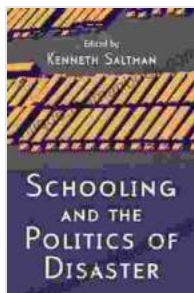


# Schooling and the Politics of Disaster: An Examination of Disproportionate Impacts on Marginalized Communities

The relationship between schooling and the politics of disaster is a complex and multifaceted one. On the one hand, schools can play a vital role in preparing students for disasters and providing them with the knowledge and skills they need to cope with the aftermath. On the other hand, schools can also be sites of disaster themselves, and the way that they are managed and operated can have a significant impact on the safety and well-being of students.



## Schooling and the Politics of Disaster by Kenneth J. Saltman

★★★★☆ 4.6 out of 5

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Enhanced typesetting : Enabled  
Word Wise : Enabled  
Print length : 306 pages  
Screen Reader : Supported



In this article, we will explore the complex relationship between schooling and the politics of disaster, with a particular focus on the disproportionate impacts experienced by marginalized communities.

## Systemic Inequalities and Disaster Vulnerability

Marginalized communities are often more vulnerable to disasters than other populations due to a number of systemic inequalities. These inequalities include:

- **Education:** Marginalized communities often have less access to quality education, which can make it difficult for them to understand disaster preparedness information and to develop the skills they need to cope with disasters.
- **Housing:** Marginalized communities often live in substandard housing that is more vulnerable to damage during disasters. They may also be more likely to live in areas that are prone to flooding, landslides, or other natural hazards.
- **Healthcare:** Marginalized communities often have less access to quality healthcare, which can make it difficult for them to recover from disasters and to deal with the long-term health effects of disasters.

These systemic inequalities contribute to the vulnerability of marginalized communities to disasters and make it more difficult for them to access essential services during and after disasters.

### **Schooling as a Site of Disaster**

Schools can also be sites of disaster themselves. In the United States, for example, schools have been damaged or destroyed in a number of recent disasters, including hurricanes, earthquakes, and floods. When schools are damaged or destroyed, it can have a significant impact on the safety and well-being of students.

In addition to the physical damage that schools can suffer during disasters, the way that schools are managed and operated can also contribute to the vulnerability of students to disasters. For example, schools that are not adequately prepared for disasters may not have plans in place to evacuate students safely or to provide them with essential services.

### **Disproportionate Impacts on Marginalized Communities**

The disproportionate impacts of disasters on marginalized communities are well-documented. For example, a study by the Federal Emergency Management Agency (FEMA) found that low-income households were more likely to experience property damage, displacement, and financial hardship as a result of Hurricane Katrina than higher-income households.

The same study also found that African Americans were more likely to be displaced from their homes and to live in temporary shelters after Hurricane Katrina than whites. These findings are consistent with other research that has found that marginalized communities are more likely to be affected by disasters and to have difficulty recovering from them.

### **Transformative Policy Change**

The disproportionate impacts of disasters on marginalized communities are a serious problem that requires transformative policy change. This change must address the systemic inequalities that contribute to the vulnerability of marginalized communities and ensure that they have equitable access to education, housing, and healthcare.

In addition, schools must be better prepared for disasters. This includes developing comprehensive disaster preparedness plans, providing training

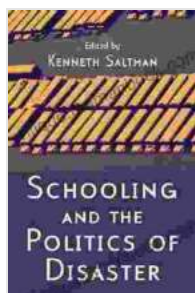
for staff and students, and ensuring that schools have the resources they need to respond to disasters effectively.

By making these changes, we can create a more just and equitable society that is better prepared to withstand disasters and to protect the most vulnerable members of our communities.

The relationship between schooling and the politics of disaster is a complex one. However, it is clear that marginalized communities are disproportionately affected by disasters and that this is due to a number of systemic inequalities.

Transformative policy change is needed to address these inequalities and to ensure that all communities have equitable access to education, housing, and healthcare. In addition, schools must be better prepared for disasters so that they can protect the safety and well-being of students during and after disasters.

By making these changes, we can create a more just and equitable society that is better prepared to withstand disasters and to protect the most vulnerable members of our communities.



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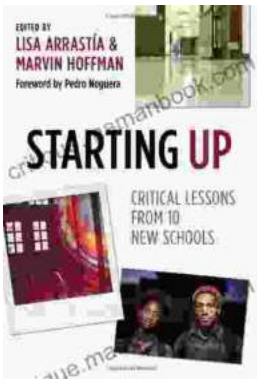
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