



**SOCIAL WORK ROLE AND INTERVENTIONS DURING CLIMATE CHANGE
RELATED DISASTERS IN ZIMBABWE**

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DECLARATION

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DEDICATION

To my precious little sunshine, Aiden Kuhlengisa. You have made me stronger and more fulfilled and taught me how to love someone more unconditionally than I could have imagined. You have been the guiding light and source of boundless inspiration throughout this journey. Your laughter has been the melody that lifted my spirits during the darkest nights of research. I always thank God for trusting me with your life. I love you so much.

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ABSTRACT

Social work interventions during disasters are crucial in restoring individuals, families, groups, and communities' well-being and social functioning. Notably, social workers' involvement in disaster-oriented practice in Zimbabwe is considered inadequate. The increasing occurrences of climate change-related disasters exacerbate the adverse social and economic impacts on the most vulnerable groups. Social workers' limited involvement in disaster issues is attributed to overreliance on residual social work practice, whereby intervention occurs when a problem already requires immediate attention. Social workers across the globe are, therefore, increasingly called upon to engage in disaster management. This study adopted a constructivist paradigm and a qualitative research approach, utilising a case study research design. Additionally, the study was based on intervention research. Non-probability purposive sampling was used to select 26 social work practitioners working in Manicaland Province, six social work lecturers working in social work departments at institutions of higher learning, and three policymakers. The study utilised in-depth interviews and focus group discussions to collect relevant data. Thematic analysis guided by Braun and Clark's (2006) six-phased approach was used to analyse the gathered data. The research findings provide insights into the social work profession's unique contribution to disaster management and shed light on the challenges social work practitioners encounter, which influence their effective involvement. The current disaster management landscape in Zimbabwe was discussed and gaps were identified in training and the knowledge required for social workers to respond effectively to disasters. This study emphasised the importance of integrating social work expertise into comprehensive disaster management strategies and highlighted the importance of multidisciplinary approaches. The study findings provided relevance for enhancing engagement through context-relevant interventions. Ultimately, this research contributed to the existing body of knowledge on social work in disaster management, informing social work training and practice developments. Finally, it is anticipated that the findings might contribute to social work practitioners' increased involvement in disaster management in Zimbabwe.

Keywords: climate change; disasters; disaster management; disaster-oriented social work; intervention; Manicaland Province; and Zimbabwe.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADB	- Asian Development Bank
ASASWEI	- Association of South African Social Work Education Institutions
ASSWA	- Association for the Schools of Social Work in Africa
COSW	- Commonwealth Organisation for Social Work
CPA	- Civil Protection Act
CPC	- Civil Protection Committee
CPD	- Continuing Professional Development
CPO	- Civil Protection Organisation
CRED	- Centre for Research on the Epidemiology of Disasters
D&D	- Design and Development
DCP	- Department of Civil Protection
DCPCC	- District Civil Protection Coordination Committee
DFID	- Department for International Development
DICCC	- Disaster Intervention and Climate Change Committee
DRMTC	- Disaster Risk Management Technical Council
DRC	- Democratic Republic of Congo
DRM	- Disaster Risk Management
DRMCC	- Disaster Risk Management Coordinating Council
DRR	- Disaster Risk Reduction
DSD	- Department of Social Development
EM-DAT	- Emergency Events Database
EPDMA	- Emergency Preparedness and Disaster Management Authority
FAST	- Families and Survivors of Tsunamis

FBO	- Faith-Based Organisations
FGD	- Focus Group Discussions
GDP	- Gross Domestic Product
GOZ	- Government of Zimbabwe
GSW	- Green Social Work
HFA	- Hyogo Framework for Action
IASSW	- International Association of Schools of Social Work
ICSW	- International Council of Social Welfare
IDNDR	- International Decade for Natural Disaster Reduction
IFSW	- International Federation of Social Workers
IOM	- International Organization for Migration
IPCC	- Intergovernmental Panel on Climate Change
MLGPWNH	- Ministry of Local Government, Public Works and National Housing
MPSLSW	- Ministry of Public Service, Labour and Social Welfare
MSA	- Meteorological Services Act
MSD	- Meteorological Services Department
NASW	- National Association of Social Work
NASWZ	- National Association of Social Workers Zimbabwe
NCPCC	- National Civil Protection Coordination Committee
NCPF	- National Civil Protection Fund
NDMI	- National Disaster Management Institute
NGOs	- Non-Governmental Organisations
PCPCC	- Provincial Civil Protection Coordination Committee
SA	- South Africa
SADC	- Southern African Development Community

SAMHSA	- Substance Abuse and Mental Health Services Administration
SDG	- Sustainable Development Goal
SFDRR	- Sendai Framework for Disaster Risk Reduction
SIGs	- Special Interest Groups
SLA	- Sustainable Livelihoods Approach
UN	- United Nations
UNCCS	- United Nations Climate Change Secretariat
UNDRR	- United Nations Office for Disaster Risk Reduction
UNECA	- United Nations Economic Commission for Africa
UNESCAP	- United Nations Economic and Social Commission for Asia and the Pacific
UNFCCC	- United Nations Framework Convention on Climate Change
UNISDR	- United Nations International Strategy for Disaster Reduction
USAID	- United States Agency for International Development
WHO	- World Health Organisation

CHAPTER ONE

GENERAL INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Disaster occurrences are a global phenomenon, and the United Nations (UN) estimates that approximately 300 million people are affected by disasters annually (Dominelli, 2013). Across the globe, both the frequency and intensity of these disaster outbreaks are significantly increasing (Alston, Hezeleger & Hargreaves, 2019; Noble, 2016). Unfortunately, the adverse consequences of these disasters disproportionately affect poor and marginalised individuals, families, groups, and communities.

Social work as a profession is called upon to promote social change and development (International Federation of Social Workers [IFSW], 2014) and it is, therefore, crucial that practitioners work in disaster situations to restore the social functioning of the most vulnerable who are susceptible to the effects of disaster events. As social work is dynamic, addressing diverse human challenges, shifting the focus to climate change and environmental justice is fundamental.

However, social work practitioners have assumed a low-key role in promoting environmental justice and preventing disaster-related issues that increasingly affect individuals, families, groups, and communities' welfare (Dominelli, 2012; Noble, 2016; Ramsay & Boddy, 2017). Therefore, social workers need to work more closely and extensively with a variety of humanitarian actors in disaster response and rehabilitation settings to help transform the prevailing societal and ecological conditions (Pyles, 2016). Bauwens and Naturale (2017) assert that it is vital for the profession to be vocal and visible in disaster management because of their potential to bring about change. Practitioners must be knowledgeable, skilled, and well-equipped role players in the disaster management field if they wish to facilitate a unique understanding of relevant intervention strategies effectively and efficiently.

Despite the social work centrality of normalising individuals' and communities' functioning, Shokane (2019) argues that social workers are usually side-lined and considered only after the damage has been done. The author further argues that if social workers are involved, they are often expected to be remedial in their intervention and focus on food distribution (Shokane, 2019). Nikku (2015) argues that food relief, medical supplies distribution, and

setting up temporary shelters for the affected communities are neither developmental nor sustainable and only address a disaster's symptoms. Disaster management requires a developmental social work perspective with social work professionals establishing sustainable intervention strategies applicable within the field of disaster management. These may include empowering community members to be informed about climate change, the impact thereof, and how to contribute to environmental justice and be resilient amidst climate change-induced disaster events.

Iravani and Parast (2014) believe social work practice in disaster contexts should enhance communities' resilience. Social work practitioners' significant contribution to disaster management is undisputed. However, Dominelli (2013) notes that social workers' engagement in environmental disaster responses is not institutionalised, creating challenges for practitioners' involvement. For instance, despite Zimbabwe being one of the most vulnerable countries in the Southern African Development Community (SADC) region to natural, biological, environmental, and human-induced disasters (Chikoto & Sadiq, 2012; United Nations Economic Commission for Africa (UNECA), 2015), disaster-oriented social work practice remains limited (Mhlanga, Muzingili & Mpambela, 2019; Muzingili, 2016).

Social workers are not as involved in disaster management as they could be because the social work curriculum does not adequately cover social workers' roles in crises and disasters (Mhlanga et al., 2019; Murenje & Porter, 2020; Muzingili, 2016; Noble, 2016). Urgent action is required to ensure that social workers are equipped for disaster-oriented practice by including disaster management and environmental challenges in the social work curriculum, and by channelling efforts towards continuing professional development (CPD). Given the foregoing discussion, this study aimed to identify and confirm the need for capacity building and design a disaster-oriented curriculum to empower social workers with knowledge and skills concerning their roles and responsibilities in disaster management. Capacitating social work practitioners with the relevant competencies will enable them to intervene with confidence in mitigating the risks and impacts of disasters on vulnerable communities.

1.2 STATEMENT OF THE PROBLEM AND RATIONALE FOR THE STUDY

The UN Sustainable Development Goal (SDG) Number 13 is aimed at strengthening resilience and adaptive capacity to climate-related hazards and natural disasters in all countries (UN, 2015). Thus, there is a need for improvements in training,

promoting awareness, and enhancing human and institutional capacity development in relation to climate change-related disasters to enhance prevention, preparedness, response, and recovery (UN, 2015). Despite the efforts made by the Zimbabwean Government towards meeting this target, Mhlanga et al. (2019) note that social work interventions are not included in efforts designed to address climate change-related disasters.

Sherr and Jones (2020) contend that social workers are mandated to restore social functioning and well-being after a disaster for individuals, families, groups, and communities. Therefore, they must create conditions that enable individual and community resilience and social transformation in the event of a disaster (Pyles, 2016). The focus should be on empowering social workers with competencies to intervene during disasters to alleviate the effects on vulnerable communities. According to the International Federation of Red Cross and Crescent Societies (IFRCCS) (2018), 3,751 natural hazards were recorded globally from 2008 to 2017, with climate change-related disasters accounting for approximately 84% of such incidents. Approximately 2 billion people have been affected by natural disasters globally between 2008 and 2017 (IFRCCS, 2018). These statistics provide evidence of the frequency and intensity of disaster occurrences, yet numerous social workers are inadequately prepared for the rising demand for their intervention (Alston et al., 2019). This could be attributed to the dearth of social work education and disaster management content (Mhlanga et al., 2019; Muzingili, 2016; Tang & Cheung, 2007).

Zimbabwe is among the top five SADC countries most susceptible to disasters, with droughts and floods induced by climate change being prevalent (Bhaiseni, 2017; UNECA, 2015). Climate change-related disasters are caused by global warming (Mhlanga et al., 2019; Shokane, 2019), which is the result of the build-up of greenhouse gases such as carbon dioxide, nitrous oxide, and methane which alter the radiative equilibrium in the atmosphere (Shahzad, 2015). Depletion of the ozone layer, deforestation, carbon dioxide concentration, aerosols, and agriculture also contribute to the occurrence of climate change-related disasters (Kaddo, 2016; Shahzad, 2015; Sodangi, Izge & Maina, 2011). Social work practitioners should be well-informed and use the information to educate communities about the adverse consequences of cutting down trees and burning fossil fuels.

In recent times, Zimbabwe has been affected by Cyclone Dineo in 2017, Cyclone Idai in 2019, Cyclone Chalane from December 2020 to January 2021, Cyclone Eloise in 2021, Tropical Storm Guambe in 2021, Tropical Storm Ana in 2022, and Cyclone Freddy in 2023,

and all of which caused significant damage to the environment and its inhabitants. Cyclone Idai, which struck in March 2019, affected approximately 270,000 people in Zimbabwe; 340 died, and many others remain unaccounted for (Chatiza, 2019). Cyclone Dineo affected more than 100,000 people and resulted in 251 deaths (United Nations Resident Coordinator, 2017). These disasters threaten individuals' and families' well-being and impair communities' social functioning. Consequently, there is a need for effective response strategies to mitigate the recurring risks and impacts of such disasters (Usman, Olorunfemi, Awotayo, Tunde & Usman, 2013).

In Zimbabwe, response strategies during disaster outbreaks include government initiatives that involve the police and the military, non-governmental organisations (NGOs), and faith-based organisations (FBOs) (Mhlanga et al., 2019). Notably, social workers are not fully involved in responding to disasters, particularly before and during a disaster occurrence (Mhlanga et al., 2019; Muzingili, 2016). Existing research focusing on social work interventions in climate disasters is limited. Much of the information on the roles performed by social workers and intervention strategies implemented during disasters in Zimbabwe revolves around counselling victims and survivors in the aftermath of disasters (Mhlanga et al, 2019).

Bhaiseni (2017) asserts that Zimbabwean social workers are still confined to providing social welfare-related services in line with the residual social work practice approach. Social workers' inadequate engagement in disaster-oriented practice in Zimbabwe is a cause for concern due to the increasing occurrences of climate change-related disasters. In this residual mode of intervention, social workers neglect to pay attention to preventative measures that target environmental issues.

There is a void in social work practice during disasters in Zimbabwe. Thus, it is important to explore how social work practitioners in Zimbabwe could be capacitated and empowered to become proactively involved in disaster-oriented initiatives. Therefore, there is a significant need for a pragmatic shift from the welfare-oriented and residual social work approach to a developmental and environmental justice-oriented disaster management practice. This can be achieved through CPD, which should be indispensable to social work practice (Dziro, 2013) to capacitate social workers lacking the requisite knowledge and skills in areas of emerging knowledge, such as the effects of climate change. Developing a

disaster-oriented training programme for social work practitioners in Zimbabwe is long overdue.

Additionally, addressing the social workers' knowledge gap in relation to disaster-oriented social work practice is critical as it can pave way for the development of evidence-based interventions which are tailored specifically for the needs of the affected communities. This will lead to a more effective social work response. Addressing the knowledge gap can also inform professional development programs, which are likely to equip social work practitioners with the relevant knowledge and skills required to navigate the unique challenges posed by climate change related disasters.

It was envisaged that this study would provide valuable insights into the significance of social workers' engagements in environmental issues in Zimbabwe and inform the development of a CPD curriculum to capacitate practitioners with the knowledge and skills relevant for intervening effectively during climate change-related disasters and enable them to build sustainable community resilience. Furthermore, the study prompts social workers in academia about the need to provide training on disaster management to social work students so that they can be more effective in their work with disaster-affected communities. In this regard, the study has the potential to influence social work training to incorporate disaster-oriented practice and influence policy change in Zimbabwe to safeguard human rights and promote environmental justice.

1.3 RESEARCH QUESTION

What is social workers' role during climate change-related disasters in Zimbabwe?

1.3.1 RESEARCH SUB-QUESTIONS

- What is social workers' understanding of climate change-related disasters?
- What are the barriers or facilitators of social workers' interventions during climate change-related disasters in Zimbabwe?
- What should be done to enhance social workers' involvement in disaster management in Zimbabwe?

1.4 AIM AND OBJECTIVES

This study aimed to explore social work's role and interventions required during climate change-related disasters in Zimbabwe.

Objectives

- To explore the interventions social workers implement during climate change-related disasters in Zimbabwe.
- To identify social workers' competencies concerning climate change-related disasters.
- To understand the disaster management context in Zimbabwe.
- To provide recommendations for enhancing social workers' involvement in disaster-oriented practice.

1.5 DEFINITIONS OF KEY CONCEPTS

This section defines the study's main concepts.

- **Intervention**

Huang and Shih (2014) define intervention as an act of intrusion that aims to bring about change to preserve a specific order. Loss (2008) defines intervention as a process or plan of action to eliminate an undesirable phenomenon by implementing systematic activities to change a person, organisation, or community. Ukeje, Ogbulu and Amaefula (2020) describe intervention as a people-centred development approach to achieving positive change in target groups. For interventions to be effective and efficient, focus should be on addressing the root causes of the problem. An intervention can be used in a variety of context. In social work, an intervention refers to actions taken by social work practitioners to improve a situation or to preventing something negative from happening. These interventions can range from individual support to large-scale policy reform, tailored to fit the specific needs of individuals, groups, families and communities. In the context of disaster oriented social work practice, interventions are typically designed to help individuals, groups, families, and communities to cope with unfortunate circumstances. In addition, interventions should be regularly evaluated to assess their effectiveness and identify areas of possible improvement.

In this study, intervention was conceptualised as the planned action, efforts, or activities designed to assist individuals, groups, families and communities to prevent or reduce the impact and risk of an unpleasant events or situation. It relates to supportive actions by social workers to promote well-being and resilience of communities within the context of disasters with the aim of addressing immediate needs and fostering long-term recovery.

- **Disaster**

The concept of a disaster is complex, and there is no single definition (Etkin, 2016), but most definitions share common elements. However, several key themes emerge across various perspectives. Miller (2012) emphasizes the dynamic process of disasters, highlighting how a series of events can progressively impact individuals, groups, and communities, leaving a trail of damage, destruction, and even fatalities. This process can be difficult to predict and even more complex to manage. Farra and Smith (2020) focus on the triggering event, framing disasters as natural or human-induced occurrences that necessitate external support due to the ensuing destruction, disruption, or devastation. Usman et al. (2013) delve deeper into the emergency's origin, attributing it to natural or human-induced hazards that trigger sudden environmental shifts, leading to widespread consequences like fatalities, injuries, property damage, and socioeconomic disruption. The common element in these definitions is that disasters are social events that cause significant harm to people and communities.

In this study, a disaster was the occurrence of a disturbing event causing significant damage to the ecosystem and its inhabitants, such as deterioration of health, life, livelihood, assets, and income.

- **Disaster management**

Disha (2018) conceptualises disaster management as an organised and well-planned strategy to alleviate risk impact and reduce disaster effects. This dynamic process requires effective emergency management, as well as emergency response and recovery efforts, to ensure the best possible outcomes. It is important to recognize that disasters can have long-term consequences and that responses must be tailored to suit the needs of each individual community. Additionally, disaster management is a concept that relates to the development and implementation of skills, policies, strategies, and guidelines formulated to respond to a disaster (Abdlla & Esmail, 2019). Disaster management involves assessing the potential for a disaster, planning for the response to it, and coordinating the response with stakeholders. It also involves managing the resources needed to respond, such as personnel, equipment, and financial support.

Strand, Wilhelmsen and Gleditsch (2003) conceptualise disaster management as the systematic process of reducing the risks of disasters, coping with their impacts, and providing assistance to those affected. It involves a broad spectrum of activities

encompassing disaster preparedness, mitigation, response, and rehabilitation. Subramanian (2018) argues that disaster management is the organisation and execution of plans aimed at mitigating risks or preventing disasters, undertaking rescue and relief operations in the face of disasters to return the affected area and people to normalcy.

In this study, disaster management included the planned strategies, efforts, or programmes designed to help people at risk and those already impacted by disasters and to prevent or reduce their occurrence and impact. Disaster management seeks to identify potential risks, create strategies to reduce the effects of disasters, and provide resources to respond to disasters when they occur. It also involves coordinating efforts between governments, organizations, and communities to reduce the impact of disasters.

- **Climate change**

Rahman (2013) defines climate change as the prolonged alteration of modern climate patterns due to human activities. United Nations (1992) defines climate change as the modification in climatic conditions emanating from humans' direct and indirect actions, consequently altering the atmosphere's composition and also due to natural climate variabilities over time. The United Nations Framework Convention on Climate Change (UNFCCC) acknowledges the adverse effects of climate change on the ecosystem and its inhabitants. These human actions may include deforestation and burning fossil fuels, which alters the atmosphere's composition (Rahman, 2013). The Intergovernmental Panel on Climate Change (IPCC) (2007) conceptualises climate change as a shift in the climate's condition, discernible through alterations in its average and fluctuation, lasting over an extended duration.

For this study, climate change was considered as the alteration of climatic patterns such as temperature and rainfall, which may be caused by human actions.

- **Disaster-oriented social work**

Pyles (2017) conceptualises disaster-oriented social work as social work practice in the face of disasters which cause harm to people, animals, and the environment. It is a social work approach focusing on environmental sustainability, with the practitioners actively involved in disaster issues and protecting the environment (Alston, Hazeleger & Hargreaves, 2019; Rambaree, 2020). The concept of disaster-oriented social work is gaining momentum globally, with the social work profession becoming more engaged in environmental issues. In the literature, the terms disaster social work, disaster-oriented social work, environmental

social work, ecological social work, and green social work are used to define social work in the context of the environment. This study adopted the definition of disaster-oriented social work presented by Pyles (2017), and the terms disaster social work, disaster-oriented social work, environmental social work, ecological social work, and green social work are used interchangeably in this report.

1.6 OVERVIEW OF RESEARCH METHODOLOGY

The current study was conducted within the interpretive paradigm, which is a philosophical framework that views the world as a subjective and socially constructed reality. This paradigm assumes that reality is created by the mind and that there is no single objective truth (Walliman, 2018). This assisted me in understanding social work practitioners' experiences in the face of disasters, understanding the disaster management context in Zimbabwe from policymakers' responses to questions, and lastly, understanding the current social work curriculum from the social work lecturers' responses to questions.

This study also adopted intervention research (Design & Development [D & D]) model to structure the investigation. Social work practitioners' limited involvement in disaster management issues in Zimbabwe was identified as a practice-based problem which required intervention (Fraser, Richman, Galisky & Day, 2009). Thus, the study was guided by the six phases of intervention research: problem analysis and project planning; data collection and synthesis; design; initial development and pilot testing; evaluation and further development; and dissemination (Thomas & Rothman, 1994). However, the implementation of the intervention research method in this study context ended at phase three with the design of a disaster-oriented social work training programme (see Chapter 6). Phases four to six could not be implemented in this study due to time and financial constraints.

The qualitative approach was the most suitable for this study to collect in-depth information concerning environmental social work practice in Zimbabwe (Creswell & Creswell, 2018). The qualitative approach allowed me to probe for relevant responses from the participants (Williams, 2019) and explore social workers' involvement in disaster management in depth.

A case study design was also adopted to better understand social workers' roles and interventions during disasters (Ridder, 2017). As this study involved social work practitioners, lecturers and policymakers as participants, the collective case study design was deemed appropriate, as it utilises various cases to investigate a particular problem or

phenomenon (Hancock & Algozzine, 2017). This enabled me to engage with social work practitioners, policymakers, and lecturers in investigating social workers' limited involvement in disaster management issues in Zimbabwe.

This study was conducted in Manicaland Province in Zimbabwe as this area is particularly susceptible to climate change-related disasters. Manicaland Province has been affected by all the cyclones and tropical storms that have hit Zimbabwe, namely Idai, Dineo, Chalane Eloise Guambe and Freddy. The study's population comprised all social work practitioners in Manicaland Province, Department of Civil Protection (DCP) policymakers dealing with disasters in Zimbabwe and social work lecturers within training institutions in Zimbabwe. The purposive sampling technique was used to select a sample of 35 participants, which comprised 26 social work practitioners, six social work lecturers and three policymakers. According to Schreier (2018), a qualitative study can have a sample of between 20 and 40 participants. Hence, the use of 36 participants in this study was justified.

Focus group discussions (FGD) were conducted with the social work practitioners, whilst telephonic interviews were conducted with the policymakers and social work lecturers to collect data for the study. Different interview schedules were designed for the policymakers and social work lecturers. A FGD guide was used to collect data during the FGDs with the social work practitioners. Kumar (2019) stresses the importance of pre-testing research instruments before commencing with data collection to critically examine the questions in the data collection tools. In this study, I conducted a pilot study to pre-test the interview schedules. After the pilot study, several questions were rephrased. The first FGD serves as a pre-test. Thereafter, thematic analysis following Braun and Clark's (2006) guidelines enabled me to analyse the gathered data. A detailed discussion of the research methodology, including the study's trustworthiness, ethical considerations, and limitations and delimitations is presented in Chapter four.

1.7 STRUCTURE OF THE STUDY

This thesis is divided into seven chapters as described below.

Chapter One: General Introduction and Orientation of the Study

Chapter One served as the foundation for the study, providing a comprehensive synopsis of disaster-oriented social work practice. The discussions began with a broad introduction to environmental social work. This chapter introduced the research problem and outlined the research objectives and questions that guided the study. These objectives and questions

reflected the specific goals and areas of inquiry that I aimed to address through this research. The study's main concepts were defined and conceptualised. The chapter also provided a concise summary of the research methods employed in the study and described the research's overall structure and organisation and a brief overview of the subsequent chapters and how each chapter contributes to the overall research process and the achievement of the research objectives.

Chapter Two: Theoretical, Practice, and Policy Frameworks Relating to Disaster Management

This chapter presents a literature review discussing the theoretical, practice, and policy frameworks relating to disaster management. The theoretical framework provides a foundation for understanding how social work practitioners intervene to mitigate the risk factors associated with natural and manmade disasters. The sustainable livelihood approach is discussed as the most appropriate theoretical framework to underpin the study. Developmental social work and green social work are discussed as the most relevant practical frameworks for disaster management. These frameworks outline how social work can be aligned with environmental issues. Lastly, the chapter highlights the global, regional, and local policy frameworks for disaster management. The policy and legislative framework discussions are critical, as they provide the legal and institutional context for disaster management. These frameworks also provide an overview of the various stakeholders' functions and obligations in managing and responding to disasters.

