furthermore, (Chung & Yen, 2016) said that three components of messages must be prepared and communicated properly related to literacy, namely knowledge, attitudes, and skills in dealing with disasters.

The initial stage for literacy related to disaster is how to make a simple message for understanding about disaster so that the community can understand the message to be a provision if a disaster comes. In terms of media literacy about disasters, mothers are also not well literate (Zein Mufarrih Muktaf et al., 2018). Wilson (2019) said that in literacy, one can find out which media can be used to meet their information needs, which in this case is information about the coming disaster. In engaging with information in a community setting, one might seek, retrieve, use, or share individual information literacy rather than just a text-based literacy; a social and physical experience with information (Lloyd & Williamson, 2008). In this regard, mothers in Banjar Regency did not search for information about flood preparation optimally because they thought only small floods would come, but this time, it was a big one.

b. Information and Communication Literacy when a Disaster Occurs

The second step flood disaster in Banjar Regency, according to an informant from BPBD, was called the "disaster response" stage. Based on interviews with the government and the community, namely mothers in five villages in Banjar Regency, the following results were obtained.

Table 2. Information and Communication Literacy when Disaster Occurs

Informant	Disaster Information and Communication		
	Information and Communication from the Government	Information and Communication from Other Citizens	Information and Communication from Media and Other Stakeholders
Citizens from five villages	<ul style="list-style-type: none"> - From the head family - Word of mouth 	<ul style="list-style-type: none"> - Family and neighbors <p>The community knows and communicates based on experience regarding the flood area based on the water level in their area.</p>	From television, Instagram, and Facebook
Government (BPBD)	<ul style="list-style-type: none"> - Information handled by Kominfo - Disaster infographic 	Addition of command posts	Infographic on Instagram and website

Source: Primary Data, 2021

Based on Table 2, information and communication during disaster mitigation by the government, namely BPBD in collaboration with Kominfo, was done by providing information in the form of infographics to be shared on government websites and Instagram accounts. However, informants were not exposed to the infographic, although some said that they got information from families who accessed the internet. The informants also did not know the addition of the command posts. They only knew the village head's call to evacuate when the flood had started to become big and dangerous. The community saw the condition of their village through television at the refugee camp or houses of relatives where they were evacuated.

Although disaster communication and information from the government and media did not reach the mothers well, the community including the mothers had the knowledge about the extent of flood and communicated it based on experience. Thus, the initial stage of disaster literacy have been carried out with the ability to create simple messages to understand the disaster (Wilson, 2019). What can be conveyed concerning disasters includes: monitoring information, community, and communication; affirmation and awareness (Bunce et al., 2012).

At the stage where a disaster begins to occur, information and communication through social media are no longer reliable because the telecommunication infrastructure may have been damaged by floods, especially floods that occur for a long period resulting in blackouts. Thus, the communication can only be done by word of mouth. Here, it can be seen whether the disaster literacy that has been carried out by the government during the mitigation period has been effective or not and whether the community, especially mothers, has been well literate in dealing with disasters. However, because information did not reach the mothers, their literacy relied heavily on experience from year to year, regardless of the fact that the area where they live is prone to disasters. Unfortunately, floods in the previous years did not occur as big as the one that recently occurred.

Education, which can take place in different environments and be formalized, can influence disaster vulnerability in direct and indirect ways. Directly, through education and learning, individuals can acquire knowledge, abilities, skills, and perceptions that allow them to effectively prepare for and cope with the consequences of disasters. Indirectly, education gives individuals and households access to material, informational, and social resources, which can help reduce their disaster vulnerability (Hoffmann & Blecha, 2020). The number of people who remain in the disaster area, even though the disaster occurred for up to a dozen days, is also inseparable from the factors that affect disaster literacy. The low level of disaster management education is accounted for the "do nothing" approach to the event of disaster in disaster-ravaged communities of the location.

The study also found that socio-economic factors such as age, educational background, length of residence, and the number of disasters experienced influence disaster management literacy in the study area (Olowoporoku, 2017). People who have middle to lower educational background and lived in the location for a long time made people reluctant to move. As they did not experience floods as big as the recent one, they believed that everything would be fine as what happened in the past. Residents with low socioeconomic status are more vulnerable. Several personal and socioeconomic characteristics are associated with residents' expected behavior (Shapira et al., 2018).

c. Communication and Information Literacy After the Disaster

The third step flood disaster in Banjar Regency, according to an informant from the BPBD, was called the "disaster transition" phase. Based on interviews with the government and the community, namely mothers in five villages in Banjar Regency, the following results were obtained.

Table 3. Information and Communication Literacy After the Disaster

Informant	Disaster Information and Communication		
	Information and Communication from Government	Information and Communication from Other Citizens	Information and Communication from Media and Other Stakeholders
Citizens from five villages	- No information from the government More information and facilities to deal with disasters is needed.	Through the community and neighbors (that the disaster is over)	From television
Government (BPBD)	The government monitors through various posts in several sub-districts.	Citizens believe their community more	Through local television media (to announce that the transition period is starting and ending)

Source: Primary Data, 2021

Based on Table 3, disaster information literacy and communication after the disaster was over was still carried out by the government but again, it was not touched the wider community. Media literacy and disaster literacy require a critical attitude of a person or society as an evaluation of information and messages. This critical attitude is part of the feedback to a message of someone who has understood and is competent with the message and information he gets (Zein Mufarrih Muktaf et al., 2018). Natural disasters that have occurred can have a fairly serious and significant impact on the lives of the victims. It could create a trauma that contributes to institutions as well as the culture and society.

Action is needed to respond to post-disaster trauma management activities to be carried out locally, regionally, nationally, and internationally (Sari & Kurniati, 2006). Therefore, it is necessary to provide education and literacy for educating parents about how

to help a depressed child and distinguish between normal and abnormal adaptive reactions, because adverse experiences during childhood are associated with a higher risk of emotional and behavioral disorders later in life. Restoring security and daily routines in the child's life might increase the sense of agency and self-efficacy (Stafford et al., 2019).

Disaster information literacy is needed to increase public awareness in dealing with disasters, knowing sources of disaster information, as well as evaluating, organizing, utilizing, and conveying disaster information properly. Thus, disaster information literacy is a form of anticipation to minimize the physical and social impacts that will be experienced (Sari & Kurniati, 2006).

The community considers the government's efforts to evaluate disaster management, including disaster information and communication, to still be very minimal, especially concerning handling psychological problems of the victims. Based on data from the Indonesian disaster risk index, Banjar Regency is the highest risk area in South Kalimantan Province and is ranked 10th of city/district at risk of disaster in Indonesia (BNPb, 2021).

CONCLUSION

The disaster literacy and communication of mothers in Banjar Regency is still weak. Literacy is related to exposure to information, the ability to find information, and communicate with critical ability the information provided by the authorities either directly, through community leaders, or through the media during litigation, countermeasures, and after a disaster occurs. The weak disaster literacy and communication can be caused by the choice of information media by the government that does not follow the characteristics of mothers in Banjar Regency. The government relies on websites, which are media that are rarely used by flood victims. The community uses their own methods that have been passed down from generation to generation.

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