DESIGNING AND IMPLEMENTING ETHICAL DISASTER-RELATED PROJECTS THROUGH INTEGRAL ECOLOGY APPROACH

YOUTH LOOKING BEYOND DISASTER

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MANY PROGRAMS, RISKY BEHAVIOR

- Numerous programs, some short-term, others unsustainable, but many are truly helpful and effective.
- Too often, they pose risks to other factors affecting the life of the victims or recipients - projects and programs unintentionally violate some human rights, ethics principles and social sensitivities.
- Developing A program or project guided by ethics principles ensures the protection of the rights and dignity of the affected/victims and guarantees respect for their social, environmental, religious, and cultural conditions.

DISASTER IS NOT SIMPLY A CHAOS-EVENT

DISASTER

- A MULTI-LAYERED EXPERIENCE
- IRREVERSIBLE EFFECTS
- A DESTRUCTIVE BUT ALSO A RE-CONSTRUCTIVE EVENT
- PLANNING, PREPARING, RESPONDING, AND MANAGEMENT IS A COMPLICATED AND DIFFICULT TASK

DISASTER

- TO BE AN EFFECTIVE PROJECT OR PROGRAM, IT MUST CONSIDER ALL THE DIFFERENT ASPECTS OF DISASTER EXPERIENCE AND BE SENSITIVE TO THEM.
- AVOID THE RISK OF CREATING A “DOUBLE JEOPARDY EVENT” FOR THE VICTIMS

INTEGRAL ECOLOGY

- A new paradigm of intergenerational environmental justice and common good.
- It is the study of objective and subjective aspects of organism in relationship to their intersubjective and interobjective environments at all levels of depth and complexity

INTEGRAL ECOLOGY

- Basically a perspective inspired by the need to better understand the relationships between organism in environmental problem events.
- We are accommodating the theory or framework to effectively design and implement projects/programs on disaster mitigation, response, and management.

According to Integral Theory, there are at least four irreducible perspectives that must be consulted when attempting to understand and remedy environmental problems, and, in this case, disasters.

	INTERIOR	EXTERIOR
INDIVIDUAL	**Experiential Phenomena:** · Self-identity · Emotions · Sensations, perceptions · Beliefs and values · Thoughts · Aesthetics Upper left (UL)	**Behavioral and Physical Phenomena:** · Behavior · Physical characteristics · Chemical characteristics · Biological characteristics · Geologic characteristics · Morphology Upper right (UR)
COLLECTIVE	**Cultural Phenomena:** · Communities · Communication · Cultures · Language · Religions, spirituality · History · Philosophy Lower left (LL)	**Social and System Phenomena:** · Ecologic systems · Technological systems · Economic systems · Political systems · Social systems · Educational systems · Information systems Lower right(LR)

INTEGRAL ECOLOGY

- These perspectives are represented by 4 quadrants (Wilder, 2005):