Chapter Three: Disasters and Disaster Management

Chapter Three conceptualises disasters and their historical context. An in-depth analysis of natural and human-induced disasters is provided. The prevalence, causes, and impact of disasters on individuals, families, groups, and communities are discussed. This chapter also conceptualises disaster management and discusses the applicability of social work practice in disaster management. The chapter emphasises the importance of social workers' involvement in disaster preparedness, response, and recovery efforts, which require careful planning and coordination among various stakeholders. Case studies concerning disaster management and social work practice are discussed focusing on Mozambique, South Africa, and Canada to understand how social workers in other countries respond to disasters. This chapter discusses the barriers and facilitators of social work practitioners' involvement in disaster management. The focus is on the need for a transdisciplinary approach to disaster

management, acknowledging that social workers cannot work in isolation. Lastly, the chapter presents an overview of social work bodies' responsibilities in guiding disaster-oriented social work practice.

Chapter Four: Research Methodology

This chapter provides an overview of the various methods and techniques used to carry out this study, beginning with the research paradigm. I discuss intervention research (design & development) and explore the qualitative research approach, detailing its strengths, weaknesses, and appropriate application in the study. I discuss the collective case study as an appropriate research design to address the research questions. I provide a thorough portrayal of the study environment, including a map of the study area, to understand the research context.

The chapter also discusses the population, sample, sampling procedure, and data collection methods, which include in-depth interviews and focus group discussions. Thematic analysis as a method of analysing gathered data is explained. The chapter emphasises the importance of credibility, transferability, dependability, and confirmability, explaining how each was achieved. The chapter emphasises the importance of ethical considerations in research. I conclude the chapter with a discussion of the study's limitations and delimitations.

Chapter Five: Presentation and Discussion of Findings

This chapter presents and discusses the findings, providing a comprehensive overview of the research outcomes, analysis, and interpretation. It serves as a critical bridge between the data collection process (Chapter Four) and the overall research conclusions. In this chapter, the key findings concerning social workers' roles and interventions during climate change-related disasters are outlined and discussed. The chapter commences with a presentation of the social work lecturers, social work practitioners, and policymakers' biographical details.

The empirical findings are presented and discussed under the following themes: social workers' framing of climate change-related disasters; the disaster management context in Zimbabwe; social work's roles; social work interventions; facilitators of effective social work involvement in disaster management; barriers to social work practitioners' effective involvement; the social work curriculum; and suggested measures to address social work practitioners' limited involvement in disaster management issues. This chapter provides a deep understanding of the study's findings within the broader context of existing relevant

literature and theoretical frameworks. During the discussion, the findings are compared with previous studies.

Chapter Five: Description of the Disaster-oriented Training Programme

This chapter forms part of phase 3 of the study's intervention research (D&D) model. The disaster-oriented social work training programme designed to enhance social workers' preparedness, prevention, response, and recovery capabilities in the context of disasters is described. The theoretical framework for the training programme design is discussed, focusing specifically on Sidani and Braden's (1998) model programme description. The proposed disaster-oriented social work training programme – which I named Breaking Barriers: Building a Competent Disaster Social Worker – is described. The discussion of the proposed training programme includes a description of its curriculum, target audience, training methods and approaches, and training delivery.

Chapter Six: Summary, Conclusion, and Recommendations

This chapter completes the study by summarising the key findings and conclusions and discussing their implications for policy, social work research, social work education, and social work practice. It also offers recommendations for social work professionals, the government, and social work training institutions regarding disaster-oriented social work practice in Zimbabwe. Finally, I suggest areas for future research.

1.8 SUMMARY

This was the initial chapter which set the stage for the research by providing a comprehensive background of disaster-oriented social work practice. It established the research context by presenting a general overview of disaster management and social work practice, including a brief discussion of the historical background of the social work profession and disaster management issues. This was followed by the study's problem statement and rationale. To clearly define the research problem, the chapter identified gaps within the existing literature and social work practice, including the dearth of literature on disaster-oriented social work and social work practitioners' limited involvement in disaster management issues. The study's rationale was discussed, emphasising the potential benefits that the research findings can offer. The chapter outlined the research question, sub-questions, aim, and objectives that guided the study. The research objectives and questions were formulated to align with the research problem. The main concepts were defined. A brief overview of the research methodology was presented. The chapter concluded with a

description of the report's structure and organisation and a brief overview of the chapters, explaining the contribution of each chapter to the overall research process. The ensuing chapter offers a detailed discussion of the theoretical, practice and policy frameworks that underpin the study.

CHAPTER TWO

THEORETICAL, PRACTICE AND POLICY FRAMEWORKS RELATING TO DISASTER MANAGEMENT

PHASE	DESCRIPTION
PHASE ONE Problem analysis and planning	• Gain entry and cooperation from setting(s). • Identify and recruit participants. • Identify population concerns. • Analyse the identified problems. • Set goals and objectives.
PHASE TWO Information gathering and synthesis	• Access existing sources of information. • Study natural examples. • Identify successful models' functional elements.

(Rothman & Thomas, 1994)

2.1 INTRODUCTION

This chapter is based on the second phase of intervention research's design and development (D&D) model, which is information gathering and synthesis. It is part of the literature review, with a specific focus on theoretical, practical, and policy frameworks related to disaster management. The sustainable livelihoods approach (SLA), which underpins the study, is discussed in depth. The chapter highlights how the theory is linked to the study. The developmental social work approach and the green social work model, as applied within the social work community with specific reference to practice frameworks for disaster management, are discussed. The chapter also discusses international protocols and laws that guide disaster management interventions. Finally, the legislative and policy underpinnings of disaster management in Zimbabwe are discussed.

2.2 THEORETICAL FRAMEWORK

The use of theory is fundamental in research because it provides a rationale for a study (Bryman, 2016). In this study, the relevant theory facilitated an understanding of the need to investigate how social work practitioners respond during disasters. I discuss the SLA as a theoretical framework to understand how social workers in Zimbabwe intervene to lessen the risks and effects of climate change-related disasters on vulnerable communities.

2.2.1 SUSTAINABLE LIVELIHOODS APPROACH

The SLA offers a comprehensive perspective on utilising resources in sustainability (Morse & McNamara, 2013; Twig, 2015). This study achieved this by classifying the assets individuals, families, groups, and communities utilise to maintain their well-being under difficult conditions prevalent during and after disasters. Krantz (2001) describes sustainable livelihood as a comprehensive set of capabilities and assets (comprising tangible and intangible resources), and actions necessary for sustaining livelihoods. A livelihood is deemed sustainable if it is likely to effectively withstand and rebound from various stresses and shocks while preserving or improving its capabilities and assets without causing harm to the natural resource base. This sustainability ensures a balanced and resilient livelihood.

Sustainability also entails durability and the ability to withstand the uncertainties of political dynamics, economic structures, and environmental shifts that appear deeply ingrained in the global landscape (Morse & McNamara, 2013). As such, I adopted the SLA in this study to also explain social work practitioners' role in ensuring individuals, groups, families, and communities' resilience to disaster events. The SLA helped understand the context of community vulnerability to climate change-related disasters. Climate change is viewed within this context of vulnerability as a factor that exposes communities to disaster occurrences (United Nations Climate Change Secretariat [UNCCS], 2018), necessitating social work practitioners' support of these communities during disaster events.

In this study, the SLA explained the need for social workers to acknowledge and capitalise on communities' strengths in addressing vulnerability to disasters. If these social work interventions are underdeveloped, communities' vulnerability to disasters is exacerbated (Gyawali, Tiwari, Bajracharya & Skotte, 2019). This calls for well-structured disaster interventions to reduce vulnerability while promoting, empowering, and strengthening community resilience. Disaster-oriented social work practitioners can utilise the SLA to guide them in developing interventions linked to livelihood protection and promotion.

The SLA provides a framework for guiding development interventions by explaining how constraints and opportunities can be coordinated to improve sustainability (Department for International Development [DFID], 2000; Morse & McNamara, 2013; Serrat, 2017; Twig, 2015). The SLA can be used to ensure that social workers focus on sustainable development activities rather than on traditional techniques limited to problem identification (Serrat, 2017). As a result, social workers employed in disaster-affected areas must focus on

developmental and long-term interventions to lessen the risks and effects of disasters on vulnerable communities. The SLA's fundamental assumption is that livelihoods are multidimensional and encompass a range of capabilities, assets, and activities aimed at improving individuals' overall well-being. Consequently, practitioners must understand communities' vulnerability, assets, policy context, livelihood outcomes, and livelihood strategies related to proactively reducing disasters' impact.

The approach encompasses five vital elements: vulnerability context, assets, policy context, livelihood outcome, and livelihood strategies. These factors are interconnected, with each component influencing and being influenced by the others (Twig, 2015). Therefore, social workers' interventions should not focus on only one aspect affecting humans' social well-being but should include all five interconnected components (Cannon, Twig & Rowell, 2003). Figure 2.1 below illustrates the five key SLA components' interconnectedness.

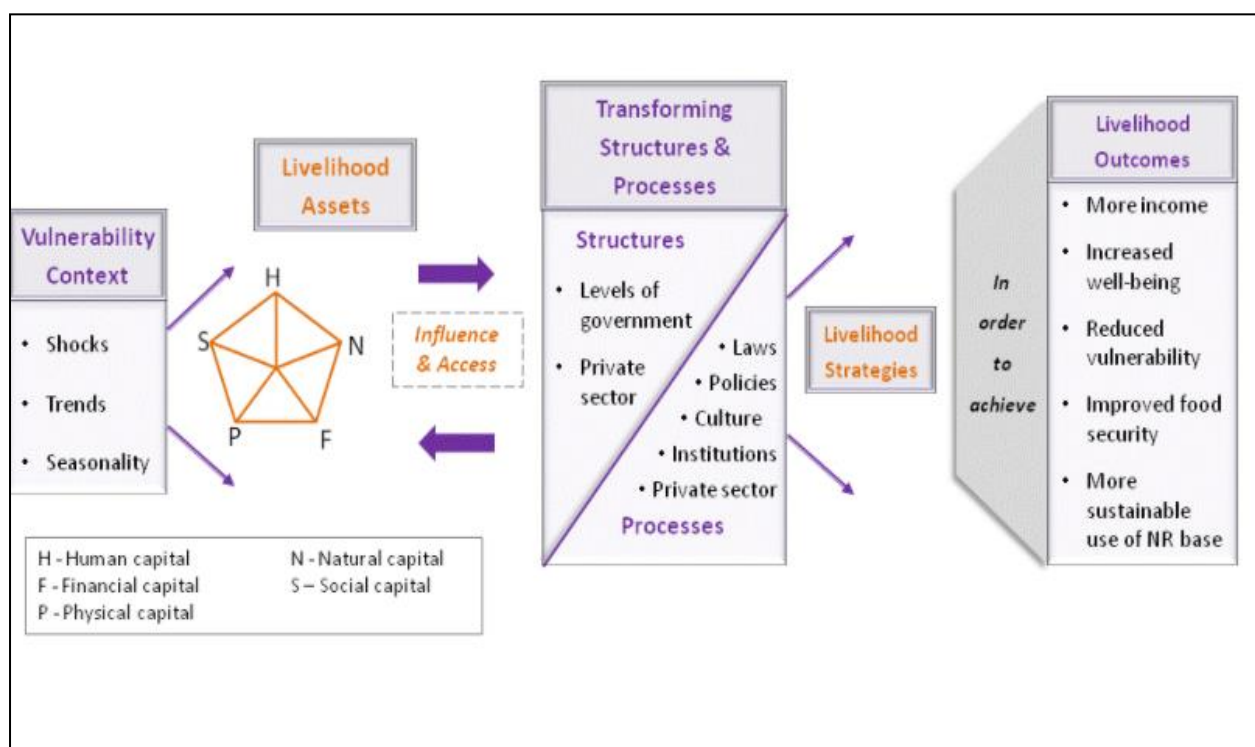


Figure 2.1: The Sustainable Livelihood Approach

Source: DFID (1999)

- **Vulnerability Context**

When an environmental disturbance occurs, vulnerability arises, often characterised by concerns about individuals, families, groups, and communities' well-being (Serrat, 2017).

In this study's context, such disturbances may be brought on by catastrophic events such as floods or droughts. Such disasters are often regarded as shocking events that expose individuals, families, groups, and communities to vulnerability, making the SLA a pertinent framework for understanding their vulnerability. Therefore, social work interventions should focus on the contextual elements that make people vulnerable within this disaster context. By shifting the emphasis from disaster relief to disaster prevention, incorporating disaster vulnerability awareness, and taking part in policy design and discussions, social work practitioners can effectively reduce vulnerability to climate change-related disasters.

- **Livelihoods Assets**

The livelihood assets consist of human, social, physical, financial, and natural capital (Cannon et al., 2003; Morse & McNamara, 2013; Twig, 2015). *Human capital* encompasses factors such as household members' age, gender, and skills, which may be critical during a disaster event (Twig, 2015). Disasters have adverse effects on human capital, such as injuries, diseases or loss of life. Disaster-oriented social work practitioners should thus focus on rebuilding the affected community's human capital by linking the injured with healthcare facilities to restore their well-being.

Social capital refers to the social networks and relationships that people form, and the benefits they derive from these connections (Scoones, 2009). During a disaster, social capital can be a valuable resource for people who require assistance and support. Social capital has three forms: bridging, bonding, and linking social capital (Putnam, 2000). Bridging social capital refers to people's relationships with loosely related but demographically similar individuals (Putnam, 2000). Thus, bridging capital refers to the structural relationships and networks between individuals. Bonding social capital refers to the relationships among family members, friends, and relatives, which build the social cohesion required for everyday living (Pretty, 2003). Lastly, linking social capital refers to connections with empathetic individuals holding influential positions (Putnam, 2000). Pretty (2003) defines linking social capital as individuals' capacity to secure access to resources, information, and ideas from established institutions.

In light of the foregoing discussion, it is essential for social work practitioners in disaster contexts to build their interventions on these social capitals to raise awareness of disasters and environmental issues. Bridging, linking and bonding social capital are critical in the disaster management context as they foster coordination and collaboration among affected

families, groups and communities, enabling them to work together for mutual benefit. Fostering coordination and collaboration depends on practitioners' ability to bridge individuals to connect diverse groups, bond communities to strengthen local cooperation, and link victims with resources across various levels.

Mitigating exposure to disasters can be achieved through adequate information dissemination, which is made possible by social capital. Social capital plays a fundamental role in creating knowledge of disasters, ensuring that communities understand the nature, causes and impact of the disasters which are likely to affect them (Tawodzera, 2016). Therefore, the role of social workers should be to strengthen the bridging, bonding, and linking forms of social capital during their interventions. Social workers may also use social capital to exploit communities' and disaster management system's weaknesses and strengths, and subsequently contribute toward sustainable national response strategies on disasters. Social workers' skills in building social networks are, therefore, critical as they may facilitate communities' resilience and adaptation to disasters.

Physical capital is another form of livelihood assets which encompasses resources such as agricultural machinery and transportation infrastructure (Scoones, 2009; Twig, 2015), which are required to support livelihoods (Kollmair & Juli, 2002). The occurrence of a disaster often distracts communities' physical capital, which makes it critical for social work practitioners to focus on rebuilding physical capital following disaster events.

Another form of livelihood asset is *financial capital*, which includes savings, credit, and remittances (Twig, 2015). Individuals utilise these to fulfil their livelihood goals (Kollmair & Juli, 2002). Financial capital can be divided into two main sources: available stocks and regular financial inflows. Available stocks are the resources that are available immediately, such as cash, bank deposits, or liquid assets, including livestock. Regular inflows of money are the resources received regularly, such as labour income, transfers from the government, pensions, and remittances (Kollmair & Juli, 2002). Financial capital stands out as the most versatile form of capital, capable of transforming into other forms through various mechanisms and strategies, such as investing in ecosystem restoration to enhance natural capital. Thus, social work interventions may need to focus on strengthening individuals, families, groups, and communities' financial capital to enable them to be self-sufficient in coping with the effects of disasters. Social workers can also link disaster victims with organisations that assist financially with rebuilding communities after disaster events.

Natural capital refers to the natural resource base, which includes land and water, which may be affected by disaster occurrences (Twig, 2015). Natural capital serves as the foundation for communities' livelihoods, and it is, therefore, essential to protect their natural resources. Social workers must understand communities' natural capital and how it is likely to be affected by disasters to enable them to develop effective interventions. An understanding of natural capital is also critical as it is related to the vulnerability context. Most disasters emanate from the natural processes that destroy natural capital. For instance, water sources are communities' natural wealth, whilst disasters such as floods also emanate from these natural water sources destroying other natural capital such as land. Applying this to social work intervention entails the practitioners focusing on rebuilding communities' natural resources after disasters to ensure sustainability. Disaster-oriented social work practitioners should not consider the above-mentioned assets as isolated components; they interact dynamically to shape livelihood strategies and outcomes.

When engaging with a vulnerable community, disaster relief social workers must consider that certain resources are being destroyed due to climate change. This requires identifying the available assets, such as roads, for disaster preparedness, mitigation, and response (Twig, 2001). Social work practitioners can apply the SLA to identify the advantages and limitations of various asset categories, their importance, and linkages so that they can develop effective interventions (Twig, 2001). Understanding human, social, physical, financial, and natural capitals is a critical foundation for social workers to advocate for supportive disaster management policies and structures that transform these assets into pathways for sustainable development, as discussed below.

- **Transforming structures and processes**

The SLA includes the policies, institutions, and process components which facilitate livelihood strategies and outcomes (Serrat, 2017) and create an enabling environment for sustainable development (Twig, 2015). Structures refer to the private and public organisations responsible for policy development and enactment, as well as the effective delivery of services that enhance livelihoods (Twig, 2015). Processes encompass the policies, regulations, laws, and societal norms that determine structures' operations (Serrat, 2017). This implies that structures that determine policy fail to be effective if appropriate processes and institutions are absent.

Applying the SLA to social work intervention during climate change-related disasters, therefore, requires social workers' involvement in advocating for policy change to reduce communities' vulnerability. Social work practitioners employed by both government and NGOs operating within affected communities are, therefore, required to collaborate with other relevant professionals and stakeholders, such as doctors and psychologists, to mitigate the impacts of disasters on individuals, families, groups, and communities (DFID, 1997). It is through these collaborative efforts that social work practitioners may be able to secure a reliable policy environment and institutional support to engage in prevention, preparedness, response, and recovery in times of disaster.

In addition, communities' vulnerability can be changed through disaster management organisations' work coupled with the support of appropriate policies and legislation (Twig, 2015) to promote communities' access to livelihood assets and strategies. Consequently, social work practitioners can adeptly utilise the social, economic, and political structures and processes to contribute towards affected communities' long-term recovery and enhance individuals, families, groups, and communities' livelihood strategies.

- **Livelihood strategies**

The livelihood strategies component refers to a dynamic process in which people combine a range of choices to meet their various needs at different times (Twig, 2015) to ensure livelihood security (Kurnia & Hizbaron, 2020). In this regard, the more choices, policies, institutions, processes, and assets individuals possess within their communities, the better equipped they are to endure the impacts of climatic changes, including shocks and stresses (Kollmair & Juli, 2002). In disaster contexts, livelihood strategies should aim to increase family well-being, reduce vulnerability to future disaster events, and increase sustainable use of the human, social, physical, financial, and natural resource bases (Kurnia & Hizbaron, 2020). Social work practitioners' recovery interventions should, therefore, be aligned with the communities' livelihood strategies, ensuring that policies are in place to enhance community resilience and recovery. This may improve communities' livelihood outcomes.

- **Livelihood outcomes**

Livelihood outcomes are defined as the accomplishments realised through livelihood strategies (George, 1997), reduced vulnerability to shocks (DFID, 1999), livelihood assets, and the existence of favourable policies and institutions that support sustainable development. Thus, applying the SLA to disaster-oriented social work practice calls for

social workers' understanding of communities' needs, assets, and livelihood strategies as well as relevant policies to facilitate effective interventions before, during, and after disaster events.

Based on the foregoing discussion, the SLA is useful and commonly employed in disaster-focused social work practice as a foundation for reducing the impact and risks associated with climate change-induced disasters (Morse & McNamara, 2013). The SLA's fundamental assumption is that social work intervention during disasters should be properly planned, bearing in mind the community's vulnerability context, available capital or assets, various institutions' involvement, available policies, livelihood strategies, and livelihood outcomes. Scholars such as Morse and McNamara (2013) and Twig (2015) note the need for practitioners to use the SLA, considering the interconnectedness of its components, which is fundamental in building resilient communities capable of withstanding and recovering from disasters while maintaining sustainable livelihoods.

The SLA was significant in this study since it stresses the need to embrace preventive strategies instead of responding reactively in addressing climate change and disasters (DFID, 1999) and establishes that effective social work interventions require consideration of the five components of the approach to ensure sustainable and developmental outcomes.

Despite its importance, the SLA is criticised for being too demanding in that it requires practitioners to obtain information on communities' vulnerability, assets, livelihood strategies, and transformational structures and policies (Tham-Agyekum, 2015). Fisher (2002) and Morse and McNamara (2013) concur that this could be complex and difficult for social workers to follow through in developing an intervention and might result in confusion. However, although it is difficult to obtain the above-mentioned information from communities, social workers must do so to enable them to intervene more effectively and efficiently during disasters. The information is likely to be valuable, as it would provide a holistic community profile, which is critical for developing informed interventions. Practitioners must be adequately prepared when collecting the required information to avoid confusion (Fisher, 2002; Morse & McNamara, 2013).

In their review of the SLA, Morse and McNamara (2013) not only fault the approach for providing an in-depth analysis of the issues at stake but also fail to explain how to translate that analysis into action. This implies that while social work practitioners may be able to gather important information on communities' susceptibility to climate change disasters,

their assets, and their livelihoods, they may not be able to translate that information into action that will assist those communities. On the contrary, the SLA's need for in-depth analysis is a strength. According to Serrat (2017), the approach provides a 360-degree view of all the elements that require intervention, which would allow social workers to balance disaster management with community resilience to respond and recover effectively.

Despite the mentioned limitations, the SLA is the most applicable theoretical framework in this study's context because it can assist social work practitioners to intervene holistically in communities' problems. The SLA also balances institutional, environmental, and social aspects of disasters and contributes significantly towards communities' livelihood assets. It was applicable in this study because it also provides a meaningful perspective regarding people's vulnerability and could provide guidance concerning the required interventions.

2.3 PRACTICE FRAMEWORK

A practice framework, in this study's context, is a conceptual map that aligns an agency's approach to social work practice (Connolly, 2007). Harms and Connolly (2019) and Connolly (2007) argue that a practice framework provides one way of integrating theory and research in accessible ways to enable professionals to design and deliver efficient and effective services in the field. Therefore, in the context of this study, social work practitioners adopt a practice framework to implement sustainable disaster management interventions in practice settings. This section discusses developmental social work and green social work (GSW) as the practice frameworks which align social work practice with environmental justice and disaster management (Dominelli, 2018; Lucas-Darby, 2011).

2.3.1 DEVELOPMENTAL SOCIAL WORK APPROACH

Developmental social work is an overarching practice model that aims to effect meaningful social change by empowering individuals, communities, and societies (Midgley & Conley, 2010). This social change can be accomplished through socioeconomic development, confronting systemic structures that perpetuate societal issues, and collaborating at the macro level with political figures and other pertinent stakeholders to establish a conducive atmosphere for socioeconomic advancement (Muleya, 2020). Developmental social work practice's overarching objective is to instigate societal transformation.

The development social work approach is based on social development theory and the developmental social welfare approach. According to Midgley and Conley (2010), this implies a correlation between social development and developmental social work, with the

latter encompassing certain aspects of social development. In practice, the developmental social work approach holds significance because it transcends conventional social service delivery by incorporating strengths and non-discriminatory approaches to enhance social functioning, mitigate disaster risks, and foster human and social capital development (Meyers, 2011). The development approach is suitable for disaster-oriented social work practice due to its emphasis on the interdependence of person and environment.

The developmental social work approach enables practitioners to fully integrate social, economic, and environmental justice frameworks into their interventions during disasters (Muleya, 2020). A lack of integration implies that disaster-oriented social work practitioners will be ill-positioned to adequately intervene in prevention, preparedness, response, and recovery actions.

Developmental social work emphasises the significance of actively involving families, groups, and communities in all aspects of the community, working with vulnerable communities to acquire resources, connect to systems, and launch community-based programmes that require resilience (Midgley & Conley, 2010). Working closely with the community could afford disaster-oriented social workers an opportunity to become acquainted with aspects that contribute to communities' vulnerability to disasters. Such social workers are required to embrace a developmental approach to service provision and engage actively in research endeavours, policy dialogues, and practical interventions aimed at lessening disasters' effects on communities.

In this study's context, the developmental social work approach proved suitable for disaster-focused social work practice because of its positive implications for the social work profession and the people served (Midgley & Conley, 2010). Including the elements of sustainability within the developmental approach may enable disaster-oriented training to enhance social work practitioners' effectiveness during disaster events.

Muleya (2020) calls for a paradigm shift from traditional social work practice to developmental social work practice because of its focus on prevention and early intervention. However, this paradigm shift has been criticised as it may result in uncertainties and confusion for developmental social workers (Midgley & Conley, 2010). Several factors could contribute to this confusion, notably the intricate nature of disaster management concerns and social workers' insufficient exposure to disaster-focused social work practice. Consequently, it is imperative to furnish social work practitioners with the

requisite knowledge and skills to effectively apply developmental social work principles in this context.

Midgley and Conley (2010) further argue that developmental social work practitioners have not offered a coherent explanation for what developmental practice entails, thus making developmental social work's practical relevance ambiguous (Loffell, 2008). Although developmental social work has limitations, it remains a key practice framework for disaster-oriented social work practitioners, as it promotes proactive interventions and sustainable development, which would not be possible with the traditional social work practice. Thus, developmental social work practice is key.

Given developmental social work's limitations, the need for green social work becomes evident, as it offers a more sustainable and environmentally conscious approach to addressing complex social issues while safeguarding ecological resources for future generations.

2.3.2 GREEN SOCIAL WORK

Dominelli (2012) introduced green social work (GSW) as a framework acknowledging the interconnectedness between individuals and their environment while considering the interplay between socioeconomic and physical environmental crises and their consequences on human well-being and the planet. GSW's core objective is to advocate for reforms addressing the adverse impact of socioeconomic, environmental, and political forces on marginalised communities (Ramsay & Boddy, 2017), while advocating for policy changes and social transformation to improve the welfare of both humans and the environment (Dominelli, 2018). GSW equips social workers to effectively address complex situations, including those involving environmental disasters, and mitigate the adverse consequences imposed upon the environment by highlighting the incorporation of economic, social, and environmental aspects into social work practice (Dominelli, 2018).

According to Noble (2016), social workers should be more engaged in environmental issues that exacerbate communities' vulnerability. Therefore, the GSW practice framework plays an important role in this study context in understanding how social work interventions can be implemented in climate change-related disasters to provide long-term transformative interventions. The framework could allow social workers to develop socially responsible and sustainable interventions during disasters.

Climate change is an environmental issue increasingly affecting vulnerable people, animals, and plants (Dominelli, 2012; Noble, 2016). The GSW framework calls upon social workers to champion both environmental and human well-being (Rambaree, 2020), but their voices remain silent (Dominelli, 2012; Noble, 2016; Rambaree, 2020), with most social workers responding to disasters once they have occurred. The GSW framework is best suited to guiding social work interventions during climate change-related disasters to mitigate the risks and impact on humans and the environment.

Dominelli (2014) views the GSW framework as an initiative dedicated to reforming the socioeconomic and political forces that adversely affect people's quality of life. This objective within the GSW framework encompasses the pursuit of policy modifications aimed at improving both human and environmental well-being. Consequently, social workers operating in disaster-prone settings should actively champion policies that safeguard individuals and the environment.

The GSW framework was appropriate for disaster-oriented social work practice in this study because it links social work practice with the environment. This provides social workers with a broader knowledge of their service users' environment, which enables them to intervene in the best way possible to alleviate the impact of disasters. The GSW framework also stresses the importance of multidisciplinary collaborations (Dominelli, 2012; Kemp & Palinkas, 2015) to holistically intervene in disaster situations to prepare communities for potential disasters, mitigate future disaster effects, and build robust resilience to disasters within communities. Effective and appropriate legislation and policies are required to implement these interventions.

2.4 LEGISLATIVE AND POLICY FRAMEWORKS

The alarming rate at which climate change-related disasters are occurring has resulted in the introduction and implementation of additional policies and legislation concerning disaster management. These are critical in addressing disasters' effects as well as strengthening preparedness, resilience, and recovery. The international protocols and laws on disaster management and legislation on disaster management in Zimbabwe are discussed in the ensuing sections. They include the International Decade for Natural Disaster Reduction, the Yokohama Strategy, the Hyogo Framework for Action, the Sendai Framework for Disaster Risk Reduction, the Constitution of Zimbabwe, the Civil Protection Act, the Meteorological Services Act, and the Emergency Preparedness and Disaster Management Bill.

2.4.1 INTERNATIONAL PROTOCOLS AND LAWS ON DISASTER MANAGEMENT

Disasters are a cause for global concern due to the increased risk of their occurrence and intensity, thus highlighting the need for collaborative efforts among the global community to mitigate the effects of these disasters and facilitate community resilience (Kimengsi & Mbih, 2022). In this context, various international frameworks have been developed to offer direction for reducing disaster risks, responding to emergencies, building community resilience, and formulating recovery strategies. This section discusses some of the international protocols and laws on disaster management, highlighting their successes and objectives and how they contribute towards addressing climate change and disasters.

2.4.1.1 The International Decade for Natural Disaster Reduction (IDNDR) 1990-1999

The International Decade for Natural Disaster Reduction (IDNDR) was established in 1990 to assist countries in mitigating disaster impact through international collaborations because disaster occurrences were increasing globally (UN General Assembly, 1987). The IDNDR involved several states collaborating to assist one another with knowledge of handling disaster events. Through information sharing, countries' ability to deal with disasters could be strengthened by developing suitable guidelines and tactics and applying scientific and technical expertise in disaster management (Twigg & Steiner, 2001). The IDNDR is instrumental in increasing each country's capacity to handle disasters.

As disasters increase in number and intensity, numerous countries become more susceptible to loss of life, damage to property, and socio-economic disruptions (Pisano, 1998). This required a proactive approach to disaster management to reduce disasters' adverse impacts. The IDNDR was thus designed to be proactive and prioritise disaster planning and prevention rather than focusing on reacting after a disaster has occurred.

The UN, through the IDNDR, encourages countries to formulate national disaster mitigation programmes, participate in international action on disaster risk reduction, establish national committees for disaster risk reduction, mobilise support from both government and NGOs and promote public understanding of risk and the importance of prevention strategies (Twigg & Steiner, 2001). These measures were to ensure that each country established an effective disaster management framework. The IDNDR only provided guidelines. This initiative had significant potential for success because governments were made aware of what they were required to do to prevent and plan for disasters and mitigate their impacts.

Furthermore, all disaster management efforts were to be centred around five primary themes identified in the IDNDR: vulnerability and risk assessment; early warning systems; disaster and sustainable development; commitment to political and public policy; and shared knowledge and technology transfer (Pisano, 1998). These primary themes were critical in guiding governments in planning their disaster management policies and interventions. Adhering to these themes meant that each country was likely to establish effective and efficient homegrown disaster management strategies. The IDNDR's implementation resulted in governments' understanding of disaster management and their need to manage disasters through technical interventions rather than focusing on humanitarian responses.

However, although the IDNDR was instrumental in managing disasters, it also contained weaknesses. McEntire (1997 as cited in Van Niekerk, 2005), identified several shortcomings in the IDNDR, which included a lack of relief coordination, a lack of collaboration, and difficulties in aid provision during disasters. A mid-decade review to assess the IDNDR's successes identified gaps that needed to be filled and advanced recommendations for the future (Van Niekerk, 2005). As a result, a much broader consultation was required. After consultation and the identification of gaps in the IDNDR, the Yokohama Strategy for a Safer World: Guidelines for Natural Disaster Prevention, Preparedness and Mitigation was developed. The Yokohama Strategy introduced the required change from a reactive to a more preventative approach.

2.4.1.2 Yokohama Strategy

The Yokohama Strategy was adopted at the UN conference held in Yokohama, Japan, in 1994 during the mid-term evaluation of the IDNDR. The Yokohama Strategy identified the underlying factors that make people vulnerable to disasters (Albrito, 2017) and affirmed that the poor and disadvantaged members of society are most affected by natural disasters. The Yokohama Strategy was a ten-year plan that included disaster risk reduction (DRR) in community development initiatives, enhancing communities' resilience to prevent and mitigate disasters, and involving communities in disaster risk reduction initiatives (Cronin, 2008). Disaster prevention and preparedness were prioritised in the Yokohama Strategy's implementation in a bid to save lives and develop effective policy and planning at all levels.

In addition, recommendations were made to encourage donor countries to also give precedence to disaster prevention, mitigation, and readiness in their aid initiatives rather than focusing on providing immediate material relief (UN, 1994), which is neither sustainable

nor developmental. The UN (2005) noted that the Yokohama Strategy's implementation yielded positive results in disaster management as all countries understood that disaster mitigation was imperative for sustainable development.

The Yokohama Strategy also identified poor public-private partnerships, lack of stakeholder involvement, and inadequate training in disaster management issues as the primary issues that hinder disaster management policies' smooth implementation in developing countries (Ngcamu, 2012). These challenges prevented the Yokohama Strategy from achieving all the objectives it set out to achieve, which led to the Hyogo Framework for Action's development and implementation.

2.4.1.3 Hyogo Framework for Action 2005-2015

The global conference on disaster reduction, convened in Japan in 2005, culminated in the Hyogo Framework for Action's (HFA) endorsement. The HFA focused on building resilience among communities following disaster occurrences (Chari, 2017; Stanganelli, 2017). A total of 168 countries, including Zimbabwe, adopted the framework to enhance nations' resilience during disasters. The HFA aimed to address the demand for a holistic, inclusive, and interdisciplinary strategy to identify and execute measures for reducing disaster risks (United Nations International Strategy for Disaster Reduction [UNISDR], 2015a). The HFA facilitated a systematic and strategic approach to reducing risks and vulnerability caused by disasters.

In addition, the Hyogo Framework sought to achieve five priorities of action, which included disaster risk reduction as a primary concern at both national and local levels, supported by robust institutional structures for effective execution; identifying, evaluating, and continually monitoring disaster risks while enhancing early warning systems; fostering a culture of safety and resilience across all tiers through knowledge, innovation, and education; mitigating the root causes of risk; and bolstering disaster preparedness to facilitate efficient responses across all levels (UNISDR, 2005). All member states that signed the HFA were mandated to achieve the above-mentioned priorities to guarantee the HFA's efficient execution.

For the HFA to be effective, the first plan of action was to advocate for developing national legislative, policy and institutional frameworks, resource mobilisation, and community participation, as these were considered essential for the strategic management of disaster risk reduction measures (UNISDR, 2005). Following these plans would enable governments

to monitor their progress using precise and quantifiable benchmarks. The key activities agreed upon to achieve the second plan of action included conducting risk assessments at both local and national levels by recording, updating, analysing, summarising, and disseminating information on disaster occurrences. Other activities for the second plan of action included building capacity and maintaining a record of regional and emerging risks (UNISDR, 2005).

Key factors in the pursuit of building a culture of safety and resilience, which constitutes the third HFA action plan, include information management and dissemination, educational initiatives and training, research, and public awareness efforts. Addressing the root causes of risk should involve environmental and natural resource management, socio-economic development practices, and land-use planning (UNISDR, 2005).

Lastly, the HFA assumes that disasters' impacts can be reduced if authorities in disaster-prone areas are well-prepared to act in times of crisis (UNISDR, 2005). This requires strengthening policy, promoting dialogue to exchange information on disaster management, strengthening coordinated approaches, and preparing disaster management plans. Social workers involved in disaster management should, therefore, take part in strengthening policy and participate in disaster management dialogues to meet the needs of the communities they serve and ensure their voices are heard.

Thus, in line with the HFA, social workers can serve as advocates for policy change to ensure that the government and relevant authorities safeguard the environment and promote communities', animals', and the environment's well-being. Since social workers work closely with communities, they must be involved in promoting dialogue on disaster management as well as preparing disaster mitigation plans.

The above-mentioned HFA action plans were all aimed at integrating disaster risk reduction into sustainable development policies and incorporating the implementation of all the phases of disaster management (prevention, preparedness, response, and recovery). However, the HFA also had several gaps in implementation, including a lack of shared responsibilities for disaster resilience at all levels and a lack of adequate means of implementation (Zimmermann & Keiler, 2015). These gaps indicated a significant need for an action-oriented framework to support disaster risk identification and guide resilience efforts (Sendai Framework for Disaster Risk Reduction [SFDRR], 2015). This led to the development of the Sendai Framework for Disaster Risk Reduction.

2.4.1.4 Sendai Framework for Disaster Risk Reduction

The Sendai Framework for Disaster Risk Reduction (SFDRR) was adopted in 2015 to be implemented until 2030 to provide a pathway for evidence-based community-driven disaster risk reduction programmes (Kelman, 2017; Koubi, 2019; Nash, 2019). The SFDRR emphasised coordination and collaboration to manage disaster occurrence, risk, and impact (Sauerborn & Ebi, 2012). It was also essential that disaster-oriented social work practitioners adopt a transdisciplinary approach to disaster management. The SFDRR provided the foundation for sustainable, low-carbon, and resilient development under a changing climate (Koubi, 2019). Social work practitioners must understand these aspects as such understanding will equip them with adequate knowledge to facilitate effective interventions.

Nash (2019) argues that the SFDRR contains several references to climate change playing a critical role in aggravating disasters. This concurs with other studies' findings that climate change contributes significantly to disaster occurrences (Bauwens & Naturale, 2017; Brazier, 2017; United States Geology Survey, 2020). Such findings motivated this study to focus on climate change-induced disasters and their impact on social work practice. The SFDRR outlines four primary action priorities for disaster risk reduction that should guide government initiatives at the national, regional, and local levels. They include comprehending disaster risk, reinforcing disaster risk management, effectively addressing disaster risk, investing in disaster risk reduction for greater resilience, and bolstering disaster preparedness for efficient and proficient response. Additionally, the SFDRR advocates for "Building Back Better" during the recovery, rehabilitation, and reconstruction phases (UNISDR, 2015b).

Development principles were formulated to ensure effective disaster management and reduce the occurrence of disasters and losses (UNISDR, 2015b). These development principles include governments being responsible for preventing and reducing disaster risk through local, regional, and international cooperation, stakeholder involvement, managing the effects of disasters, engagement, partnership, and coordination from all sectors at all levels. The SFDRR also stressed the need for developing, strengthening, and implementing relevant disaster risk reduction plans, policies, mechanisms, and practices (UNISDR, 2015b). These principles are fundamental in guiding governments in disaster management initiatives. Social workers also need to be involved in these issues at all levels.

The Government of Zimbabwe adopted the SFDRR to prevent new disaster risks and lessen prevailing disaster risks (Simba, 2018). This is achieved by executing comprehensive and inclusive measures that prevent and diminish exposure to hazards, reduce vulnerability to disasters, enhance readiness for response and recovery, and ultimately fortify resilience (Simba, 2018). The aim is to achieve significant DRR and reduce losses by meeting the seven SFDRR targets by 2030. These targets are reducing global disaster-related deaths, reducing the number of disaster victims, minimising direct economic losses, reducing infrastructure damage and fundamental service disruptions, expanding national and local DRR strategies, boosting international cooperation to low-income countries through the provision of adequate and sustainable support for the SFDRR implementation, and improving the availability and accessibility of early warning systems and disaster risk information and assessments (UNISDR, 2015b).

The SFDRR implementation promotes coordination strategies at the international, sub-regional, and national levels via disaster risk reduction platforms and working groups. Although considerable progress has been made in enhancing disaster preparedness and response mechanisms, limited headway has been observed in addressing the fundamental origins of disasters and the associated risks (UNSIDR, 2016). The limited progress is attributed to the lack of adequate financial capacity, or a limited budget for disaster risk reduction investment (UNSIDR, 2016). There is, therefore, a significant need for governments to find ways of raising funds to support disaster management initiatives. Social workers may also participate in resource mobilisation initiatives.

Zimbabwe is a signatory to the above-mentioned international protocols and laws on disaster management. As such, it was also mandated to develop home-grown legislation that supports disaster management initiatives. The following section discusses Zimbabwean legislation on disaster management.

2.4.2 *LEGISLATION ON DISASTER MANAGEMENT IN ZIMBABWE*

In Zimbabwe, after independence in 1980, legislation to establish a national disaster management system was enacted to activate all available national resources during a disaster outbreak (Chikoto & Sadiq, 2012). The legislative frameworks that govern disaster management in Zimbabwe discussed in this study include the Constitution of Zimbabwe

Amendment (No. 20) Act, 2013, the Civil Protection Act of 1989, the Meteorological Services Act, and the Emergency Preparedness and Disaster Management Bill.

2.4.2.1 Constitution of Zimbabwe Amendment (No. 20) Act, 2013

The Zimbabwe Constitution is the supreme law of the country and gives the president powers to declare a state of disaster or emergency in the Government Gazette (Chari, 2017). The government performs a significant role in assisting people affected by disasters. Section 133(1) of Chapter 5, Part 4 of the Constitution of Zimbabwe provides for the declaration of a state of disaster by the president. Non-governmental actors can, from time to time, complement the government in assisting communities affected by a disaster, but the state retains the overall coordination role in addressing the disaster.

The constitution only states that the president has the power to declare states of emergency, however, there is nothing mentioned about how the government intervenes during emergencies. In addition, the constitution does not provide adequate information regarding the disaster management mechanisms in Zimbabwe. The constitution only mentions the response mechanisms in times of disaster when mentioning military deployment in Section 123(2)(c). The military's role relates to the provision of support to the Zimbabwean Republic Police and other civilian authorities during an emergency or disaster in Zimbabwe. All these actions relate to the response phase of the disaster management cycle. Although the frequency and intensity of disasters are increasing at an alarming rate, the constitution remains silent concerning actions relating to the prevention and preparedness phases of disaster management in the country.

2.4.2.2 Civil Protection Act (Chapter 10:6) of 1989

The Civil Protection Act 22 (Chapter 10:6) (hereinafter referred to as the CPA) was enacted in 1989 and amended in 1992 and 2001 (Mavhura, 2016). The CPA addresses the administration for civil protection, establishes a civil protection organisation, and offers guidelines regarding civil protection services and operations during disasters (Government of Zimbabwe (GOZ), 2001). The CPA stipulates the legal instruments for disaster management in Zimbabwe, including the powers bestowed upon individuals and organisations during disasters (Madamombe, 2004). Section 4 of the CPA makes provision for establishing a civil protection committee (CPC) to assist and advise in the planning and implementation of measures to establish and maintain effective operations in times of emergencies (GOZ, 2001). The CPC comprises the director, secretary for health,

commissioner of police, commander of the defence force, fire brigade representative, and the secretary-general of the Zimbabwe Red Cross Society. These individuals perform a critical role in planning and implementing disaster management interventions. Disaster-oriented practitioners must ensure that they have representation at this level so that their voices are heard in the country's disaster management arena.

To ensure the CPA's effective implementation, the GOZ established the Department of Civil Protection (DPC), whose key performance area is disaster risk management and administering and implementing the Civil Protection Act (Mavhura, 2016). The DCP's tasks encompass endeavours related to disaster risk prevention, preparedness planning, the establishment of timely early warning systems, and the provision of responses to aid in affected communities' recovery. The DCP is located within the Ministry of Local Government, Public Works and National Housing (MLGPWNH), with a primary mandate to support and guide the government in building capacity to deal with emergencies and disasters. The DCP also provides physical assistance to provinces or districts that fail to cope in the event of a disaster.

The CPC supports the DCP in discharging its duties. At the national level, the CPC is known as the National Civil Protection Coordination Committee (NCPCC) and its functions are replicated at the provincial and district levels to form the Provincial Civil Protection Coordination Committee (PCPCC) and the District Civil Protection Coordination Committee (DCPCC), respectively (Mavhura, 2018). The NCPCC, the PCPCC, and the DCPCC have four functional sub-committees: the assistance sub-committees; health, nutrition and welfare sub-committees; search, rescue and security sub-committees; and international cooperation (Mavhura, 2018). Mavhura (2018) explains that the assistance sub-committee is overseen by the minister of finance and encompasses the food supplies and food security sub-committee chaired by the Ministry of Public Service, Labour and Social Welfare (MPSLSW). The MPSLSW houses the Department of Social Development (DSD), which is the primary employer of social workers in Zimbabwe. This indicates that social workers' primary role is providing food supplies and ensuring food security during disasters through the MPSLSW. This role is not developmental or sustainable, and social workers' role in disaster management should be expanded. Social workers should not be limited to providing immediate material aid. Disaster-oriented social work practitioners need to actively participate in disaster management structures.

The CPA also created a civil protection organisation (CPO) and established a framework to protect people during disasters (CPA, 2001). The CPO serves as a nationwide forum comprising government ministries, state entities, the private sector, and NGOs. These entities are regularly actively involved in endeavours associated with DRR and community development (Mavhura, 2016).

Furthermore, the CPA provides direction for provinces and districts in Zimbabwe to safeguard people's lives and property (Mavhura, 2016). Section 29 of the CPA stipulates the need to form a civil protection fund, known as the National Civil Protection Fund (NCPF), to provide financial support for civil protection activities (GOZ, 2001). These funds are used to respond to disaster events.

The CPA is a useful piece of legislation that governs civil protection services' operations in Zimbabwe during disasters or emergencies and ensures that civil protection activities are funded through the NCPF. However, the Act fails to adequately provide for intervention during disasters; it is inadequate in terms of not addressing facets within the disaster management cycle. To substantiate this claim, Mavhura (2016) argues that the CPA does not address issues such as vulnerability, resilience, contingency plans, mitigation, and disaster risk reduction throughout sections and subsections of the Act.

Resilience, mitigation, and disaster risk reduction are fundamental in enhancing resilience both at national and community levels. Thus, all stakeholders need to be proactive in all the disaster management phases (prevention, preparedness, response, and recovery) to improve vulnerable communities' security, safety, and economic stability. The CPA is, therefore, limited to the services provided after the occurrence of a disaster and fails to make provision for activities aimed at lessening community vulnerability and enhancing resilience (Mavhura, 2016).

According to Part I, Section 2 of the CPA, the responsibility for overseeing the CPA's administration and coordinating DRR activities rests with the MLGPWNH. However, given that the minister of the MLGPWNH has other unrelated responsibilities, their effectiveness in addressing disaster risk reduction matters may be compromised (Dube, 2015).

2.4.2.3 Meteorological Services Act (Chapter 13:21) of 2003

The Meteorological Services Act (hereinafter referred to as the MSA) was enacted in 2003 to provide for the Zimbabwean Meteorological Services Department's (MSD) functions, powers, and administration (GOZ, 2003). The MSD is located within the Ministry of

Transport and Communications. Section 4 of the Meteorological Services Act stipulates the MSD's functions. Section 4(1)(a) of the MSA tasks the MSD with the mandate to develop, establish, obtain, sustain, and operate seismological and meteorological undertakings to study seismic activity and meteorological activity. In this function, the MSD ensures the country's disaster preparedness as it studies the seismic activities that cause disaster occurrences (Guthrie, 2013). Thus, they can establish strategies to prepare for disasters before they occur.

Section 4(1)(b) of the MSA mandates the MSD to generate weather and climate forecasts and provide warnings on weather conditions that are likely to endanger property and life. Section 4(1)(d) states that the department should maintain a climatological database for the country and provide a historical record of climatic and weather conditions. This enables the MSD to prepare for future climatic disasters by studying trends in the occurrence of climatic disasters in Zimbabwe. In accordance with Chapter 13:21 of the MSA, the MSD offers support in searching for and rescuing disaster victims according to the disaster management protocols (GOZ, 2003).

2.4.2.4 Emergency Preparedness and Disaster Management Bill

that the CPA has weaknesses that require attention for the effective implementation of disaster management initiatives in Zimbabwe (Mavhura, 2016). The Emergency Preparedness and Disaster Management Bill (hereinafter referred to as the Bill) was drafted to address the CPA's weaknesses. This Bill was drafted to conform with the Hyogo Framework of Action requirements and targets, as well as conforming with international standards on disaster risk management (Betera, 2011). The contents of this Bill were derived from the "Yokohama Strategy and sought to; ensure that disaster risk reduction is a national and local priority with a strong institutional basis for implementation; identify, assess and monitor disaster risks and enhance early warning; use knowledge, innovation and education to build a culture of safety and resilience at all levels; reduce underlying risk factors as well as strengthen disaster preparedness for effective response at all levels" (Betera, 2011, p. 12).

The CPA was revised to pave the way for the Emergency Preparedness and Disaster Management Act (Chari, 2017). This was necessary to address the CPA's organisational and structural limitations to ensure a multi-sectorial representation in disaster management issues. The proposed legislation would enable the establishment of an Emergency Preparedness and Disaster Management Authority (EPDMA) in Zimbabwe. This authority

would be responsible for forecasting and planning for emergencies at various levels, including local authorities, districts, provinces, and the national level (Chari, 2017).