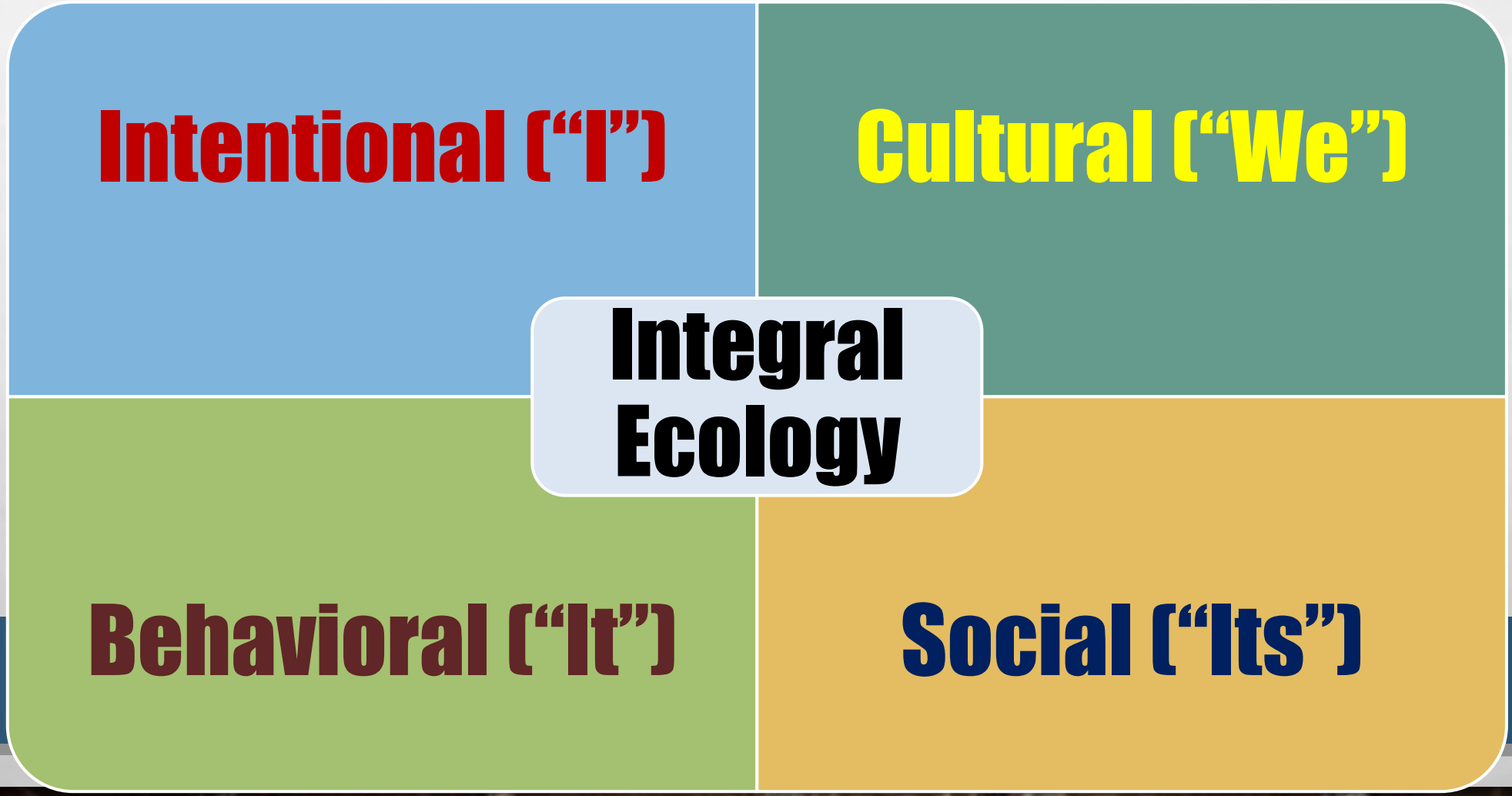


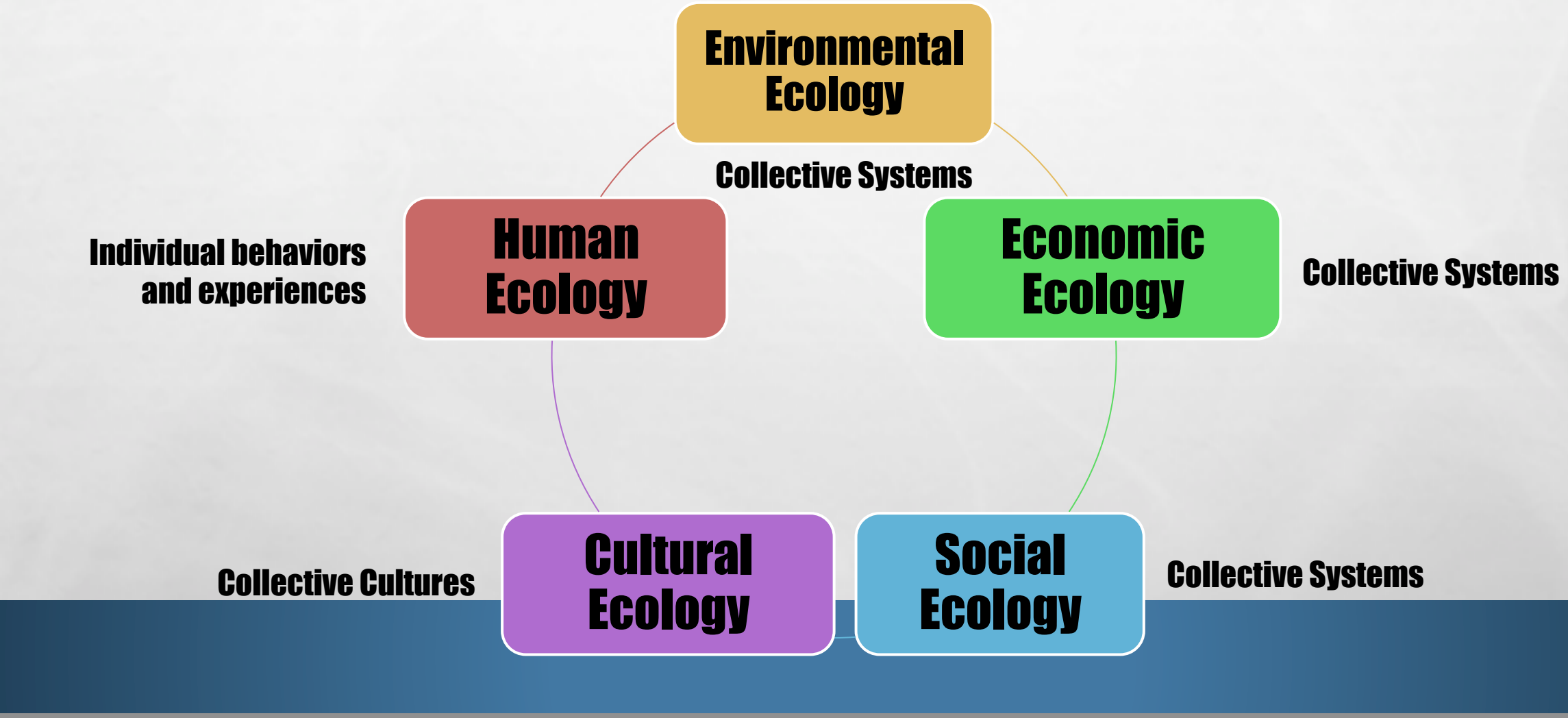
Figure 9.6: The Four Terrains of an Eco-Crisis

IMPLICATIONS

- In considering projects/programs on disasters, we must seek comprehensive solutions which consider the interactions within natural systems themselves and with social systems.
- Everything is intimately related – we are a whole system working as one.
- The analysis of disasters cannot be dissociated from the analysis of human, family, work and urban contexts, and how individuals relate to themselves, to others, and to their world.

Figure 3. Four views on toxic emissions.