Although the DCP oversees all disaster management activities in Zimbabwe, there has been a heightened focus on disaster risk reduction by other government sectors and NGOs (Chari, 2017). Thus, climate change debates and disaster management activities can benefit from social workers' engagements.

In Zimbabwe, the government is responsible for controlling most functions necessary for prevention, preparedness, response and recovery. Non-governmental stakeholders support government interventions. Zimbabwe has the potential capacity for effective disaster management as evidenced by the availability of legislation on disaster management. However, despite the country's sound policy for disaster management, effective practices to support the policy framework on the ground remain limited (Mavhura, 2017). The existing disaster management institutions in Zimbabwe are failing to effectively execute their mandates in the disaster management sphere due to several challenges. These challenges include a lack of effective public-private partnerships, a lack of adequate infrastructure, and limited weather stations to effectively implement early warning systems, particularly for climate change-related disasters such as floods and cyclones. This is an indication that there is a significant need for the government to capacitate all the disaster management institutions in the country to enable them to discharge their duties effectively and efficiently in managing disasters and their effects on individuals, families, groups, and communities.

2.5 SUMMARY

This chapter commenced by presenting an overview of the foundational theoretical framework that guided this study: the sustainable livelihoods approach. A detailed exploration of the sustainable livelihoods approach's fundamental assumptions was undertaken while establishing its relevance for this study. The developmental social work and green social work practice frameworks were examined to illuminate how social workers engage in service delivery amid disasters, thereby informing interventions. The chapter delved into a comprehensive examination of various policy frameworks, emphasising international laws and protocols to provide a broad global context for disaster management. The legislation governing disaster management in Zimbabwe was also identified and discussed, as these laws dictate the course of action for disaster management within the country.

The subsequent chapter focuses on a comprehensive understanding of disasters: their prevalence, causes, and impacts. The chapter explores the disaster management concept, including insights from other countries' experiences, as well as an examination of disaster-oriented social work practice.

CHAPTER THREE

DISASTERS AND DISASTER MANAGEMENT

PHASE	DESCRIPTION
PHASE ONE Problem analysis and planning	• Gain entry and cooperation from setting(s). • Identify and recruit participants. • Identify population concerns. • Analyse the identified problems. • Set goals and objectives.
PHASE TWO Information gathering and synthesis	• Access existing sources of information. • Study natural examples. • Identify successful models' functional elements.

(Rothman & Thomas, 1994)

3.1 INTRODUCTION

This chapter is grounded within phase two of the design and development (D & D) model of intervention research – information gathering and synthesis – to explore and describe disaster management and disaster-oriented social work practice. In exploring disaster management, this chapter commences by conceptualising disasters and their historical highlights. This chapter unpacks the concept of disaster management, and the best practices and lessons from other countries, and social work practitioners' engagements in environmental issues. The chapter also discusses disasters' nature, prevalence, causes, and impacts.

This chapter extends its scope to encompass disaster-related social work, uncovering its multifaceted dimensions and implications. I discuss current global interventions to address the risks and impacts of disasters. I review the literature on disaster-oriented social work practice covering aspects of the social work curriculum, and barriers to and opportunities for social work involvement in disaster management to gain insight into social workers' roles in designing interventions in response to climate change-related disasters. I also discuss international social work bodies' involvement in guiding disaster-oriented practice. In the

last section, I discuss the relevance of indigenising disaster-oriented social work education and practice.

3.2 UNDERSTANDING DISASTERS

Disasters occur frequently and can potentially cause damage to people and the environment (Chaudhary & Piracha, 2021). Their occurrences are induced by natural and human factors, which can result in mortality and morbidity. Therefore, it is imperative to understand the concept of disasters and their historical highlights to recognise risk factors.

Authors have expressed various views regarding the concept of disasters. As such, there exists no single universally agreed-upon meaning of a disaster, but most definitions share common elements. Farra and Smith (2020) describe a disaster as either a natural or human-induced incident causing destruction, disruption, or devastation that requires external assistance. Usman et al. (2013) conceptualise a disaster as an emergency that emanates from natural events or human-induced activities resulting in substantial change in circumstances over a relatively short period, such as death, diseases, displacement, and damage to physical infrastructure. The common element in these definitions is the notion that disasters are events that cause significant harm to both people and the environment.

While scholars generally share a common understanding of disasters, they also recognise that there are features that differentiate one disaster from another. These distinctions are primarily based on their duration (Ricci, Pretto & Sundnes, 2019). Some disasters are short-term, such as tsunamis, earthquakes, and volcanic eruptions, whereas others can be long-term, including epidemics, famine, floods, and droughts (Ricci et al., 2019). Disasters' origins can be attributed to either natural or human factors. Therefore, there is a need to understand these variations to determine the level of intervention and action required to counter disaster risk factors.

The intensity and frequency of these disasters have increased over the years and their occurrence is a growing global concern. In the 1980s, scholars began conducting extensive qualitative research to understand disasters to save lives through organised and systematic efforts (Ricci et al., 2019). However, until recently, minimum efforts were channelled towards disaster preparedness and response (Ricci et al., 2019). The focus was on understanding disasters rather than preventing and preparing for their occurrence.

As disasters are increasingly becoming everyday events (Abdlla & Esmail, 2019), it is imperative to not only focus on the effects and impacts of disasters. Effective and efficient

disaster management initiatives are required as a matter of urgency, and a new approach is required that focuses on disaster preparedness, mitigation and response. Practitioners must be more visible in disaster events and make tangible and sustainable contributions towards disaster management.

If social workers are to be effective in preparing, preventing, mitigating, and responding to disasters, they need to have a clear understanding of the disasters that continuously affect the environment, humans, and animals. The occurrence of these disasters is not a new phenomenon; disasters have occurred since time immemorial. However, these disasters were not easily accessible for study until 1917 (Dahlberg, Rubin & Vendelo, 2016), which resulted in a lack of adequate information regarding disasters during that time. Consequently, there was limited knowledge regarding disasters until recent times. Hence, many professions, including social work, who were not directly involved with disasters were not exposed to disaster literature, leading to their limited visibility in global disaster contexts.

In the subsequent years, from 1920 to 1980, a small group of social scientists studied disasters in their separate and diverse disciplinary fields, with a focus that did not prioritise public health and response issues (Ricci et al., 2019). This trend continued during this period.

Scientists were the first to indicate an interest in studying disasters (van Bavel & Curtis, 2016). In recent years, disaster studies have evolved from their natural sciences roots to incorporate other professions from various fields and disciplines. From a social sciences and humanities stance, sociologists were the first to study the disasters' effects on humanity, particularly the social effects (van Bavel, Curtis, Dijkman, Hannaford, Keyzer, van Onacker & Soens, 2020). In the 1960s, three sociologists, Haas, Quarantelli, and Dynes, established the Disaster Research Center (Quarantelli, 1986). During this time, disasters were seen as short-duration events, and the focus was mainly on their aftermath (van Bavel et al., 2020). No efforts were made to understand how disasters occur, to be able to prevent or prepare for them.

Anthropologists were another group of professionals who developed a keen interest in disasters. In the 1990s and early 2000s, there was an increase in disaster studies and climate change, which resulted in the establishment of concepts of resilience, vulnerability, and adaptation. Following this increase in disaster issues, the United Nations introduced the International Decade for Natural Disaster Reduction (van Bavel et al., 2020). As climate

change continued to affect the world, research and interest in disasters took centre stage. This resulted in increased interest in disaster topics in the social sciences. The social work profession was not represented in any of these developments until recent years when research and social work practitioners' participation in disaster contexts became more visible.

Practitioners need to recognise the different types of disasters and how they occur to equip them with knowledge to plan their interventions.

3.3 NATURE OF DISASTERS

Disasters are multifaceted and manifest in various forms (Skliarov, Kaptan & Khorram-Manesh, 2017; Thomas, 2017). Disasters are usually classified based on the cause: natural or human-induced (Chirisa & Matamanda, 2019; Skliarov et al., 2017; Thomas, 2017; Usman et al., 2013). Natural disasters can be categorised into three specific groups, namely hydrometeorological, biological, and geophysical disasters, while human-induced disasters emanate from human beings' intentional or unintentional negligence (Skliarov et al., 2017). An in-depth discussion of the above-mentioned types of disasters is provided to aid an understanding of the various disasters that confront communities and what social workers are susceptible to in practice settings.

3.3.1 NATURAL DISASTERS

Disasters can occur at any time with or without warning (Burgan, 2020) due to natural processes. Chaudhary and Piracha (2021) concur that disasters are acts of nature and believe that they require adopting engineering measures to tame the natural forces that result in disaster occurrences. These natural disasters are the most prominent witnessed around the globe, with their occurrence frequency and intensity increasing at an alarming rate. The discussion of natural disasters is divided into hydrometeorological disasters, geophysical disasters, and biological disasters. It is critical to understand these distinctions of natural disasters because knowledge is the first step towards mitigating their impact on individuals, groups, families, and communities.

3.3.1.1 Hydrometeorological Disasters

Skliarov et al. (2017) define hydrometeorological disasters as natural phenomena which may be oceanographic, atmospheric, or hydrological. These disasters may occur because of climate change, and they include floods, heatwaves, storms, droughts, avalanches, and landslides (Jayawardena, 2015; Skliarov et al., 2017). This study focused on these types of

disasters as they largely occur because of climate change. Climate change is an international phenomenon gaining momentum and leading to multiple disaster events. These climate change-related disasters are largely attributed to water and wind, with significant amounts of precipitation resulting in floods and cyclones, while droughts are a manifestation of low precipitation (Jayawardena, 2015). Thus, the need to understand these climate change-related disasters and social workers' involvement as they work directly with affected communities.

Jayawardena (2015) notes landslides and avalanches as other forms of hydrometeorological disasters, which are usually triggered by rainfall, whilst avalanches are caused by excessive snowfall. Heatwaves occur because of stationary high pressure which traps heat instead of allowing it to lift. All these types of disasters increasingly affect people and the environment. Knowing and understanding the factors that result in these disasters' occurrence is critical in preparing communities and social workers for prevention and preparedness measures. The Myanmar storm of 2008, the 2010 drought in Somalia, the 2010 heatwave in Russia, the 2019 cold wave in Moldova and Algeria, the 2019 Cyclone Idai in Zimbabwe and Mozambique, and the 2019 drought in Sri Lanka are practical examples of climate change-related disasters that have affected the world.

3.3.1.2 Geophysical Disasters

Geophysical disasters are natural disasters occurring due to the Earth's processes (Skliarov et al., 2017). Guthrie (2013) reports that these geophysical disasters' occurrence is often catalysed by seismic and tectonic activity below the Earth's surface, resulting in geological disturbance. The tectonic plates collide and release energy from beneath the Earth's crust to trigger a geophysical occurrence. Examples of geophysical disasters include volcanic eruptions, earthquakes, and tsunamis. These types of geophysical disasters are characterised by similar signs signalling their occurrence; shaking and unstable ground (Guthrie, 2013).

Besides presenting similar characteristics and triggers, geophysical disasters are likely to trigger other disasters in the same or from other disaster categories (Guthrie, 2013). However, forecasting these disasters' occurrence is impossible because they are chaotic (Guzzeti, 2016). However, geologists can study the patterns of seismic activity to determine the occurrence of a geophysical disaster shortly. Social workers must, therefore, implement collaborative initiatives with relevant and experienced professionals such as geologists to remain informed about pending disasters so that they can effectively plan their intervention

initiatives; such disasters cannot be prevented. Practical examples of geophysical disasters are the earthquake of 2010 in Haiti, the Philippines earthquake of 2017, the 2018 tsunami in Indonesia, and the Ili Lewotolok volcanic eruption in Indonesia in 2020.

3.3.1.3 Biological Disasters

Biological disasters are increasingly becoming a significant threat globally. Skliarov et al. (2017) conceptualise biological disasters as resulting from natural processes with living organisms as carriers. These disasters also occur because of exposure to bioactive substances, pathogenic microorganisms, and toxins. They can occur because of natural, intentional, or accidental events causing catastrophic outbreaks, epidemics, and pandemics (Narayanan, Lacy, Cruz, Nahass, Karp, Barone & Hermes-DeSantis, 2018).

Narayanan et al. (2018) argue that these biological disasters are catastrophic scenarios involving diseases among humans, plants, or animals caused by microorganisms such as viruses, toxins, or bacteria. Examples of biological disasters include the 2017 yellow fever outbreak in Nigeria, the 2021 Ebola outbreak in the Democratic Republic of Congo (DRC) and Guinea, the 2020 polio outbreak in Yemen and Sudan, and the global COVID-19 pandemic.

3.3.2 HUMAN-INDUCED DISASTERS

Human-induced disasters are also known as technological disasters and emanate from intentional or unintentional human activities and negligence (Skliarov et al., 2017). Conflicts, displacements, and transport and industrial accidents are examples of human-induced disasters. According to Thomas (2017), these disasters also occur because of a lack of human concentration and feelings of distress. Therefore, human-induced disasters are perpetuated by human negligence and harmful behaviours. The Tunisia forest fire of 2017, the 2020 Wakashio oil spill in Mauritius, and the 2020 Beirut Port explosion in Lebanon are examples of these types of disasters.

Unlike natural disasters, human-induced disasters can be prevented because they result from human actions. This statement implies that professionals to reduce their frequency by conducting awareness campaigns that educate communities about the dangers of certain disaster-triggering activities, such as burning forests.

In summary, disasters may assume various forms and their occurrence and frequency could be caused by either human activity or natural forces. Some disasters can be prevented, but others cannot, and people can only prepare for them to mitigate their effects. Social workers

must have a comprehensive understanding of the nature and various types of disasters. This knowledge will equip them to anticipate the types of disasters they are likely to encounter in their practice. Such awareness is crucial for enabling effective involvement in the prevention, preparedness, response, and recovery phases, which are fundamental for efficient disaster-oriented social work practice.

3.4 THE PREVALENCE OF DISASTERS

The literature indicates that the prevalence and intensity of climate change-related disasters are accelerating at an alarming rate, accounting for numerous disasters witnessed worldwide (Alston et al., 2019; Escorcia, 2016; IPCC, 2012; Lopes, Thomas & Troncoso, 2015; Sauerborn & Ebi, 2012; World Health Organisation [WHO], 2018). Research conducted across the globe indicates that disaster occurrences due to climate change are increasing. In the period between 1999 and 2018, approximately 12,000 disasters occurred due to climate change (Eckstein, Kunzel, Schäfer & Winges, 2020), whereas only 3,656 occurred between 1980 and 1990. This overwhelming increase in the number of climate change-related disasters is a cause for concern and requires collaborative efforts from several stakeholders in disaster management, including social workers, as they work closely with the affected communities.

The most significant climate change-related disasters include droughts, storms, floods, cyclones, cold fronts, and heatwaves (Lopez et al., 2015). In Europe, these climate change-related disasters occur regularly, with a total of 4,890 disasters recorded between 1980 and 2018 (Kron, Low & Kundzewicz, 2019). The United States Agency for International Development (USAID) (2021) found floods, storms, wildfires, and heatwaves to be the main disasters affecting European countries. Climate change-related disasters are more frequent than any other type of disaster. For instance, from 2001 to 2020, 999 natural disasters were recorded in Europe, and 951 were weather-related (USAID, 2021). In 2021, many parts of Spain, Greece, France, Russia, and the Balkans were affected by wildfires caused by extreme drought and heat (USAID, 2021).

The prevalence of disasters is also increasing in Asia (Asian Development Bank (ADB), 2013), with climate change cited as the primary cause. Asia is known as the most disaster-prone region worldwide (United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), 2015). The region is characterised by active tectonic plate movement in the Indian and Pacific Oceans, which contributes to the region's vulnerability to disasters

such as tsunamis, floods, cyclones, and earthquakes. In 2018, Asia recorded numerous disaster events, accounting for almost half of the natural disasters globally (UNESCAP, 2019). The emergency events database (EM-DAT) (2021) recorded 432 disasters in 2021 globally, 40 per cent of which occurred in Asia. From 1970 to 2014, 11,985 natural disasters were recorded globally, of which 5,139 occurred in Asia. This indicates that the prevalence of disasters in Asia is high compared to other continents. The most severely affected countries are Bangladesh, the Philippines, Iran, China, India, and Syria (EM-DAT, 2021; UN, 2019).

During the COVID-19 lockdown, countries in Asia experienced a series of natural disasters including storms, droughts, cyclones, typhoons, heatwaves, and earthquakes. The most significant cyclones that occurred during this period included Cyclone Amphan, Cyclone Nisarga, and Cyclone Tauktae, which affected most countries in the south and south-west of Asia (Alisjahbana, Zahedi & Bonapace, 2021). An estimated seven countries in Asia were affected by major floods during the COVID-19 lockdown, namely Japan, Iran, Pakistan, China, Uzbekistan, Papua New Guinea, and Kazakhstan (Alisjahbana et al., 2021). This indicates that the prevalence of disasters, especially climate change-induced disasters, is escalating.

Africa is also affected by disasters due to changing climatic conditions. The most significant disasters witnessed in Africa are floods, cyclones, and droughts (Brazier, 2017). Zimbabwe has not been spared by these disasters, with droughts and floods prevalent in the country (Bhaiseni, 2017). Cyclones have become common in Zimbabwe, with a total of five climate change-related disasters over five years, namely Cyclone Dineo in 2017, Cyclone Idai in 2019, Tropical Storm Charlene in 2020, Cyclone Eloise in 2021, and Tropical Storm Ana in 2022. Therefore, it is of paramount importance for practitioners to engage in the disaster management field to assist in community recovery and resilience, given that disasters have become a regular occurrence.

The Centre for Research on the Epidemiology of Disasters (CRED), an international agency for emergency events, has a database (EM-DAT) which records all disasters witnessed globally. CRED reports that the prevalence of disasters has almost doubled in the 21st century compared to the 20th century (CRED & United Nations Office for Disaster Risk Reduction (UNDRR), 2020). During the period 2000-2019, a total of 7,328 disaster events were recorded, whilst a total of 4,212 disasters were recorded from 1980 to 1999 (CRED &

UNDRR, 2020), an increase of 73.97%. This upsurge is linked to a surge in the frequency of climate change-related disasters in the 21st century (CRED & UNDRR, 2020). Figure 3.1 below illustrates the prevalence of disaster events in the twenty-first century by disaster type.

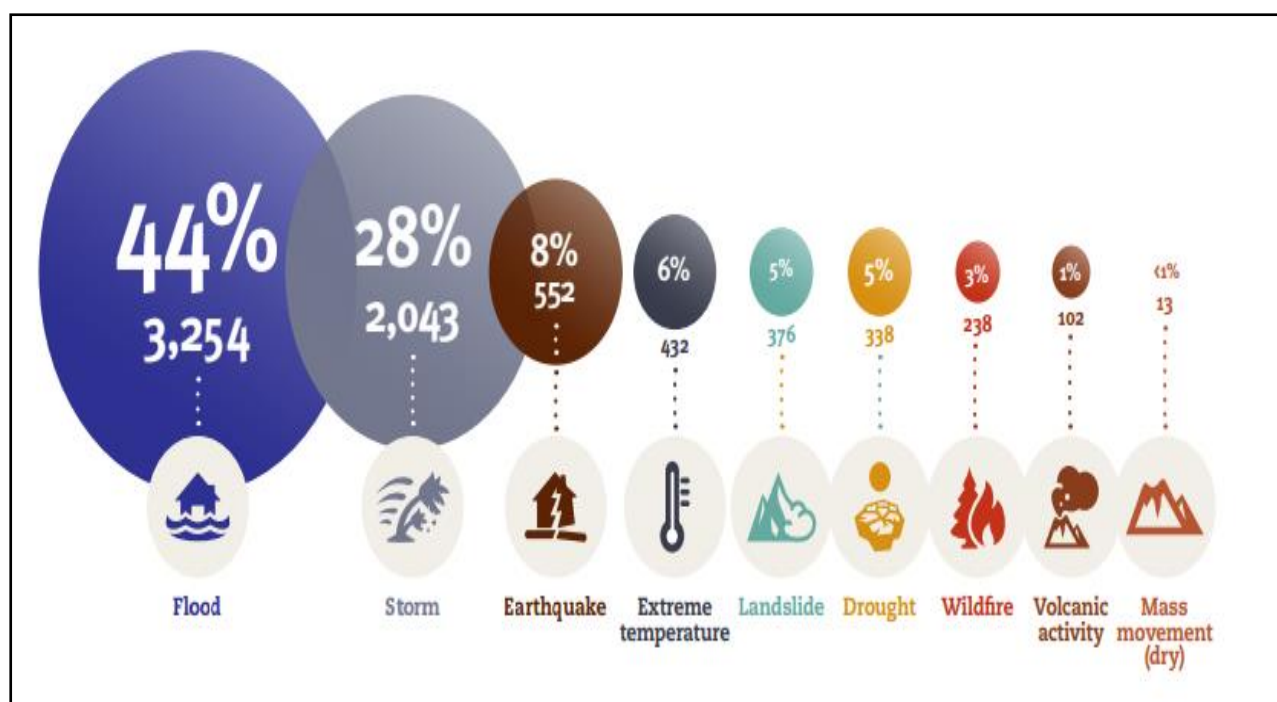


Figure 3.1: Prevalence of disasters in the 21st century

Source: CRED and UNDRR (2020)

Figure 3.1 above indicates that climate change-related disasters are prevalent, accounting for most of the disaster events witnessed globally. Climate change-related disasters constitute over 50% of the overall number of recorded disasters. According to EM-DAT, floods and storms are more prevalent than other types of disasters (CRED & UNDRR, 2020). Africa is among the top three continents affected by disasters, recording significant numbers of disaster events (CRED & UNDRR, 2020). This implies that social workers in Africa, including Zimbabwe, should be well-equipped to intervene during disaster events, as these disasters are common in Africa, and their intensity and frequency are increasing every year.

In the twenty-first century, disaster occurrence was high in Asia, with a recorded 3,068 disaster events between 2000 and 2019. America experienced 1,756 events, and Africa recorded 1,192 events (CRED & UNDRR, 2020). These statistics indicate a need for vibrant disaster management strategies and interventions in Africa. These disasters have adverse impacts on both individuals and the environment (Dominelli, 2018), highlighting the

importance of social workers' participation in disaster management, as the profession's main aim is to ensure people's well-being and effective social functioning.

Zimbabwe, like many other nations, is witnessing the effects of climate change in the form of disasters. In 2019, Zimbabwe was among the top five nations most impacted by climate change-related disasters (Eckstein, Künzel & Schäfer, 2021; Karombo, 2021), which led to humanitarian loss and catastrophic damage to the environment and people's livelihoods.

In summary, disaster events are currently affecting every continent, with their prevalence increasing rapidly. Factors which contribute to disaster occurrences must be identified. These causes of disaster occurrences are discussed in the next section.

3.5 THE CAUSES OF DISASTERS

Disasters vary in terms of their frequency, severity, and predictability. As such, each type of disaster has unique causes. The foregoing discussion explained that there are two broad categories of disasters: natural and human-induced disasters. Thus, the causes of disasters also emanate from either natural processes or human activities. For social workers to effectively develop and implement effective disaster interventions, they must first understand these disasters' causes. These are discussed in the ensuing sections.

3.5.1 HUMAN ACTIVITIES

Human activities are the main contributors to the growing prevalence and frequency of disasters linked to climate change (Sauerborn & Ebi, 2012; Thomas, 2017; van Aalst, 2006). Sauerborn and Ebi (2012) confirm that human actions, such as burning fossil fuels and deforestation, lead to higher concentrations of greenhouse gases in the atmosphere, notably carbon dioxide, resulting in the ozone layer's depletion.

These greenhouse gases retain heat in the atmosphere by inhibiting radiation (Sauerborn & Ebi, 2012). Thus, the more carbon dioxide humans produce by burning fossil fuels, the more climate change-induced disasters will occur. The emission of gases into the atmosphere affects climate variables, particularly temperature and precipitation (Lopez et al., 2015). This results in floods, droughts, and heatwaves which are increasingly affecting communities.

3.5.2 GEOPHYSICAL FACTORS

Disasters can also be caused by natural processes which cannot be prevented. These include geophysical causes originating in Earth's solid crust (Chaudhary & Piracha, 2021). For

instance, energy released from strained rocks or tectonic movements may cause the occurrence of disasters such as earthquakes. Seismic activity below the earth's surface also results in the occurrence of disasters such as earthquakes and landslides. This implies that any geological disturbances cause disaster events. Usually, disasters caused by geophysical factors have similar signs indicating that a disaster is about to occur; these signs are shaking and unstable ground. Knowledge of these signs enable social workers in disaster-prone areas to be more alert and increase their interventions' credibility and efficiency.

3.5.3 CLIMATE-RELATED FACTORS

The threat of natural disasters continues with climates shifting (Prasad & Francescutti, 2017) making more people vulnerable to climate change-related disasters. Climate change is a global concern that accounts for more than half of all recorded disaster events (Bauwens & Naturale, 2017). The increasing climate change is, therefore, the root cause of the ever-increasing disaster risks, while at the same time decreasing individuals, groups, families, and communities' resilience (UNDRR, 2022).

Climate change alters both the occurrence and magnitude of weather-related disasters such as floods, droughts, heatwaves, cold waves, and cyclones. For instance, a decrease in the atmospheric pressure results in the rise of the sea level in coastal locations causing flooding (Mal et al., 2018). Droughts can be attributed to the increasing global surface temperatures (United States Geology Survey, 2020), which result in reduced natural land water storage. Increasing temperatures cause more water to evaporate into the atmosphere which leads to droughts.

3.6 THE IMPACT OF DISASTERS

Damage caused by climatological disasters is on the rise (Kron et al., 2019), with direct and indirect effects witnessed after every disaster event. In recent years, climate change has resulted in detrimental direct effects including loss of human and animal life and destruction of property, as well as indirect effects such as loss of livelihoods, incomes, and health (Brazier, 2017; CRED & UNDRR, 2020; Guha-Sapir, Vos, Below & Ponsérre, 2012; IPCC, 2012; United Nations, 2015). These impacts differ according to the disaster's nature and severity.

The United Nations (2015) estimates that approximately 1.5 billion people have been directly affected by climate change-related disasters over the years. Eckstein et al. (2020) posit that approximately 495,000 people have lost their lives due to disasters in the past

decade. The IPCC (2012) argues that economic losses and fatality rates emanating from these disasters are higher in developing than in developed countries. For instance, between 1970 and 2008, over 95% of deaths from these disasters occurred in low-income nations (IPCC, 2012). This indicates that disasters have devastating effects on human life, and addressing the problem requires all professionals' involvement in assisting affected communities.

Research conducted by CED and UNDRR (2020) reveals that China and India are particularly affected by disasters, mainly due to their enormous populations which constitute approximately 70% of all disaster-affected people in the world. A report by WHO (2018) indicates that disaster events also adversely affect the factors influencing both social and environmental aspects of health, disrupting access to clean air, safe drinking water, ample food, and secure shelter. To relieve humans from these devastating conditions, professionals, including social workers, become more active in sourcing and providing those affected with aid for immediate relief. However, this type of intervention is insufficient, as it neglects the recovery and developmental aspects of disaster management.

Disaster impacts may be direct or indirect: direct impacts include infrastructure damage and loss of life, whereas indirect effects include unemployment, loss of revenue, and market destabilisation. These impacts are discussed below.

3.6.1 *LOSS OF LIVES*

The deadliest and most common impact of disasters is loss of life (Brazier, 2017; CRED & UNDRR, 2020). The analysis of disasters' effects from 2000 to 2019 globally reveals that death is the leading effect, with the ten deadliest disaster events resulting in more than 900,000 fatalities (CRED & UNDRR, 2020; Koubi, 2019). Figure 3.2 below illustrates the number of lives lost during each disaster event.

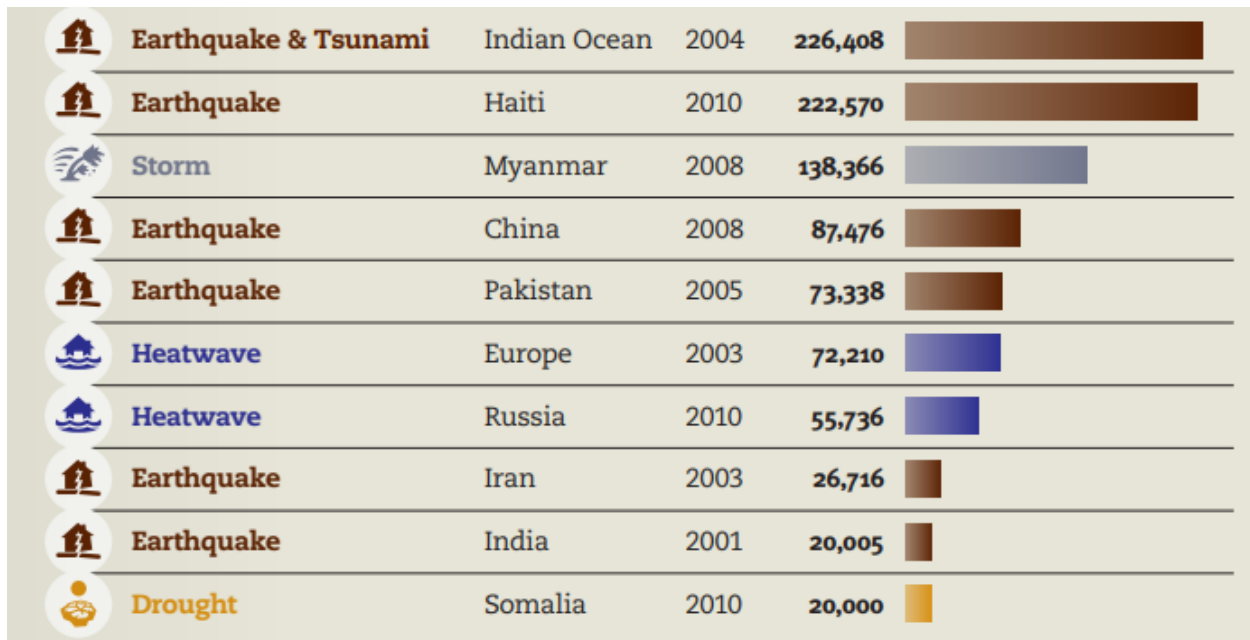


Figure 3.2: Ten deadliest disasters in the 21st century

Source: CRED and UNDRR (2020)

Figure 3.2 above reflects a comprehensive picture of disasters' impact on human life. It is also important to note that disasters not only affect human life, but their occurrences also result in the death of animals and vegetation. The 2004 earthquake and tsunami (Indian Ocean), the 2010 earthquake (Haiti), and the 2008 storm (Myanmar) claimed 226,408, 222,570, and 138,366 lives respectively (CRED & UNDRR, 2020). Of a total of 7,348 disaster events recorded globally, the 10 deadliest disasters illustrated in Figure 3.2 above accounted for 76% of the human deaths with the remaining 7,338 disaster events accounting for 24% of the recorded deaths (CRED & UNDRR, 2020).

3.6.2 DESTRUCTION OF INFRASTRUCTURE

A survey of the relevant literature indicates that disaster occurrences often destroy infrastructure (Brazier, 2017; CRED & UNDRR, 2020; Eckstein et al., 2021). For instance, Cyclone Idai which hit Zimbabwe in 2019 destroyed 90% of the road network in the affected areas (Eckstein et al., 2021). Destruction of infrastructure is multifaceted, encompassing the destruction of road, communication, bridge, railway, and water infrastructure. The duration and intensity of disasters often exacerbate the degree of infrastructure damage. This means that disasters which have a long-life span and high intensity are more likely to cause damage than short-lived disasters with low intensity.

Most developing countries are highly characterised by a large population with a low socioeconomic status. The Substance Abuse and Mental Health Services Administration (SAMHSA) (2017) reports that people of low socioeconomic status are more susceptible than others to infrastructure destruction during a disaster event, as they live in homes which are vulnerable to disaster impacts. As such, their experience of disaster events often involves the loss of shelter. Therefore, social work visibility in disaster management, particularly during the prevention phase, can help mitigate this challenge by educating communities not to construct houses in areas that are prone to flooding.

3.6.3 *ECONOMIC LOSSES*

Several studies confirm that disaster occurrences are inherently destructive (CRED & UNDRR, 2020; Eckstein et al., 2021; Guthrie, 2013; Narayanan et al., 2018; Panwar & Sen, 2019). Panwar and Sen (2019) confirm that disasters' disruptive nature often results in economic losses. These disasters are catalysts for short-term or long-term economic consequences for development and economic growth which may derail rebuilding communities after a disaster event. Despite vast amounts of literature that explain the economic loss, there is still ambiguity regarding the economic consequences of disasters, as there is limited evidence of how disasters affect economic growth. To clarify this vagueness, a few studies have focused on examining sector-specific (industrial, agricultural) economic impacts of disasters as well as their effects on gross domestic product (GDP) (Eckstein et al., 2021).

Disasters' economic consequences have been differentiated between high-income and low-income countries. Wealthier countries are most likely to experience fewer casualties and a smaller number of people affected by disasters, but they suffer significantly larger economic losses compared to low-income countries (CRED & UNDRR, 2020). High-income countries encounter minor economic losses due to their economic strength and superior ability to manage a crisis (Eckstein et al., 2021).

The relationship between a disaster occurrence and economic loss is supported by Hochrainer (2009) who argues that many natural disasters result in the disruption of numerous economic activities within a short timeframe because of their direct and indirect effects. Panwar and Sen (2019) classify direct damages as loss of labour because of death, injury or disability, and loss of capital which includes loss of physical assets. The loss of labour for companies and loss of income for workers have an indirect impact on economic

growth in the affected areas. Noy and Nualsri (2007) argue that foregone wages or incomes would have been added to the GDP if the disaster had not occurred. This has resulted in many researchers finding a link between the occurrence of disasters and economic loss (CRED & UNDRR, 2020; Panwar & Sen, 2019; Lopez et al., 2015).

The literature often equates disasters with heavy losses. From this perspective, the positive effects of disasters on economic growth are considered impossible. Contrary to popular arguments about disasters harming economic growth, several studies have shown a positive relationship between disasters and economic growth (Ahlerup, 2013). Proponents of a positive link between disasters and economic growth posit that following a disaster event, reinvestments in capital stocks may accelerate growth (Ahlerup, 2013). However, other studies have found that disasters' favourable economic effects are limited to certain disaster types and depend on their intensity.

3.7 DISASTER MANAGEMENT AND SOCIAL WORK PRACTICE

Disasters are everyday phenomena (Abdlla & Esmail, 2019; Coppola, 2015), and as such it is fundamental to include disaster management initiatives in development planning to curb their adverse effects. Disaster management is a concept that relates to the development and implementation of skills, policies, strategies, and guidelines formulated in response to a disaster occurrence (Abdlla & Esmail, 2019). In this study's context, social work intervention during disasters requires social workers to formulate and execute policies, expertise, and tactics designed to address the occurrence of climate change-induced disasters. The application of policies, and social workers' roles, knowledge, and skills are rooted in the necessity to both respond to and prevent disasters.

Despite minimising the consequences of disaster occurrences, disaster management also demands full preparedness concerning professional engagement, resources, coordination, and communication (Skliarov et al., 2017). This makes it fundamental for social work practice in emergencies to participate in proper engagement and coordination in assisting victims of disasters. Social workers' participation is critical in engaging other relevant professions, coordinating stakeholders' efforts, and mobilising resources (Maglajilic, 2019) to assist affected communities in returning to normalcy after disaster events. Coppola (2015) argues that disaster management as a profession and practice has rapidly expanded and improved over the years due to governments and NGOs' contemporary needs in the disaster management field. Therefore, the social work profession needs to also expand and improve

its disaster management initiatives to keep up with the growing needs of communities prone to disaster events.

Social workers need to shift away from traditional remedial social work practice to embrace a developmental with practitioners acting proactively to prevent and prepare for disasters. Social workers' preparedness may be achieved by exposure to proper and adequate educational programmes (Skliarov et al., 2017) that enable them to effectively manage emergencies. Hence, disaster management practice in the social work field must be supported by suitable social work competencies, knowledge, and ethical principles to enable proficient and effective disaster social work practice.

In practical settings, for disaster management to yield the desired results, there is a need to develop a strong well-planned disaster management system (Skliarov et al., 2017). Disha (2018, pp. 173-174) in India identified various steps that need to be followed in developing a sound disaster management system. These steps are explained hereunder.

- Restructuring national disaster management policies to embrace a universal approach to prevention, mitigation, and preparedness during the pre-disaster phase.
- Raising awareness, sensitivity, and preparedness among all stakeholders engaged in disaster management to effectively address and respond to emergencies.
- Undertaking comprehensive research to document intricate details that might have contributed to the catastrophe, thereby enriching insights into natural occurrences and facilitating the creation of robust warning mechanisms.
- Coordinating and regulating non-governmental organisations' (NGOs) efforts in managing disasters' impacts as most of these organisations lack knowledge concerning affected areas' socioeconomic environment.
- Developing disaster management policies that incorporate programmes aimed at protecting vulnerable groups (children, the elderly, the poor, women, and persons with disabilities).
- Developing enhanced regional cooperation because disasters do not follow national boundaries. Thus, there is a strong need for an effective regional response system that pools capacity for mutual benefit.
- Engaging domestic and international organisations' expertise in rescuing victims of disasters as well as involving the army and paramilitary in rescue operations.

- Prioritising rehabilitation. Administrative measures are often inadequate during a disaster and proper coordination among various agencies is crucial. Disasters are non-routine and require unconventional responses. Rescue teams need to learn special skills, technologies, and attitudes in responding to disasters.

In summary, social workers' integral role extends across the entire spectrum of government initiatives focused on disaster prevention, preparedness, response, and recovery. Their contribution during each of these critical phases is pivotal in creating a comprehensive and efficient disaster management framework, making their engagement fundamental.

3.7.1 *DISASTER MANAGEMENT CYCLE*

The disaster management cycle sums up all the activities included in a disaster management system. The cycle consists of interconnected activities and phases for effective intervention before, during, and after disaster occurrences (Wisner & Adams, 2002), namely prevention, preparedness, response, and rehabilitation. Coppola (2015) argues that the prevention and preparedness phases of disaster management concern development issues whilst the rehabilitation and response phases involve humanitarian efforts. The disaster management process is presented in Figure 3.3 below.

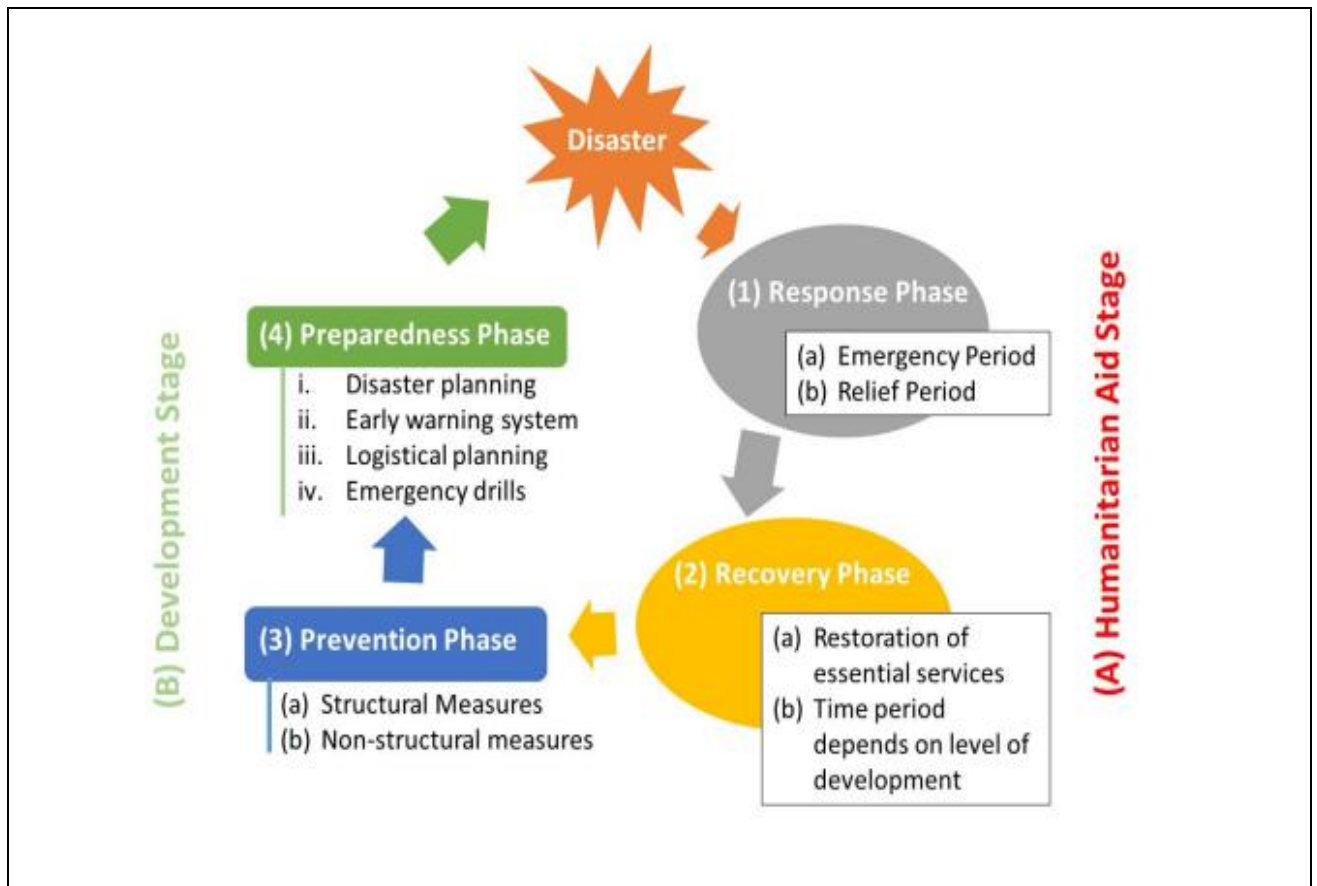


Figure 3.3: Disaster management cycle

Source: Chaudhary and Piracha (2021, p. 1112)

During all phases, the focus should be on developing an effective response system (Chaudhary & Piracha, 2021). The response and recovery phases (humanitarian aid) are post-disaster interventions whilst the prevention and preparedness phases (development) are pre-disaster interventions. Notably in Zimbabwe, social workers' involvement during the pre-disaster phases is limited (Mhlanga et al., 2019). Mhlanga et al. (2019) further argue that it is during the last phases of disaster management that social workers in Zimbabwe become active and visible.

Reducing communities' vulnerability requires appropriate intervention strategies on all levels. Prasda and Francescutti (2017) opine that appropriate intervention strategies contribute to effective planning for prevention, preparedness, response, and recovery. It is imperative to the disaster management cycle to adeptly implement phase-specific interventions and integrate this knowledge into practice, especially in communities susceptible to disasters. Social workers play a pivotal role in disaster management endeavours. The various disaster management phases are discussed in the ensuing sections to explain the link between disaster management and social work practice.

3.7.1.1 Prevention

In the prevention phase, the focus is on avoiding the occurrence of future disasters through the implementation of prevention measures (Copla, 2015). This can be achieved through relevant stakeholders' engagement and collaboration in the disaster management sector. These stakeholders include policymakers; local, national, and provincial disaster management teams; communities. Social workers should be included as important stakeholders, as they work directly with affected communities. Social workers may assume various roles in disaster management, for example, as educators they can inform communities and present awareness campaigns on the dangers of disasters and how to prevent human-induced disasters.

Prasda and Francescutti (2017) note that full disaster prevention is highly unlikely since some disasters are inevitable, such as earthquakes and volcanic eruptions. In such instances, disaster management practitioners should strive to ensure that communities are prepared in advance of a disaster occurrence. This encompasses the second phase of the disaster management cycle: the preparedness phase.

3.7.1.2 Preparedness

Preparedness is an essential phase in disaster management, as it mainly focuses on minimising disasters' adverse effects on individuals, families, groups, and communities. During the preparedness phase, the focus is on ensuring that communities and the country at large are prepared for disasters (Wisner & Adams, 2002). The primary aim of the preparedness phase of disaster management is to attain a state of preparedness that enables an effective response to any disaster scenario. This readiness is cultivated through initiatives that bolster governments, organisations, and communities' technical and administrative competencies.

The measures encompass logistical preparedness to manage disasters and improvement can be achieved by implementing response protocols and rehearsal exercises, and by formulating both long- and short-term strategies, public education, and establishing early warning systems. In the social work context, actions associated with this phase may encompass pre-disaster evacuations, life-saving plans, stockpiling relief provisions, minimising disaster impacts, and enhancing disaster response operations' efficiency (Vivanco et al., 2020). Preparedness measures may include preparedness plans, disaster training, disaster communications systems, evacuation plans, and resource inventories. Vivanco et al. (2020)

acknowledge that involving social workers in this phase can assist in addressing various types of vulnerabilities.

3.7.1.3 *Response*

The response phase of the disaster management cycle is triggered immediately following the onset of a disaster, as illustrated in Figure 3.3 above. This phase involves a set of critical actions carried out simultaneously during the disaster event. This phase's effectiveness relies heavily on thorough and sufficient preparedness and planning (Prasda & Francescutti, 2017). Therefore, all actions and measures during the response phase focus on protecting animals and humans during the disaster. Special focus is on providing immediate relief to the disaster victims; hence the actions are humanitarian in nature.

During this phase, social workers may operate in partnership with other humanitarian actors such as medical professionals and psychologists. Social work intervention may involve, but is not limited to, providing food, temporary shelter, clothing, and psychosocial support to disaster victims. The response phase is interrelated with the preparedness phase, as humans' and animals' safety and well-being largely depend on the level of preparedness before the disaster. It is during this phase that the social work profession is most visible, especially in Zimbabwe, as they are at the forefront of providing relief (Mhlanga et al., 2019; Muzingili, 2019). As the response phase progresses, the focus will shift from immediate response issues to planning for the recovery phase.

3.7.1.4 *Rehabilitation/Recovery*

When the effects of a disaster have been minimised by preparedness and prevention actions, it is equally important to assess the nature and magnitude of the damage caused, the severity of the effects, and the affected communities' needs (Vivanco et al., 2020). This is done to develop effective strategies aimed at facilitating recovery and rehabilitation, which is the last phase in the disaster management cycle. This phase focuses on rebuilding the environment after a disaster to return to normalcy. This phase occurs after an emergency and after the provision of the necessary basic disaster relief to the victims. This is the restoration phase, which ensures recovery from a disaster's effects. Social workers should be visible, and their voices should be heard during this phase because the profession is built upon the need to restore people's social functioning and well-being (International Federation of Social Workers [IFSW], 2014). This phase may last longer than the preceding phases.

Social work action during this phase should be aimed at facilitating resilience. However, the social work profession, particularly in Zimbabwe, performs a low-key role during this phase.

When providing relief from the effects of a disaster and supporting recovery from disasters, social workers should focus their tasks and interventions on two principal lines of action: family support, and network and resource management (Vivanco et al., 2020). However, focusing on these principal tasks does not imply abandoning other duties which they are supposed to fulfil. Family support entails social workers conducting social assessments of families and evaluating their situation after receiving post-disaster support. This implies assessing families' emotional state, living conditions, and recovery strategies designed to generate family income, amongst other things.

Network and resource management entails social workers reporting intervention results to upper-level management as well as resources required to facilitate the recovery plans following a disaster event. A practical example can be drawn from the case of Jamaica. The Ministry of Labor and Social Services in Jamaica has established a rehabilitation programme that focuses on providing emergency grants to families so that they can initiate income-generating activities. In this case, the social workers identify and report on families' needs and ensure that the post-disaster relief for recovery reaches those in need.

Figure 3.4 below summarises social workers' role in each phase of disaster management.