INTEGRAL DISASTER ECOLOGIES

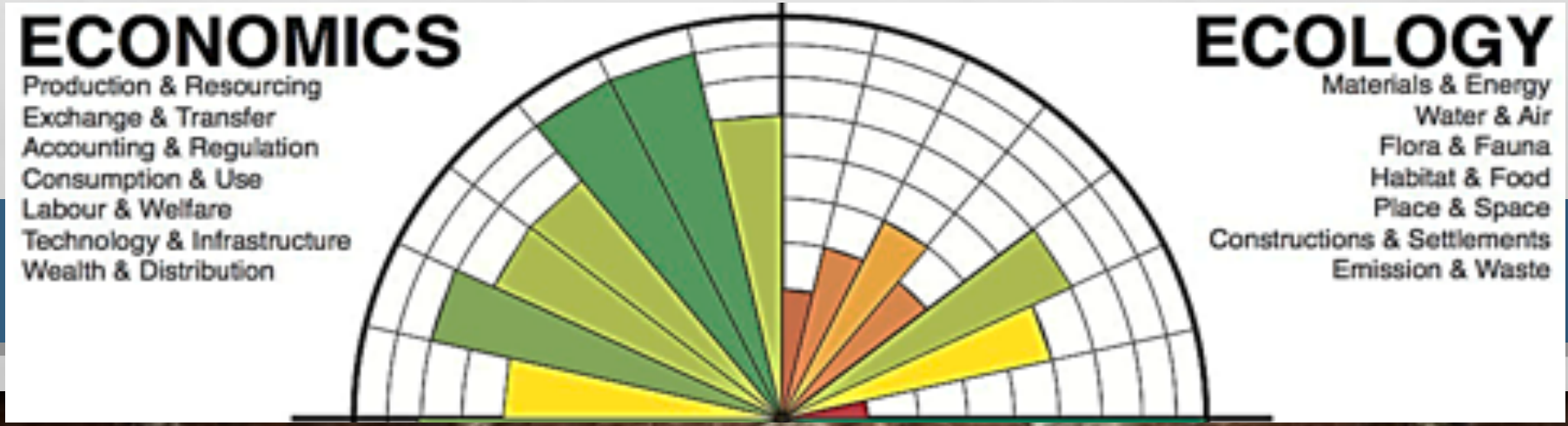


ENVIRONMENTAL ECOLOGY

- Consider the relationship of the people to their environment
- Do not give anything that will aggravate the environment damage
- Do not give anything that will end up as waste and eventually cause further damage/disaster
- Consider also the interaction between organism in a given area. So you don't just build relocation sites in places where animal, plants, insects species are affected (loss of habitat, death of species, destructive migration, etc.
- Consider endemic species when planting trees, and not invasive ones.

ECONOMIC ECOLOGY

- Every disaster has economic effects
- An analysis of disasters cannot be separated from the analysis of work or livelihood, food, shelter, income, spending, supplies, market movements, supply and demand, resource allocation, production of goods, price of commodities, etc.
- So, when designing and implementing disaster-related projects and programs, consider the economic conditions of the people themselves and the economic movements in the community. Do not promise anything you cannot financially sustain or even support. Do not make them dependent of what you can give – avoid spoon feeding.
- Have programs that helps them gain economically also – not merely recipients but producers of economically viable and sustainable livelihood and goods.



SOCIAL ECOLOGY

- The health of a society's institutions has consequences for an effective disaster-related programs/projects, and the quality of human life of the victims.
- Every violation of solidarity and civic friendship harms further the victims of disaster.
- Institutions were developed to regulate human relationships, and when something is done that weakens those institutions will result to negative consequences, like violence, injustice and even loss of freedom.
- Respect social institutions and systems (politics), be aware and recognize them as part of the social milieu of the victims.
- Social ecology also involves ethical ecology – make sure that your projects/programs are not violative of ethical principles, especially benevolence, non-maleficence, justice, consent, common good, distributive justice, autonomy, religious freedom, respect for persons, subsidiarity, etc.