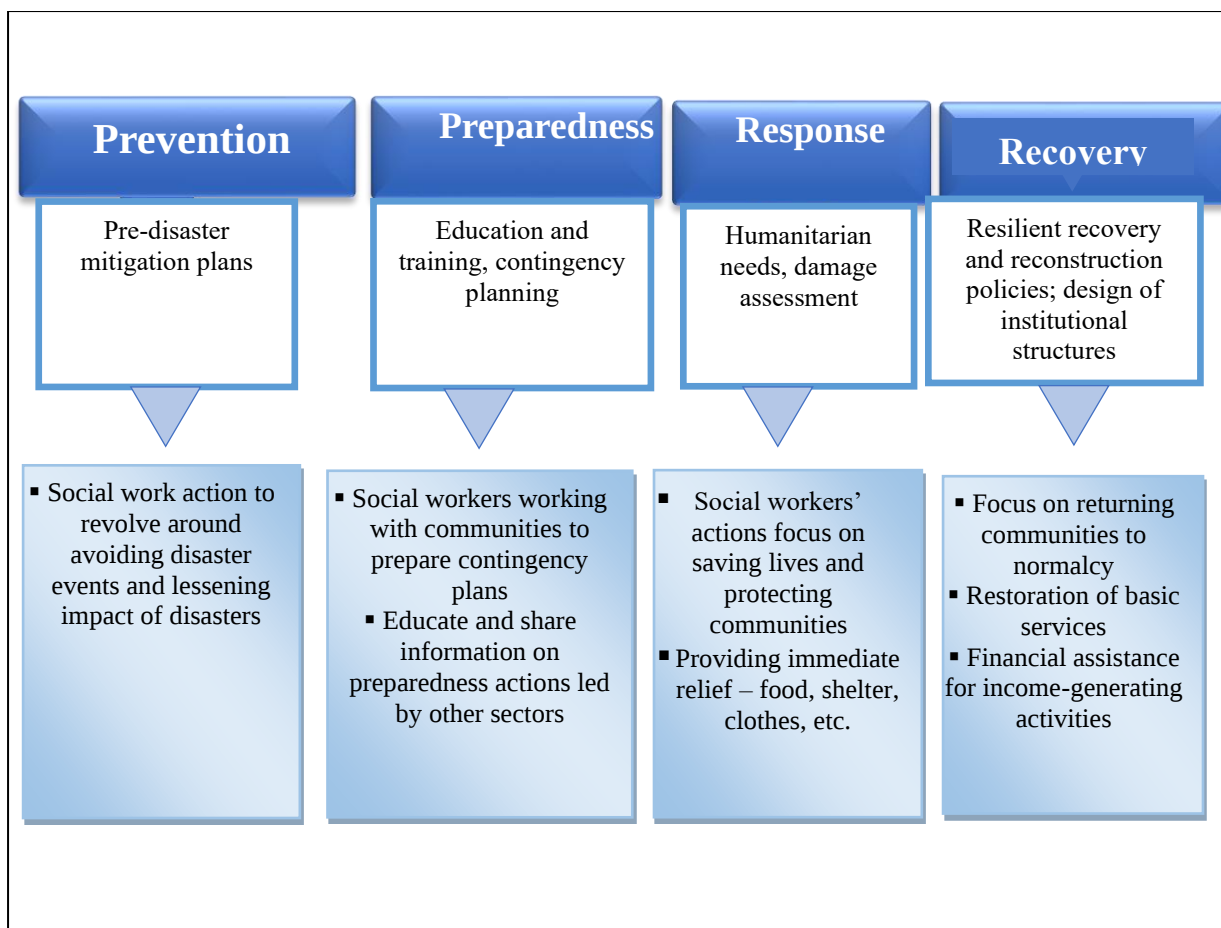


Figure 3.4: Social work's roles

3.7.2 APPLICATION OF SOCIAL WORK PRACTICE TO SUPPORT DISASTER MANAGEMENT

Social work is a practice-based profession that strives to eliminate inequalities within communities (IFSW, 2014). Inequalities often exacerbate the adverse effects on people's well-being in the aftermath of disaster events. Considering that social workers often work closely with vulnerable populations, they perform a vital role in disaster prevention, preparedness, response, and recovery initiatives (Harms & Alston, 2018; Rapeli, 2018). In countries such as China, Australia, the USA, and Finland, social workers assume an active and effective role in the disaster management discourse (Harms & Alston, 2018; Ku & Dominelli, 2018; Rapeli, 2018). However, this involvement is less visible in Zimbabwe (Mhlanga et al., 2019). During training, social workers were equipped with assessment and intervention methods which can be applied to diverse communities and situations (Ow, 2019) and they are expected to apply these interventions in disaster situations. However, a

standalone disaster management course is necessary to fully equip social workers for practice during disasters.

As a professional field primarily centred on enhancing individuals, families, groups, and communities' well-being, social workers are in a prime position to perform substantial roles in matters concerning disaster management. Their involvement is critical. It is essential to identify the roles that social workers should assume in each phase of the disaster management cycle. These roles are discussed below.

3.7.2.1 Disaster Prevention and Preparedness

The prevention and preparedness phases represent the initial stages of the disaster management cycle, encompassing efforts to avert disasters. Nonetheless, certain disaster events may be unavoidable; hence, the focus should shift towards mitigating their impact on communities. Social work training equips professionals in this field with the necessary skills and knowledge to perform their essential roles in social work practice. Several of these roles can be adapted to disaster situations. During the prevention and preparedness phases, social workers can assume roles as community workers, disaster planners, and educators.

- *Community workers*

As disasters occur within communities, social workers are perfectly situated to be community workers. Community work constitutes a fundamental approach within social work practice, involving direct engagement with communities to address community issues. A study conducted in Binga, Zimbabwe, by Machimbidza et al. (2022), revealed that social workers functioning as community workers in the disaster management context are responsible for harnessing resources within the communities in which they operate to achieve community resilience and disaster preparedness. This indicates that social workers perform an essential role in disaster situations, and their involvement can also mean supporting communities to embrace concepts aimed at mitigating disasters' effects.

In Zimbabwe, for example, there is a traditional concept concerning the *Zunde raMambo* (the King's granary), which is widely practised in rural contexts to assist communities in the event of droughts. This concept entails community members' collective efforts in growing collectively owned crops; the produce is stored to be used later as a form of assistance during a disaster to guarantee food security. Given this practice, social workers must assist people in embracing the tradition and encourage communities to protect their future by participating in community work (Dominelli & Ku, 2017). As community workers, social workers can

also assist communities in coming up with solutions to disaster threats. Thus, community work in disaster situations ensures community-centred disaster risk management in which both the social worker and community collaborate in finding solutions to their problems. This forms part of the local-level disaster management initiatives – an approach that involves community assessment of vulnerability and mitigation capacities (UNDRR, 2020).

- *Disaster planners*

Disaster planning is a critical aspect of disaster management. Thus, for social work actions and interventions to be effective and efficient, they should assume the role of a disaster planner in ensuring disaster mitigation and preparedness. Social workers form part of the multi-disciplinary team involved in disaster management. To complement other professionals' endeavours, social workers operating in disaster scenarios aid in formulating evacuation plans that consider human rights and needs because the profession prides itself on promoting human rights. Disaster planning involves numerous issues besides preparing evacuation plans, and social workers should consider social protection issues such as child protection and social justice in their role as disaster planners (Machimbidza et al., 2022). Disasters are often accompanied by problems such as child abuse, gender-based violence, social injustice, and discrimination (Machimbidza et al., 2022), which underscores social workers' importance in disaster planning and preparedness.

- *Educators*

Social workers assume a crucial position as educators within the realm of disaster management. In this capacity, they can enlighten and guide communities about climate change and disasters. To fulfil this role effectively, it is of the utmost importance for social workers operating in disaster contexts to be knowledgeable about disaster issues and climate change so that they can disseminate accurate information to affected communities. Social workers should also be knowledgeable about the community's systems and institutions to enhance their educational capabilities (Mhanga et al., 2019). Mpambela and Mabvurira (2017) support the necessity for social workers to educate communities regarding the origins and consequences of climate change-induced disasters, ensuring that individuals are cognisant of the threats associated with anticipated natural disasters.

3.7.2.2 Disaster Response and Recovery

During the response and recovery phases, social workers can assume the roles described hereunder.

- *Administrators of social protection*

Social work is a profession that plays a significant and strategic role in implementing social protection policies, programmes, and services as they involve establishing direct and sustained contact with individuals, groups, families, and communities (Vivanco et al., 2020). Across numerous nations, social workers serve as public employees with pivotal responsibilities in local programmes and policy administration. Consequently, their significance extends to disaster risk management initiatives.

In the disaster management context, social workers may assume roles as administrators of social protection to provide essential services to those affected. Victims of disasters are often left homeless, suffer a great deal of loss and damage to livelihoods, and require social assistance (Machimbidza et al., 2022). Social workers are, therefore, mandated to facilitate the coordination of humanitarian interventions, disaster risk management, and social protection in their disaster response efforts.

- *Counsellors*

Disaster occurrences often induce distress. Victims of disasters often encounter social and psychological difficulties in the wake of such events (Machimbidza et al., 2022). Nyahunda et al. (2019) confirm that social workers play a vital role in addressing issues related to climate change and disasters, especially as these events disproportionately impact vulnerable populations, leading to significant adverse effects on their well-being. In this regard, social workers assume a crucial role in offering counselling services and psychosocial support to those affected, as their profession is dedicated to restoring individuals' social welfare. Social work involvement in this regard ensures individual and community resilience to environmental injustices.

- *Case managers*

Case management is an interdisciplinary approach rooted in client-centric principles. It involves assessing an individual's needs, formulating a comprehensive case plan, and administering services following evidence-based standards of care, which seamlessly integrate healthcare and social support services (Green & Ellis, 2017). Case management is a crucial aspect of disaster management when assisting individuals, groups, families, and communities during and after disaster occurrences, as it makes disaster response systematic and effective (Machimbidza et al., 2022). In disaster contexts, many organisations and

professionals collaborate in providing services and resources commensurate with their capabilities and responsibilities to aid disaster victims. As such, social workers as case managers go beyond the silo services provided by the organisations for which they work to engage, network, advocate, and facilitate linkages between individuals, families, groups, and communities and other essential services and resources for effective relief.

- *Development facilitators*

During the recovery phase of disaster management, the primary objective is to restore communities to a state of normalcy. Consequently, social workers have a vital role in guiding communities' rehabilitation following disasters. In the Zimbabwean context, the Department of Social Development, previously known as the Department of Social Welfare, employs numerous social workers. These employees frequently oversee grant programmes designed to assist disaster victims. Additionally, social workers employed within NGOs serve as development facilitators, spearheading community development projects implemented after disaster events to reconstruct and revitalise affected communities (Machimbidza et al., 2022).

Social workers focus on investing in individuals to empower them for self-sufficiency, particularly in the aftermath of disasters that disrupt their socio-economic well-being, to foster long-term development (Machimbidza, 2018). In disaster-stricken settings, social workers also facilitate internal savings and lending (ISALs) programmes intended to empower women by providing savings opportunities that counteract vulnerability in the face of events such as droughts. These savings groups in rural areas have notably bolstered women's economic empowerment, amplified their access to capital for micro-enterprise ventures, and enhanced household resilience against shocks such as food scarcity and malnutrition.

- *Advocates*

Social workers also serve as advocates in disaster situations whereby they appeal for human rights to be upheld (National Association of Social Work, 2012). Advocacy in disaster management is imperative, particularly in the recovery phase. Machimbidza (2021) views disasters as detrimental by creating disadvantages and increased vulnerability thereby exacerbating communities' already compromised situation. Social workers should advocate for these people because social work practice revolves around social justice and human rights. A study conducted by Nyahunda et al. (2019) found that a significant portion of social

workers apply their skills in social justice to address various instances of inequity. They achieve this by promoting the equitable allocation of resources and advocating for societal transformation during and following disasters. This means that social workers in disaster contexts also need to be effective advocates for change to holistically support communities in the aftermath of disasters. Social work advocacy is critical at the micro, mezzo, and macro levels in a disaster context.

Micro	Mezzo	Macro
• Equitable access to services • Access to financial resources • Facilitate information sharing and referrals to social and health services when necessary	• Business continuity planning • Community programmes that ensure community resilience • Interprofessional networks	• Changes to some government policies • Inclusion of the social work profession in disaster management planning • Longer disaster recovery funding models • Prioritising the socioeconomic impact of disaster events and the psychosocial needs of individuals, families, groups, and communities

Figure 3.5: Social workers as advocates

Source: Drolet and Lewin (2021)

3.8 DISASTER MANAGEMENT CASE STUDIES

This section discusses case studies about disaster-oriented social work practice, to explain how countries around the world have approached disaster-oriented social work practice to attain visibility and effectiveness in disaster contexts. Mozambique and South Africa were chosen due to their heightened susceptibility to climate change-related disasters, as both nations have encountered numerous weather-related disasters. The inclusion of Canada enriches the discussion by offering a developed nation perspective on the role and interventions of social workers during climate change related disasters.

3.8.1 DEVELOPING ECONOMIES

Numerous countries in the developing world are vulnerable to natural disasters, and the vast majority of lives lost during a disaster are due to poor governance, poverty, and a lack of early warning systems (Zorn, 2018). This section discusses disaster-oriented social work practice in two selected countries: Mozambique and South Africa (SA).

3.8.1.1 Mozambique

Mozambique ranks among the most hazard-prone nations globally, and it ranks third among African countries most exposed to multiple climate change-related disasters (SADC risk profile, 2019). The country has experienced a total of 57 climate change-related disasters in the past 20 years. I chose it as a case study to gain insight into their disaster management practices and their social workers' involvement in their disaster planning's prevention, preparedness, response, and recovery phases. Mozambique frequently experiences extreme weather occurrences such as floods, droughts, and cyclones, with their severity and recurrence escalating swiftly due to climate change (Relief Web, 2021). In recent years, Mozambique experienced Cyclones Idai and Kenneth in 2019, tropical storm Chalane in 2020, Cyclone Eloise in 2021, tropical storm Ana in 2022, and Cyclone Freddy in 2023. Mozambique has not yet fully recovered from these powerful cyclones, and it is estimated that approximately 93,000 people have remained internally displaced since 2021 due to these disasters.

These tropical storms and cyclones usually originate in the Indian Ocean. The Mozambique Government is the main actor in responding to disasters through the National Fire Brigade, Navy, and Airforce (International Organization for Migration [IOM], 2017). However, the IOM (2017) reports that government interventions are often limited due to a lack of adequate resources to finance disaster management initiatives before, during, and after disaster events. This may also have adverse implications on disaster-oriented social work practice due to a lack of adequate financial resources to support disaster management initiatives.

The government's disaster management efforts are often supported by NGOs such as the IOM, Red Cross Society, and many others, which provide immediate and valuable interventions such as relief aid. NGO and government-employed social workers become visible during the response phase providing food relief, shelter, and clothing to disaster victims. However, this is not sustainable, hence the need for involvement in all the phases

of disaster management to facilitate community preparedness, recovery, and resilience. Figure 3.6 below illustrates the main actors in disaster management in Mozambique.

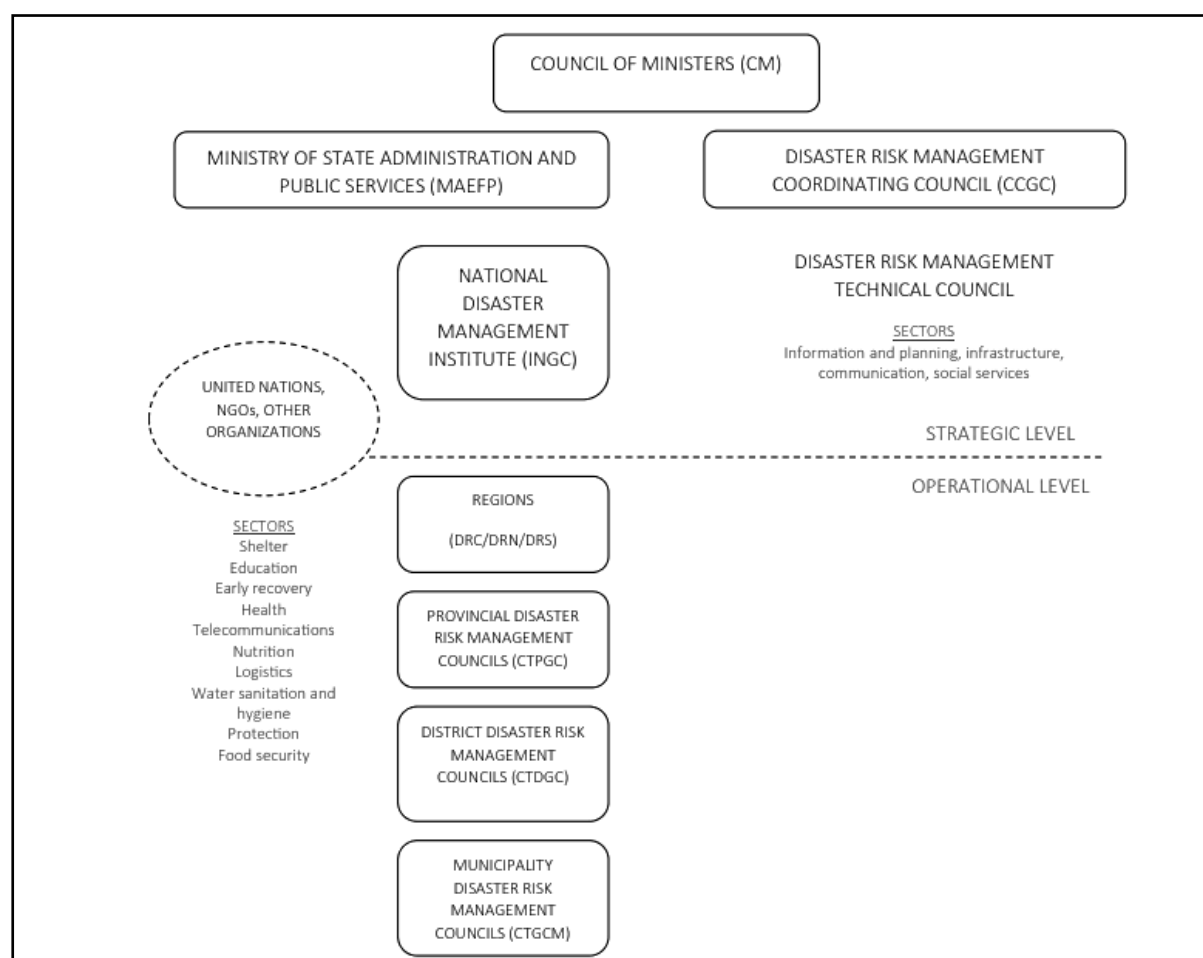


Figure 3.6: Disaster management in Mozambique

Source: International Organization for Migration (2017)

The disaster management system in Mozambique was set up in 2006 and is institutionalised by the Disaster Management Act which establishes a legal framework for disaster management in the country (IOM, 2017). Figure 3.6 above illustrates a comprehensive picture of disaster management in Mozambique. The Council of Ministers heads and directs disaster management within the country. The Ministry of State Administration and Public Service, the Disaster Risk Management Coordinating Council (DRMCC), the National Disaster Management Institute (NDMI), and the Disaster Risk Management Technical Council (DMRTC) are the strategic actors in the system. The DRMCC comprises the ministers from each ministry, and it is the highest national entity responsible for declaring states of emergency and activating national contingency plans (IOM, 2017).

The Disaster Risk Management Technical Council (DRMTC) serves as the technical advisory body within the disaster management system, providing the DRMCC with essential information, analyses, and recommendations. It includes representatives from collaborating partners and civil society organisations. The NDMI coordinates disaster management efforts related to prevention, preparedness, response, and recovery. This coordination extends to a decentralised disaster management structure which replicates the sectoral approach found at the national level within the regions. This structure comprises technical councils at the provincial, district, and municipal levels, each responsible for disaster management in their respective areas.

The disaster management system in Mozambique also has a community structure that includes local disaster management committees responsible for linking the institutional structure with community members. When disaster events occur, this local committee is the first responder. The government's disaster management efforts are also supported by NGOs through the Ministry of State Administration and Public Services (IFRC, 2021) in supporting vulnerable communities.

The government also has a Disaster Risk Management and Resilience Programme that aims to strengthen the government in financing and preparing for disaster response and increasing resilience among disaster-prone communities. During Cyclone Idai, the government department responsible for social work conducted community assessments to ascertain the disaster's impact (IFRC, 2021). This is commendable as it forms part of the response phase of disaster management and indicates that social workers engage in matters related to disaster risk management. In facilitating recovery, the social work agency in Mozambique, in collaboration with other organisations, facilitated and disbursed cash payments to disaster victims (IFRC, 2021). The cash payments assisted with rebuilding communities and reviving people's livelihoods destroyed by the disaster.

Although Mozambique experiences numerous climate change-related disasters, the social work profession's influence and presence in all stages of disaster management remain constrained. A literature review indicates that social workers predominantly assume active roles during the response and recovery phases as evidenced by their involvement in conducting impact assessments and cash transfers and have limited involvement in the prevention and preparedness phases. Therefore, more needs to be done for social workers to become vocal and more active in disaster-oriented social work practice since climate

variability in Mozambique is likely to exacerbate the frequency, severity, and spread of these climate change-related disasters. Several NGOs, for example, the IOM, have taken positive steps towards capacitating government social workers in Mozambique to enable them to work more effectively and efficiently in disaster contexts (IOM, 2020) following the increased occurrences of climate change-related disasters.

3.8.1.2 South Africa

South Africa grapples with escalating levels of disaster risks, notably those linked to climate change. The nation's heightened vulnerability to climate variability and change arises from its heavy reliance on rain-fed agriculture (World Bank, 2020), and will continue to experience extreme events such as heatwaves, cold waves, cyclones, droughts, and floods. In recent years, South Africa experienced a devastating drought in 2018 affecting most parts of the country, a hailstorm in 2020 which mainly affected the Pietermaritzburg area, and Cyclone Eloise in 2021. In 2021 and early 2022, South Africa experienced heavy rainfall across the central and eastern parts of the country causing floods (Relief Web, 2022).

Floods are often experienced in urban settlements because of rapid urbanisation, poor urban planning, and climate change (Gajjar, Wendo, Polgar & Hofemeier, 2021). This implies that the country will forever remain a flood-prone area with the severity, frequency, and intensity of floods increasing every year. For instance, the country witnessed severe flooding and landslides in April 2022 which affected the southern and south-eastern parts of South Africa, particularly the Eastern Cape and Kwa-Zulu Natal Provinces. This catastrophe resulted in 443 deaths and more than 40 000 people went missing (European Civil Protection and Humanitarian Aid Operations, 2022).

In 2023, heavy rainfall led to severe flooding in several provinces of South Africa. By February of that year, the situation had escalated to the point where the president declared a national state of disaster, affecting seven out of the nine provinces. The Eastern Cape and Mpumalanga provinces bore the brunt of the impact. In June 2023, some parts of the country experienced strong winds and intense rainfall, resulting in additional flooding. In KwaZulu-Natal, seven individuals lost their lives due to the floods (Davies, 2023). Davies (2023) further highlights the floods caused extensive damage to homes and buildings, with 70 homes completely destroyed and 110 others sustaining damage. In KwaZulu-Natal province alone, 180 people were left homeless as a result of the floods. In September 2023, the Western Cape province was affected by heavy rains and strong wind, causing flooding in

the affected areas, resulting in casualties and damage (ECHO, 2023). This is proof that climate change-related disasters are occurring more frequently in South Africa affecting numerous individuals, families, groups, and communities.

The Disaster Management Act of 2002 and the Disaster Management Framework of 2005 guides South Africa's interventions during disaster events. The country's focus concerning disaster intervention revolves around prevention, preparedness, response, and recovery. This implies that the country is committed to achieving the objectives specified in the Sendai framework which focuses on ensuring that disaster risk management initiatives in each country target all four phases of disaster management. The South African Government is also working on integrating an effective disaster management strategy into sectoral policies and programmes (World Bank, 2020) to enable effective and efficient disaster risk management initiatives. The disaster management landscape in South Africa is illustrated in Figure 3.7 below.

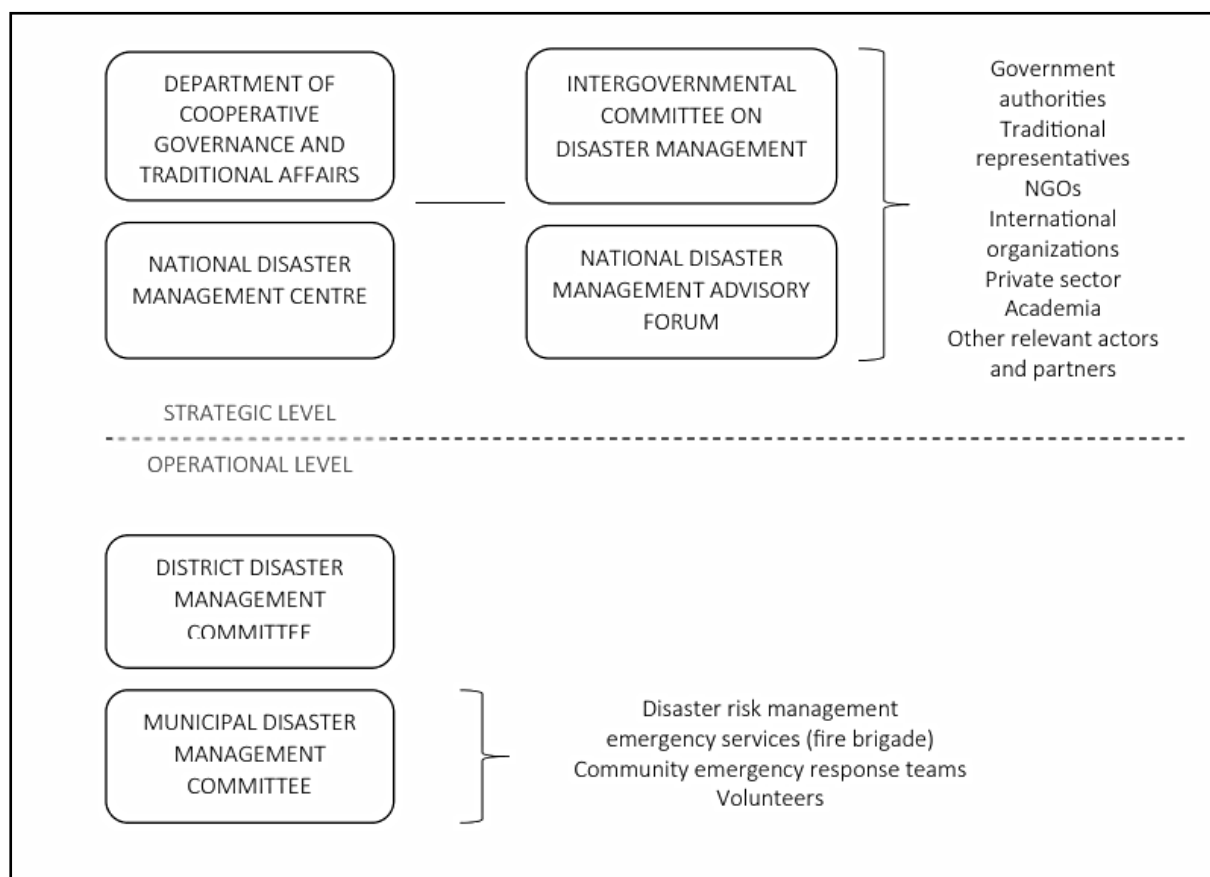


Figure 3.7: Disaster management in South Africa
International Organization for Migration (2017)

South Africa's disaster management system is founded upon the Disaster Management Act of 2002 (Act No. 57 of 2002) and the Disaster Management Amendment Act (Act No. 16 of 2015). The country's president and the Minister of Cooperative Governance and Traditional Affairs oversee this structure (IOM, 2017). An intergovernmental committee on disaster management has been established to support disaster management efforts. This committee comprises cabinet ministers, and provincial and municipal council representatives, and assists in coordinating disaster management initiatives. Additionally, a National Disaster Management Advisory Forum has been established to facilitate consultation and coordination among national, provincial, and local government bodies, as well as other disaster management stakeholders. This forum includes government institutions, private sector entities, traditional representatives, international organisations, NGOs, and institutions of higher learning (IOM, 2017). The forum is also tasked with providing recommendations to the Intergovernmental Committee on Disaster Management and advising both governmental and non-governmental actors on disaster management matters.

Furthermore, the National Disaster Management Centre is responsible for advancing an integrated and well-coordinated disaster management system, with a particular emphasis on proactive disaster prevention by national, provincial, and municipal government entities, as well as key stakeholders (IOM, 2017). This entity is also tasked with formulating strategic guidelines for disaster management plans and strategies, which serve as directives for the practical implementation of the disaster management framework. It performs a pivotal role in harmonising disaster management initiatives throughout South Africa. As of 2017, the National Disaster Management Centre was actively developing approximately 21 guidelines designed to establish a unified disaster management framework across all South African provinces and municipalities (Government of South Africa, 2017). Similar disaster management centres also operate at the provincial and municipal levels across South Africa, each responsible for crafting disaster management contingency plans.

In the realm of social work practice, the social work profession in South Africa has historically performed a pivotal role in fostering communities' well-being, making their involvement in disaster contexts vital. Over the years, the significant roles undertaken by social workers have evolved and adapted to align with changing circumstances. Presently, climate change and its repercussions significantly affect communities, rendering many individuals, families, groups, and communities more susceptible to vulnerabilities. The social work profession is rising to confront this emerging challenge. In the South African

context, social workers have already been fundamental in disaster relief efforts, albeit with a predominant focus on assisting individuals, families, and communities in mitigating the consequences in the aftermath of disasters (Matlakala, Nyahunda & Makhubele, 2021). The increasing occurrence and severity of climate change-related disasters in the country demands that the social work profession be more proactive rather than reactive in their disaster risk management interventions.

As in most African countries, social workers in South Africa do not perform an active role in disaster management issues (Matlakala et al., 2021; Shokane, 2019) despite the country experiencing natural disasters every year. Politicians and churches are more vibrant in the face of disasters in South Africa than social workers and organisations that employ social work professionals. As in Mozambique, social workers' visibility in South Africa is mainly witnessed after a disaster event when they provide disaster relief to communities. Such involvement is not developmental as it only focuses on addressing immediate needs and fails to ensure disaster prevention and preparedness to reduce communities' vulnerability.

South African social workers' limited involvement in disaster risk management can be attributed to several factors such as a shortage of social workers, lack of appropriate training in disaster-oriented social work practice, lack of adequate resources, and role ambiguity (Matlakala et al., 2021; Nel, 2019). Considering this, the government should put more effort into employing more social workers through the Department of Social Development so that they can work in collaboration with other disaster management actors in the prevention, preparation, response, and recovery phases. Nel (2019) reports that environmental issues have not been fully integrated into social work practice in South Africa. This makes it challenging for social workers to be effective role players in disaster contexts. Therefore, social workers' skills and knowledge foundations should be expanded by incorporating environmental justice into the social work curriculum to enable social workers to promote environmental justice. Adequate training will also enable the social workers practising in disaster-prone areas to be more knowledgeable about their roles and mandates.

3.8.2 DEVELOPED ECONOMIES

3.8.2.1 Canada

Canada is also experiencing an increase in the frequency and intensity of natural disasters, including climate change-related disasters. Notably, Canada is one of the countries which are proactive in reducing disaster risks. In recent years, Canada was affected by floods in

Quebec in 2017, a heatwave and a tornado in 2018, and floods in 2021 (Golnaraghi, Thistlethwaite, Henstra & Stewart, 2020). The frequency and intensity of these disaster occurrences encouraged the Canadian Government to be more committed to advancing its disaster risk reduction strategies (Public Safety Canada, 2020). A national disaster mitigation programme was established to make communities safer and more resilient (Public Safety Canada, 2020). This programme focuses on funding disaster risk assessments, flood mapping, and mitigation planning.

In addition, many emergencies and disasters in Canada are managed at a local or provincial level without requiring direct government involvement in the response phase (Golnaraghi et al., 2020). This implies that the local and provincial governments are well-equipped and efficient in managing disaster events. The federal government only intervenes in responding to disasters if requested to do so by the provincial authorities. The Emergency Management Act of 2007 guides disaster management issues in Canada. This act outlines the four interconnected disaster management activity areas: prevention, preparedness, response, and recovery (Public Safety Canada, 2007).

With global warming and climate change making weather unpredictable and disasters more frequent, social workers must become more engaged in disaster-oriented practice, as they should be involved in preventing, preparing, responding, and ensuring recovery from disasters. Social work practitioners in Canada are increasingly involved in post-disaster contexts, although they have traditionally focused on delivering short-term relief services to disaster victims (Drolet, Lewin & Pinches, 2022). This is also the case in many other countries, including Zimbabwe. Social workers mainly focus on short-term and immediate relief whilst neglecting their role in disaster prevention and preparedness. Their limited involvement is attributed to several factors which include a lack of training in disaster management and a lack of support from other disaster management stakeholders.

In June 2021 social workers in Alberta, a province in Canada that is often affected by disasters, established a network to build awareness and connections (University of Calgary, 2021). This network is for social workers in Alberta Province to enable them to share ideas and experiences concerning disaster-oriented social work practice. This is a sound initiative as it enables social workers to be prepared and equipped for disaster intervention. Drolet et al. (2022) found that social workers often feel unprepared for the roles they are supposed to assume in disaster contexts. It is, therefore, fundamental for the social workers in Alberta to

join the network so that they will be able to address their perceived unpreparedness to act. Being part of the network is also beneficial for social workers in practice settings and student social workers to learn from one another and offer support in building awareness and connections before disaster occurrences.

Lessons from case study reviews on disaster management and social work practice

The case studies literature review reveals that disaster social work practice is critical because of the increasing occurrence, frequency, and intensity of climate change-related disasters. In particular, social workers in Canada have channelled their efforts into developing a social work network that aims to build disaster-oriented social work practice awareness and connections through shared experiences (University of Calgary, 2021). This is a sound initiative which needs to be adopted in all provinces in Canada and by all countries, to facilitate effective disaster-oriented social work practice through knowledge exchange.

The review of relevant literature on Mozambique, South Africa, and Canada revealed that disaster-oriented social work practice in these countries is not advanced. The social work profession is still lagging in disaster management issues, as practitioners focus on providing immediate relief with little to no visibility in the prevention and preparedness phases of disaster management (Drolet et al., 2022; Matlakala et al., 2021; Mhlanga et al., 2019; Mzingili, 2019; Nel, 2019; Shokane, 2019). This is a cause for concern. The main reason for this lack of adequate involvement is attributed to the lack of disaster management training in the social work curriculum. Hence, a need for curriculum review in most social work training institutions to include disaster management courses to equip social workers in disaster-oriented social work practice.

3.9 DISASTER-ORIENTED SOCIAL WORK PRACTICE: CURRENT STATE AND GAPS

In many instances, vulnerable populations are frequently more exposed to and affected by disaster occurrences. Therefore, social work as a profession that focuses on helping vulnerable groups, needs to make more rapid progress in incorporating specific disaster risk management response initiatives into education and practice. Vivanco et al. (2020) report that the social work profession often constitutes appropriate channels for implementing household-level interventions that support social protection and disaster management pillars (risk identification, risk reduction, preparedness, and response). However, the reality is that

the social work interventions to support these pillars have traditionally focused on disaster response and reconstruction, with limited attention paid to prevention and preparedness.

In several countries in Latin America and the Caribbean, the social work profession has advanced social protection systems and disaster risk management policies to manage risks. Such countries, for example, Chile and Colombia, have created protocols that incorporate social work action in disaster response (Vivanco et al., 2020). In these countries, social workers focus on gathering data on household-level impacts, managing shelters, and organising post-disaster relief. In the context of disaster occurrences, regular social work action is often suspended to make way for emergency response programmes. Several of the social workers who perform a role in social protection programmes are qualified and have acquired training to work in disaster contexts. However, they often focus on emergency response.

A significant challenge in numerous countries is the lack of sufficient human resources to deliver effective and efficient social work services to all individuals, families, and groups affected by disaster occurrences. Certain aspects must be present in disaster management to indicate adequate disaster-oriented social work practice. Vivanco et al. (2020) have developed three classifications for assessing social work intervention and involvement in disaster contexts. These are outlined below.

Level One: nascent

This is a lower-level class that involves the following list of social work activities in disaster contexts.

- Social protection programmes are not adapted to respond to the various disaster management phases – prevention, preparedness, response, and recovery.
- Insufficient social workers provide effective support to individuals, groups, families, and communities in mitigating disaster risks and indicating resilience in recovering from disaster events.
- Lack of adequate programmes that focus on working with families to facilitate the identification and reduction of disaster risks. Disaster preparedness actions are not communicated, and social workers perform a low-key role in supporting these activities.

- Information regarding the losses and damage to households because of disaster occurrence is not collected, thus making it difficult to develop response action.

Level Two: emerging

This level contains a degree of social work action and involvement in the disaster management context although the involvement may not be satisfactory. When social work involvement is at the emerging level the following exists.

- Social protection programmes and services follow set protocols which makes it easier to adapt them to disaster response actions. However, gaps may be present in their application to disaster risk management objectives.
- Education and training are offered to communities concerning mitigation actions and emergency response.
- Social workers receive training in topics related to disaster management so that they can assist affected communities, but this training focuses primarily on emergency response.
- Social workers are involved in emergency response action such as providing food relief, temporary shelter, and clothing, amongst other necessities.
- Social workers utilise data collection instruments to gather data on losses and damage caused by disaster events.

Level Three: established

This is an ideal level that indicates the social work profession's adequate involvement in disaster management issues. It involves the following facets.

- The social protection programmes and services contain well-defined protocols, policies, and institutional arrangements, which makes them adaptive to disaster management objectives.
- Social protection services programmes are designed in a manner that ensures that social work actions during disaster events necessitate sharing information about disaster risks.
- The social workers involved in social protection issues and programmes are trained in disaster risk management concerning their roles and responsibilities in the various phases of disaster management – prevention, preparedness, response, and recovery.

In summary, numerous countries, including Zimbabwe, have not yet attained the ideal level of disaster-oriented social work practice owing to several factors, such as an inadequate social work curriculum, lack of government support, and lack of social work recognition in the disaster management sphere.

3.9.1 INVOLVEMENT OF SOCIAL WORKERS DURING CLIMATE CHANGE-RELATED DISASTERS

A literature review indicates that social work interventions are limited both before and during a disaster (Mhlanga et al., 2019; Rapeli, 2017; Shokane, 2019). Mhlanga et al. (2019) report that the social work profession in Zimbabwe is reactive and only participates in the aftermath of disasters. Rapeli (2017) found that social workers' engagement in Finland is inadequate, especially in terms of political empowerment and economic participation, which encompass the crucial aspects of bridging and establishing connections with other stakeholders in disaster management.

Therefore, additional emphasis must be placed on the concepts of disaster vulnerability, resilience, and social capital during social work training, as they are crucial in understanding social workers' roles and involvement in disaster contexts (Rapeli, 2017). For the profession to be part of disaster management, Javadian (2007) argues that social workers need to possess fundamental casework skills when assisting disaster survivors. These skills encompass providing situational support, fostering a sense of hope, offering consolation, providing reassurance, focusing on the individual's needs, aiding in solution development, and making appropriate referrals when necessary. Most social workers acquire these skills during training, but they are limited to disaster response and recovery and neglect the prevention and preparedness aspects of disaster management.

Nikku (2015) argues that social workers continue to assume a limited role in addressing the environmental issues that are progressively impacting humans' well-being. Their involvement in disasters is a shared responsibility between the government and NGOs, with NGOs having the upper hand due to their flexibility. Maglajilic (2019) argues that social workers employed by NGOs respond more quickly to disasters than those employed by the government. However, these NGOs or International aid agencies and their methodologies primarily excel at short-term response efforts, predominantly addressing a disaster's

immediate symptoms (Nikku, 2015). Little is done to facilitate community preparedness, recovery, and resilience.

In Zimbabwe, Mhlanga et al. (2019) observed that social workers' involvement in responding to Cyclone Dineo in Tsholotsho did not appear as prominent as that of other support systems. Social work practitioners' significance became most apparent during the post-disaster phase, highlighting their limited involvement across all stages of disaster management. This limited involvement can be attributed to the prevailing belief in the residual social welfare system (Bhaiseni, 2017). Such beliefs have largely limited social work professionals' participation, despite the growing need for them to address environmental crises. This situation calls for a transition from predominantly remedial social work practices to a more developmental approach.

However, Bauwens and Naturale (2017) report that disaster-oriented social work practice in the United States is more visible, with social work professionals having the required information, experience, and training in the essential skills necessary to respond to disasters and traumatic events. This assertion is supported by the fact that social workers in the United States provide almost half of the disaster mental health services to those affected (Bauwens & Naturale, 2017). America has also experienced several natural disasters, including earthquakes, tsunamis, and tornadoes. During these crises, social workers played a crucial role in advocating for the marginalised who were displaced because of the disaster (Segal et al., 2013). The findings indicate that social workers played several roles in ensuring that disaster victims could return to normal functioning.

In New Orleans in the United States of America, social workers were seen as effective in assisting disaster victims by providing psychosocial support, developing policies, and engaging in the local political processes to ensure effective implementation of the developed policies. In this way, they helped to alleviate psychological fallout during and after a disaster (Segal et al., 2013). This is evidence that social workers' involvement in disaster management in the United States is visible.

Social work practice in disaster situations is innately important. It is, therefore, fundamental for social workers to champion community resilience and forge coalitions to minimise the impact of disasters on individuals, groups, and communities. However, the literature indicates that social workers' involvement in disaster management is fully witnessed in

developed countries. In developing countries, social workers assume a passive role in disaster management.

3.9.2 THE BARRIERS AND OPPORTUNITIES TO SOCIAL WORK INVOLVEMENT DURING CLIMATE CHANGE- RELATED DISASTERS

The social work profession is considered critical in disaster situations, with social workers performing significant roles in assisting disaster victims. However, social workers encounter several hindrances in performing their roles and interventions. These hindrances are discussed in this section. Although the profession encounters several barriers, it is also important to note the opportunities that arise for social workers to be more active in disaster management.

3.9.2.1 Gaps in the Curriculum

Social workers are perceived to effectively perform numerous roles in disaster-affected areas due to their knowledge and expertise in solving diverse social issues (Shokane, 2019). However, a study conducted in Botswana found that there is a high probability that social workers graduate without adequate knowledge of disaster risk reduction (Maripe & Sinkamba, 2014). Huang and Wong (2013) conducted a study on social workers' involvement in the recovery phase of the Wenchuan earthquake in China and reported a lack of social work knowledge and skills to work with disaster survivors. These findings indicate that responding to climate change-related disasters will be a completely new phenomenon for social workers in practice settings.

Huang and Wong (2013) opine that disaster recovery courses should be taught in social work education so that social work students are equipped with relevant knowledge regarding disaster-oriented social work practice. To improve social workers' skills in disaster-oriented practice, social work associations and agencies could organise conferences and seminars for social work practitioners working in disaster-prone areas so that they can exchange experiences on disaster-oriented social work practice (Huang & Wong, 2013).

Several gaps in the curriculum must be addressed so that social workers can be fully equipped during their training. Due to inadequate training in disaster management issues, social workers in many countries are encountering difficulties in addressing disaster events in practice. Participants in a study conducted by Matlakala et al. (2021) expressed that they lack adequate knowledge about how they should respond during a disaster as they have not been trained in disaster management. Rock and Corbin (2007) assert that social workers

have limited training that equips them to work with victims of disasters. Similarly, a study conducted in Hong Kong indicates that social work students are not well informed about responding to disasters because the training curriculum does not include teaching social workers what to do during a disaster (Tang & Cheung, 2007). This gap in the social work curriculum must be addressed so that social work practitioners are equipped with knowledge about environmental issues. Such knowledge will enable them to respond effectively when a disaster occurs.

Fortunately, the Global Standard for Social Work Education and Training has acknowledged the need for social work training on environmental issues (IASSW & IFSW, 2020). The standards mandate all social work training institutions that offer a degree in social work ensure that students promote environmental justice. This decision was influenced by the increasing number of common issues and challenges affecting social work training and practice worldwide, such as climate change and natural disasters.

In line with the foregoing discussion, it should be noted that university and college training is not the only option for social workers to obtain the knowledge they require. Addressing the curriculum gap will primarily benefit those social workers who are still in training institutions. Therefore, a holistic approach is needed, as learning is a continuous process. Workshops and research on disaster management can be utilised in broadening practising social workers' knowledge (Matlakala et al., 2021), enabling them to effectively address disaster situations.

In a bid to address the curriculum gap, several universities and colleges that train social workers have adopted disaster management concepts in their training curricula at both undergraduate and postgraduate levels. For example, the University of Stirling offers a Master of Science in Disaster Interventions and Humanitarian Aid course for social workers to broaden their knowledge and understanding of disasters. Continuing professional development (CPD) is a critical part of social work practice to remain abreast of emerging knowledge (Dziro, 2013), which in this study's context was disaster-oriented social work practice. The University of Stirling presents a CPD module on disaster management – Disaster Interventions from a Green Social Work Perspective. This module is fundamental for social workers, as it will equip them with the knowledge and skills they require to fully execute their mandate as key role players in disaster risk management.

Workshops and conferences are also important for practising social workers who were not exposed to the disaster-oriented social work curriculum. Thus, universities and social work organisations need to capitalise on conferences for disaster management information dissemination and experience sharing.

Social work curricula in Africa must be indigenised. Social work practice in Africa is dominated by Western ideologies (Gray, Coates, Yellow Bird & Hetherington, 2013; Mabvurira, 2018) which have a significant influence on social work interventions. Social work practice in many African countries, including Zimbabwe, disregard African values and ideas (Gray et al., 2013; Mabvurira, 2020; Makhubele, 2011). This makes it difficult for social workers to practice effectively with indigenous people. Hence, a need to decolonise social work education and practice. Debates on indigenising social work practice have gained momentum in recent years, with numerous social work practitioners and educators advocating for the adoption of an Afro-centric stance in social work practice (Mabvurira, 2020; Makhubele, 2011; Tefera, 2022). The rationale for indigenising social work practice is the need to change Western ideologies' dominance, which at times are ineffective in addressing African problems. There is, therefore, a need to adopt an indigenous approach to social work practice to develop sound and culturally relevant solutions to local problems.

In the disaster management context, social work practitioners must understand the economic, social, environmental and political structures and arrangements that underpin the disaster context from an indigenous perspective (Pyles, 2017). Disaster-oriented social work education and training should emphasise local people's strengths, traditions, and customs. For instance, social workers should capitalise on the *Zunde raMambo* (King's granary) initiative discussed in Section 3.7.2.1 in incorporating an indigenous tradition in disaster management initiatives. Strengthening this *Zunde raMambo* initiative will benefit the local community in the event of a drought because they could obtain food relief from their community granary.

Pyles (2017) further reports that for disaster recovery to be sustainable and transformative, disaster-related social work must be indigenised. Disaster-related social work should revolve around building on individual and community strengths to prevent, prepare, respond to, and ensure recovery from disaster events. Social workers may work closely with key disaster management stakeholders at a local level to develop disaster management initiatives aligned

with indigenous people's values, beliefs, and traditions to facilitate community recovery and resilience.

3.9.2.2 Lack of Collaboration with Other Role Players in the Disaster Risk Management Sphere

Social workers do not operate in isolation, and several other professions support their interventions (Matlakala et al., 2021). This implies that collaboration is an integral part of the profession. In the case of disaster management, social workers are key role players and operate in collaboration with other key disaster management actors such as doctors and psychologists. Glaser and Suter (2016) view professional collaboration as an effective and efficient way of eradicating barriers among professionals from different fields; combining skills, knowledge, and expertise to holistically assist disaster victims. Effective collaboration enables social workers to perform their roles efficiently.

However, Matlakala et al. (2021) found a lack of professional collaboration in the disaster management field resulting in unimplemented disaster-related interventions. Mandy, Milton and Mandy (2004) attribute this lack of collaboration to stereotypical rivalries between professions. Essentially, certain professions strive to assert their relevance and effectiveness, potentially to the detriment of the communities they serve. Social workers' skills and expertise are applicable in disaster contexts, yet there is no collaboration between social workers and the disaster management team (Matlakala et al., 2021). This lack of collaboration may be the reason behind social workers' limited involvement in all phases of the disaster management cycle. The disaster management team members, particularly those from disaster management institutions, are more knowledgeable about the various interventions in all phases of a disaster. Thus, social workers are likely to benefit from their expertise in developing their intervention strategies if they work as a team. In this context, inter-professional collaboration not only fosters harmonious coexistence among professions but also ensures that there is an ample pool of human resources available to assist community members both during and after natural disasters.

3.9.2.3 Role Ambiguity

The relevant literature reveals that social workers play a critical role in providing services during and after disaster events (Matlakala et al., 2021; Mhlanga et al., 2019). However, several studies indicate that there is no clear definition of the roles that social workers should assume during disaster events (Matlakala et al., 2021; McCormack & Cotter, 2013; Wacek,

2017), thus leading to role ambiguity. Wacek (2017) further argues that most organisations that employ social workers do not clarify the roles that these professionals should assume during disaster events, thus leaving social workers unsure about how to intervene.

Social workers are susceptible to experiencing job-related stress and anxiety due to the uncertainty surrounding their roles. They may also experience uncertainty about appropriate interventions to assist disaster victims. These factors collectively contribute to a lack of adequate involvement in disaster management efforts. Matlakala et al. (2021) argue that there is often a lack of alignment among the policies that govern disaster management. This often results in role ambiguity, as the various stakeholders, including social workers, lack clarity concerning their role amongst other professionals in dealing with communities affected by disasters.

3.9.2.4 Limited Understanding About Social Work

Disaster management is a broad field involving several actors working together towards a common cause. The transferability of social work's skills and knowledge as well as the eclectic nature of the profession positions social workers as affective role players in all four phases of disaster management (Hay & Pascoe, 2021). However, social workers often encounter challenges in executing their mandate as disaster management practitioners. The primary obstacle to the full utilisation of their skills stems from a restricted understanding of the social work profession and its breadth of practice (Hay & Pascoe, 2021). This limited understanding is prevalent not only within the disaster management team but also within the broader public, including the disaster victims themselves, who are the beneficiaries of social work services.

The social work profession lacks visibility in disaster planning and policy formulation because many of the stakeholders are not fully aware of the contribution the profession makes to the disaster management field. To address this barrier, Hay and Pascoe (2021) advocate for positive profiling of the profession as well as their previous and current contribution to disaster management specifically. Research into disaster-oriented social work practice in many countries should be prioritised so that there is adequate literature on the field's contribution to disaster management. This will ensure that other professions understand social work's scope in disaster settings. Inter-professional conferences and symposiums can also be beneficial in addressing this barrier.

The constrained, and occasionally misconstrued comprehension of the social work profession's mandate has potentially curtailed opportunities for social workers to become thoroughly involved in the disaster management field. Social workers and other disaster management professionals share responsibility, as there have been limited efforts to ensure that all significant stakeholders understand one another's role in responding to disaster situations. Developing an understanding of how disaster management professionals perceive social workers, along with exploring social workers' contributions in this critical field, can enhance their future utilisation and effectiveness in this domain (Hay & Pascoe, 2021). This can be achieved by convening meetings with all stakeholders in disaster management. Social workers practising in disaster contexts could share their contributions to ensure that other professionals understand the profession's relevance and importance.