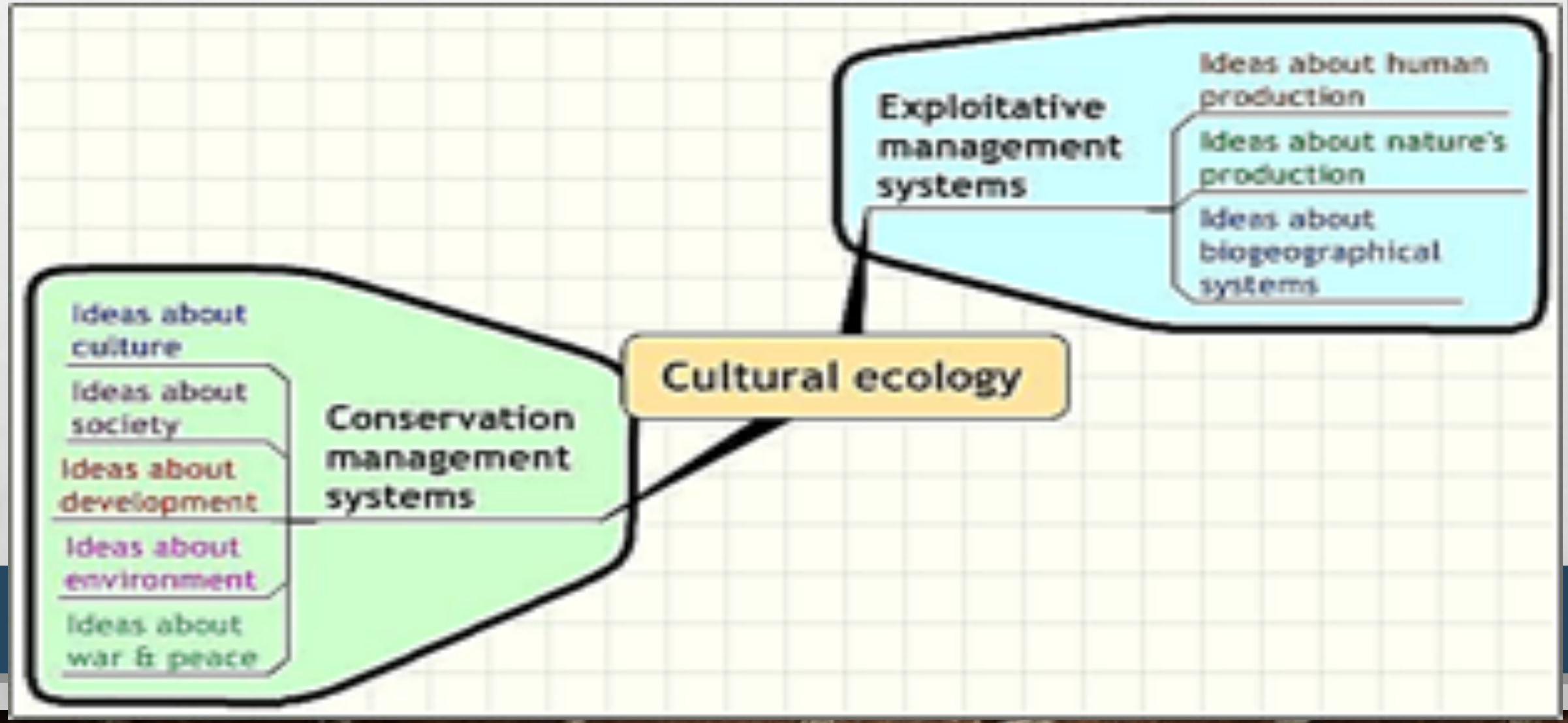
CULTURAL ECOLOGY

- Each community has its own unique culture – way of life, way of doing things, ideas, customs, behavior, language peculiarities and expressions, religious beliefs, symbolisms, racial sensitivities, rituals, leadership systems, etc.
- Care must be taken when dealing with victims of disaster, or when doing projects to prevent disasters from happening (reducing risks) so that these cultural systems are recognized and respected.
- Avoid imposing your own culture
- Avoid cultural bias or ethnocentrism (interpreting and judging phenomena by standards inherent to one's own culture)
- Avoid racial biases and discrimination
- Unless otherwise destructive and inhuman, respect and use their cultural practices and beliefs to better design and implement your program or project - inculturation

CULTURAL ECOLOGY

- Attempting to resolve all problems through uniform regulation or technical interventions can lead to overlooking the complexities of local problems which demand the active participation of all in the community.
- There is a need to respect the rights of peoples and cultured, and to appreciate that the development of a social group presupposes a historical process which takes place within a cultural context and demands the constant and active participation of local people from within their proper culture.

CULTURAL ECOLOGY



HUMAN ECOLOGY

- Ecology of daily life in our home, family, workplace, and neighborhood
- Human ecology cannot be separated from the notion of the common good
- Human ecology is a central unifying principle of social ethics
- Be mindful of their personal experiences, their pains, frustrations, sensitivities
- Look at the system of relationship between individuals and families within a given community.
- Examine their way of life, their communal practices, their family dynamics
- Even they way they see their bodies and their bodies' relationship to their surroundings
- It is necessary to proceed with a careful discernment of the complex fundamental differences of human life: of man and woman, of fatherhood and motherhood, of filiation and fraternity, of sociality and also of all the different ages of life.

HUMAN ECOLOGY

- Consider the bioethics of human dignity and human life – do not take illness and death as a starting point in deciding the meaning of life or defining the value of the person. Rather start from the profound conviction of the irrevocable dignity of the human person in every phase and condition of his existence, in the search for the forms of love and care that must be addressed to his vulnerability and fragility.
- Profile your target community – what are the complexities of relationship within the community? What diseases are there that might be infectious?, the food they eat, etc.
- Make every effort to make your project or program more "human"

FINAL THOUGHTS

- Disaster preparedness and management is not just a complex environmental and human phenomena. It is more of a complex ecological event and condition that demands integral approach.
- Disasters endanger human lives and reshapes the environment, but its effects are more profound than death and destruction.
- The human person is a microcosm of realities. To better address his or her conditions in disaster events, this entire microcosm must be recognized to make more actively participative and cooperative in any program or project.
- We do not address disasters in a fragmented or compartmentalized manner, or else we might be causing disaster in other areas not addressed or recognized.

THANK YOU VERY MUCH

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