Rapeli (2017) asserts that social workers are not adequately involved with disaster management actors, which is likely to present a challenge for social workers practising in disaster-prone areas because they will not be informed about disaster preparedness plans; the plans would have been developed without their input. The social workers involved will find it challenging to implement plans with which they are unfamiliar. Huang and Wong (2013) found that there is a lack of government support to empower and capacitate social workers in disaster management. Social workers are often perceived as volunteers in communities because the government does not support and recognise their value (Huang & Wong, 2013).

A lack of government support for disaster-related social work is also witnessed in Zimbabwe. In 2014, the Zimbabwean Government mainstreamed climate change issues into the national policy agenda through the Zimbabwe Climate Change Response Strategy (Nyahunda, Matlakala & Makhebele, 2020). This strategy offers a framework within which the government can ensure a comprehensive and strategic approach to ensuring adaptation, mitigation, financing, policy education, and policy awareness. Nyahunda et al. (2020) posit that this approach aims to strengthen the government's response to climate change-related issues and disaster risk reduction policy. However, this strategy stipulates how stakeholders such as social workers can participate equally within their sphere of work to ensure the strategy's goals are realised (Nyahunda et al., 2020). This is an indication that the government does not appreciate social work's role and value, which makes it difficult for the profession to maintain visibility.

The absence of collaboration and coordination among agencies is another significant issue confronting social workers when responding to disasters (Huang & Wong, 2013). Notably, social agencies providing services in disaster-affected areas tend to duplicate services. This often results in over-provision of a certain service and poor provision of others. Thus, social agencies must pool resources and coordinate efforts to ensure the holistic provision of services in disaster-affected areas.

The context within which social workers operate can also serve as a barrier to their involvement in environmental issues (Cumby, 2016). Kurevakwesu (2017) argues that the social work profession is not granted the dignity and worth it rightfully deserves in almost all African countries. This limits social workers' scope of practice, as they are often sidelined and not recognised as relevant stakeholders in disaster management issues. For instance, in Zimbabwe, the ministry that houses social workers is not the same ministry that deals with disaster management and there are no linkages between the two. This separation makes it difficult for the profession to be vocal about disaster management issues.

Cumby (2016) posits that the social work profession's reliance on Western ideologies poses a significant barrier to social work engagement in environmental issues in Africa. Kurevakwesu (2017) indicates that social work practice in numerous African countries, including Zimbabwe, was imported from the West with a remedial stance responsive to a Western society's needs. The Western cultural mindset in social work, which places a strong emphasis on the individual's interaction within the social environment and often separates it from the physical environment, hinders effective social work practice in an African context (Cumby, 2016). Therefore, social work in Africa must be indigenised and authenticated to empower social workers to act on environmental issues such as climate change.

The relevant literature identifies various factors which can assist social workers in acting on environmental issues. Social workers can benefit from exposure to environmental issues (Cumby, 2016) such as climate change debates, policy debates, and mitigation plans. Social work practitioners should also develop a sense of responsibility by engaging more frequently on environmental issues and by promoting, empowering, and strengthening communities.

3.10 A TRANSDISCIPLINARY APPROACH TO DISASTER MANAGEMENT

This study focused on social workers' roles and interventions during disasters and understanding if social workers are adequately involved in all disaster management phases. The literature indicates that the social work profession needs to be visible in all disaster

management phases (Bauwens & Naturale, 2017; Mhlanga et al., 2019; Rapelli, 2019). However, disaster management is believed to be complex and dynamic (Sim, He & Dominelli, 2021). As such, social workers cannot work in isolation; there is a need for transdisciplinary collaboration for effective and efficient interventions in disaster management. Social workers who are actively involved in disaster situations have their limitations, which require other professions to complement their efforts. It is essential to engage scientific and non-scientific practices and efforts in disaster prevention, preparedness, response, and recovery in developing sustainable interventions.

Sim et al. (2021) support the idea of transdisciplinary collaboration in disaster management as several disaster management interventions extend beyond the social work profession's focus, for example, medical interventions. Individuals, families, groups, and communities affected by disasters can benefit from transdisciplinary interventions. For Noran (2014), these transdisciplinary collaborations are of paramount importance in disaster management, as each disaster event is unique and requires diverse knowledge and expertise.

A transdisciplinary approach refers to the involvement of all key stakeholders from various disciplines (natural, social, and human sciences) working together to achieve a common goal (Matsuura & Razak, 2019). Peek and Guikema (2021) assert that transdisciplinary collaboration entails the involvement of stakeholders from academia, public and private sectors, and NGOs from various disciplines working together to define a new paradigm for managing disasters.

Peek and Guikema (2021) also value transdisciplinary actions in disaster interventions because the disaster management field is broad and complex. The affected communities tend to benefit more from a transdisciplinary team's comprehensive scope. Disasters often occur on different geographic and temporal scales and at the intersection of natural and built environments, and social and technical systems. Therefore, various disciplines are required to team up and devise effective and sustainable interventions, performing different roles to ensure a holistic intervention. Figure 3.8 below illustrates the required transdisciplinary collaborations.

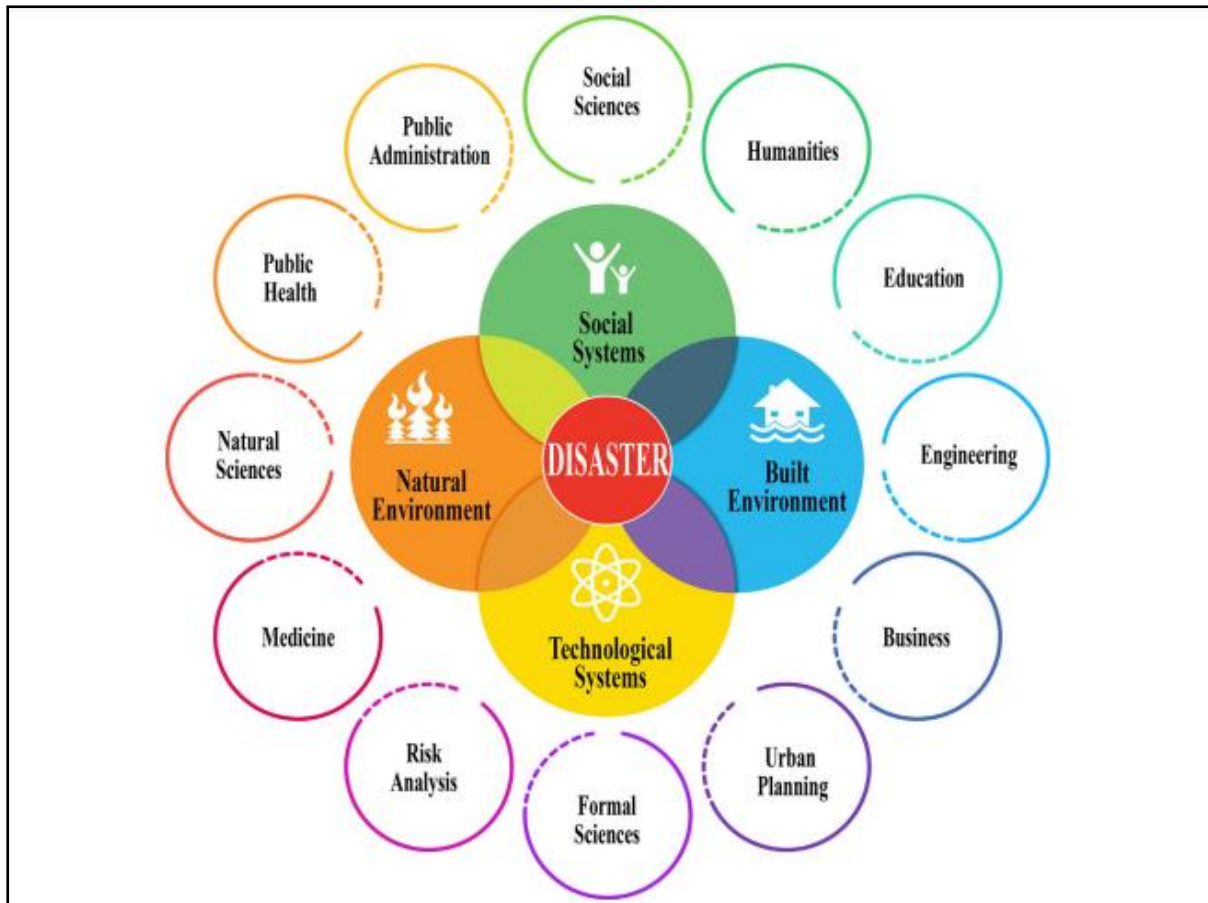


Figure 3.8: Transdisciplinary collaborations

Source: Peek and Guikema (2021)

Peek and Guikema (2021) identify professionals from the fields of public administration, social sciences, humanities, education, engineering, business, urban planning, formal sciences, risk analysis, medicine, natural sciences, and public health as those who need to collaborate in disaster management efforts. Social workers are included.

3.11 ROLE OF SOCIAL WORK BODIES IN GUIDING SOCIAL WORK RESPONSE TO DISASTER

Several scholars have noted the social work profession's importance in responding to disasters (Matlakala et al., 2021; Mhlana et al., 2019; Muzingili, 2019; Shokane, 2019). However, the profession's role and importance are sometimes not recognised nor appreciated, especially in African countries (IFSW, 2020). It is, therefore, necessary to educate governments on social work's importance so that they can recognise the profession's value in disaster management. If social work is not recognised as a profession, social workers, particularly in Africa, will continue to be side-lined when their skills and expertise should be valued, for example, in disaster management (IFSW, 2020).

Local, regional, and international bodies guide social work practice and training, and these bodies perform a critical role in ensuring that social work is recognised as a vital profession at all levels. This study discussed the International Federation of Social Workers, the International Association of Schools of Social Work, the Association for the Schools of Social Work in Africa, and the Association of South African Social Work Education Institutions' role in guiding disaster-related social work practice and training.

3.11.1 THE INTERNATIONAL FEDERATION OF SOCIAL WORKERS (IFSW)

The International Federation of Social Workers (IFSW) is a global organisation dedicated to advocating for and advancing social work practice on an international scale to foster positive change. According to the IFSW (2012), it underscores the significance of acknowledging an individual's place within the family, community, society, and natural environments, and encourages social workers to consider all aspects of an individual's life in their interventions. The IFSW represents 204 member countries, including Zimbabwe, by providing a unified voice for the profession in interactions with international bodies such as the Economic and Social Council of the United Nations, the United Nations Children's Fund (UNICEF), and the WHO, among others.

The IFSW is mandated to strengthen the social work profession at the national level and is actively engaged in shaping various aspects of social work, including the formulation of national policies related to the advancement of social work training, values, and standards (IFSW, 2014). Consequently, the IFSW holds a pivotal role in providing guidance and resources to empower social workers for practice in disaster contexts. It also performs a crucial role in promoting disaster management's integration into social work education worldwide. The IFSW also assumes the responsibility for representing, leading, and supporting the social work profession, which positions them strategically to advocate for disaster-oriented social work practice both on a national and international scale.

The IFSW has made various contributions towards advocating for disaster-oriented social work practice in partnership with other key social work organisations such as the IASSW and the International Council of Social Welfare (ICSW). The partnership has resulted in the establishment of the Global Agenda for Social Work and Social Development which is based on sustainable development (Truell & Jones, 2012). In this agenda, the IAASSW, ICSW, and IFSW are committed to promoting world-class standards in social work education and practice that facilitate sustainable social development outcomes, including social work

practical engagement in the prevention, mitigation, and response to disasters (Truell & Jones, 2012). This is achieved by promoting and enabling research into social work's role in the contexts of disasters and environmental challenges.

Furthermore, the federation issued a document that responds to environmental issues in the social work fraternity. This document delineates five distinct commitments for action from 2012 to 2016. One of these commitments is the promotion of “sustainable communities and environmentally sensitive development”, which aims to preserve the natural environment. However, it is worth noting that this document's status within the IFSW appears to be ambiguous, as it is not currently listed on the IFSW website as an official policy, resolution, statement, or publication.

One of the IFSW's most noteworthy achievements in disaster management is the establishment of the Families and Survivors of Tsunamis (FAST) project which promotes professional social work's response to humanitarian crises (IFSW, n.d). The IFSW Asia Pacific launched this project in partnership with the Commonwealth Organisation for Social Work (COSW) to respond to crises caused by tsunamis. This was a sound initiative as it ensured the social work profession's recognition in the disaster management field. The FAST project fostered collaboration among social workers in disaster-affected nations, enabling them to work together on specific initiatives. These efforts aim to promote communities' social and emotional recovery and provide direct practical support to those who have been affected by a disaster (IFSW, n.d).

The FAST project also offers an international social work-based response to disasters. This is a positive move by the federation towards promoting disaster-oriented social work practice that contributes to environmental justice. Thus, social workers in Zimbabwe and numerous other countries affected by natural disasters should strive to participate in IFSW programmes within their regions to benefit from IFSW initiatives.

3.11.2 INTERNATIONAL ASSOCIATION OF SCHOOLS OF SOCIAL WORK (IASSW)

The International Association of Schools of Social Work (IASSW) is a global organisation comprising social work schools and educators. It was established in 1928 during the inaugural International Conference of Social Work in Paris. The IASSW's primary mission is to promote social work education worldwide. This is achieved by setting standards to elevate the quality of social work education, fostering international collaboration, creating

platforms for the dissemination of social work research and scholarship, and advocating for human rights and social development through policy initiatives. Given its broad mandate, it is evident that the IASSW is well-positioned to perform a pivotal role in guiding disaster-oriented social work education, aligning with its core objectives.

The IASSW recognises the significance of social workers' engagement in disaster management matters. To this end, it has urged social workers worldwide to establish connections between disasters and climate change while actively working to reduce vulnerabilities and bolster resilience (Dominelli, 2010). In 2010, the Disaster Intervention and Climate Change Committee (DICCC) was inaugurated with the specific aim of formulating policies, producing educational materials, and providing input for United Nations discussions on climate change and various other types of disasters. This committee has also organised events linked to the Conference of the Parties meetings, which serve to underscore social workers' pivotal roles in addressing climate change-related disasters. These events emphasise social justice principles and the protection of human rights within communities susceptible to climate change-related disasters.

The earthquakes that struck Chile and Haiti in 2010 presented significant opportunities for the IASSW to contribute to social work disaster interventions. During these events, the IASSW actively engaged in practical assistance, raising awareness about disaster preparedness, and fostering capacity-building initiatives within the affected communities. The IASSW conducted seminars specifically designed to enhance social workers' capacity for disaster intervention, particularly in response to the earthquake in Chile (Dominelli, 2014). This demonstrates the IASSW's commitment to promoting disaster-oriented social work practice by equipping social workers with the necessary skills and guidance for effective interventions in disaster-related contexts.

The IASSW members' involvement during the crisis in Chile resulted in various capacity-building efforts, curriculum development, housing construction projects, and preparedness initiatives. These experiences were shared among professionals who actively participated during the disaster event, emphasising the collaborative and knowledge-sharing nature of the IASSW's engagement (Dominelli, 2014). Furthermore, the IASSW underscored the significance of local initiatives in strengthening social work knowledge related to disaster prevention, preparedness, response, and recovery. This highlights the importance of

decolonising social work practice in the realm of disaster management, promoting a more inclusive and context-specific approach.

The IASSW also supports social workers in practice and education in strengthening their response to disasters through research. During the Uttarakhand floods in India in 2013, the IASSW supported the local people and applied for funding to facilitate research activities to improve preventative responses to future floods (Dominelli, 2014).

It is evident from the foregoing discussion that the IASSW is fostering innovative social work practices promoting shared knowledge production and experience in disaster-related social work. The IASSW, as an international entity, can perform a fundamental role in growing disaster-oriented social work practice and education across the globe. From Dominelli's (2014) perspective, this can be achieved by developing interdisciplinary approaches to disasters, collaborative efforts with key local stakeholders to find solutions, enhancing local initiatives and resilience, developing a disaster-oriented social work curriculum, and strengthening the social work profession's role in disaster intervention discussions at a local, national, and international level. Such efforts are critical in facilitating effective and efficient disaster-oriented social work practice and green social work.

The IASSW should also play a leading role in creating an adequate social work knowledge base and the required capacity to intervene before, during, and after disaster events. To achieve this goal, it is crucial to enhance training, from initial qualification to specialist training, and to foster collaboration with transdisciplinary teams to access diverse disaster-related knowledge. However, there is no evidence of the IASSW's involvement in Africa, despite numerous African countries being affected by disaster events every year. Consequently, social workers in African countries have limited involvement as they lack adequate support and knowledge regarding their roles in intervening during disaster events. The social work disaster management knowledge base should be shared globally to equip social workers for effective practice. National social work associations should also be more involved in equipping social workers with knowledge and ensuring that all social work interventions are locality-specific and culturally relevant.

3.11.3 ASSOCIATION FOR THE SCHOOLS OF SOCIAL WORK IN AFRICA (ASSWA)

The Association for the Schools of Social Work in Africa (ASSWA) strives to advance social work education in Africa. The ASSWA is a regional arm of the IASSW that aims to

provide opportunities for social work students, academics, and practitioners to share ideas (ASSWA, n.d). ASSWA also collaborates with other social work bodies in organising international and regional social work conferences that allow social work academics, students, and practitioners to share knowledge and experiences. Educators in African social work schools play a leading role in ASSWA and in hosting international ASSWA conferences (Lombard, 2015). Through these workshops, social workers learn about disaster-oriented social work practice and their roles in disaster management.

There is limited literature on the role the association assumes in facilitating disaster-oriented social work practice in Africa. This indicates that the association needs to be more involved in issues concerning disaster management, as disasters are becoming more frequent in Africa. Social work practitioners and academics may sometimes lack adequate knowledge and expertise on social workers' roles and responsibilities in responding to disaster situations. The association should be more vocal in advocating for a disaster-oriented social work curriculum in Africa as well as supporting social work academics and practitioners in promoting disaster-oriented social work practice in Africa.

3.11.4 ASSOCIATION OF SOUTH AFRICAN SOCIAL WORK EDUCATION INSTITUTIONS (ASASWEI)

The Association of South African Social Work Education Institutions (ASASWEI) is an association for South Africa's schools of social work, social work educators, and other tertiary-level social work education programmes. The ASASWEI's primary focus is on promoting social work education development in South Africa and developing standards to enhance the quality of social work education throughout the country. Thus, the association has a key role to play in influencing a disaster management-oriented social work curriculum in all tertiary institutions that offer social work training in South Africa.

ASASWEI also encourages international exchange among schools of social work across the world and establishes forums for sharing social work research and scholarship (ASASWEI, 2020). This is achieved through social work conferences which bring social work students, practitioners, and educators together to share social work knowledge in the form of research presentations. For example, the ASASWEI conference held from 1-3 September 2021 had a theme focusing on climate change and social work. This was a platform for academics, practitioners, and students from different organisations and universities to share their research outputs on disaster-oriented social work.

In 2020, ASASWEI scheduled and conducted meetings on disaster management and virtual training on disaster resilience (IASSW, 2020). The training aimed to share knowledge and experiences. This proves that ASASWEI plays a significant role in educating social workers on disaster management issues. This training serves as a point of reference for the practitioners who attended and equips them with knowledge on how they should respond when disasters occur.

A recent ASASWEI initiative is the formation of special interest groups (SIGs) focusing on research. One of the SIGs focuses on green social work, environmental justice, and disaster management. This will be a significant platform for sharing information on how social workers in other areas, provinces, and countries respond to disasters. This will build the body of literature on disaster management in social work education and practice. These ASASWEI initiatives are anticipated to yield positive outcomes, especially for social workers already in practice as they will utilise the knowledge in their interventions.

3.11.5 NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

The National Association of Social Workers (NASW) was founded in 1955 and is the largest membership organisation for social workers in the world. The association aims to enhance social workers' professional growth and development, create and maintain professional standards, and advance sound social policies. As the association is the largest membership organisation for social workers, it has influence in encouraging disaster-oriented social work practice.

Fortunately, NASW is not silent on the need for social workers' involvement in disaster management issues. The association guides social workers on how they should respond in the face of disasters. For instance, during the 2014 Ebola outbreak which affected many parts of West Africa, the NASW prepared a guide to provide social workers with information about the Ebola disease, and advice from other social workers who have worked with people affected by the disease (NASW, 2014). This was a noteworthy initiative, as it ensured that social workers in the affected areas were not left stranded and unsure about how to respond to the pandemic. The guideline equipped them with knowledge.

The association also plays a major role in disaster preparedness and response (NASW, 2006). In responding to disasters, the NASW created the Disaster Assistance Fund, which directly assists social workers operating in disaster-affected areas (NASW, 2006). This fund has assisted in numerous disaster events witnessed globally, such as Hurricane Katrina in

2005, the Haiti earthquake in 2010, the earthquake in Japan in 2011, the Ebola outbreak in West Africa in 2014-2016, flooding in Louisiana in 2016, and California's wildfires in 2018-2019 (NASW Foundation, 2022). This indicates that the association does assist social workers practising in disaster situations.

In 2006, following the 2005 hurricanes, the association brought together a group of social workers with expertise in disaster-oriented social work practice to share their knowledge and make recommendations for future action (NASW, 2006). This was a useful initiative critical in preparing social workers to respond during disasters. The NASW also participated in the United Nations conference on disasters (NASW, 2006), which shows their commitment to supporting and ensuring that social workers participate in disaster management issues.

In Zimbabwe, the National Association of Social Workers Zimbabwe (NASWZ) was founded in 1968 as a voluntary professional body for social workers (IFSW, 2022). The NASWZ is utilised as a platform for social workers in Zimbabwe to network and share experiences in a bid to improve their competencies to deliver services to the individuals, groups, families, and communities they serve. This platform can also be used to share experiences and expertise on disaster management issues within the social work discourse.

3.12 SUMMARY

This chapter provides a review of the literature on disaster management, disaster-oriented social work, and the background and historical highlights of disasters. Disasters' nature, prevalence, causes, and effects are discussed. The concept of disaster management is unpacked, setting the tone for disaster-oriented social work. The applicability of social work in disaster management is discussed to understand how social workers should intervene in disaster situations and the roles they should assume in disaster prevention, preparedness, response, and recovery. The chapter also analyses case studies from both developed and developing countries, namely Canada, Mozambique, and South Africa. The analysis indicates that more efforts are needed to develop sound and effective disaster-oriented social work practices. Developing countries have already developed initiatives that support social workers to operate more effectively and efficiently in disaster contexts, such as launching a disaster management network that allows social workers to share knowledge and experiences about disaster management. The importance of a transdisciplinary approach to disaster management is discussed because social workers cannot work in isolation. Social

work bodies in guiding disaster-oriented social work practice is explored to determine if social workers are supported by international bodies in delivering their mandate. The specific bodies discussed are the IFSW, IASSW, ASSWA, ASASWEI, and NASW. The ensuing chapter discusses the research methodology adopted in the study.

CHAPTER FOUR

RESEARCH METHODOLOGY

PHASE	DESCRIPTION
PHASE ONE Problem analysis and planning	• Gain entry and cooperation from setting(s). • Identify and recruit participants. • Identify population concerns. • Analyse the identified problems. • Set goals and objectives.
PHASE TWO Information gathering and synthesis	• Access existing sources of information. • Study natural examples. • Identify successful models' functional elements.

(Rothman & Thomas, 1994)

4.1 INTRODUCTION

This research methodology chapter forms part of phases one and two of the intervention research (D & D) model; the project planning and information gathering phases. Research methodology is a structured and phased research process that guides research's evolution from the initial formulation of a research problem to the ultimate drawing of conclusions. It serves as a bridge that connects theory with empirical findings, establishing a meaningful relationship between these two essential research components (Tan, 2018). This chapter discusses the steps I adopted in conducting this study, beginning with the research problem formulation and continuing to the conclusions drawn from the study's findings on green social work practice. These steps include the research paradigm, research type, research approach, and research design. These discussions are followed by a description of the study setting, population, sample, and sampling procedures. Next, I focus on describing the methods of data collection and research instruments adopted in the study. Thereafter, I discuss the methods adopted in analysing the collected data. The study's trustworthiness and ethical aspects taken into consideration are also discussed. The chapter concludes by discussing the study's limitations and delimitations.

4.2 RESEARCH PARADIGM

I adopted an constructivist research paradigm which is more focused on understanding the world as it is experienced and interpreted by the individuals (Creswell & Creswell, 2022). As research is a scientific and systematic process, the study needs to be informed by a paradigm to address the research questions and attain the research objectives. A paradigm is a comprehensive worldview rooted in specific philosophies and underlying assumptions regarding both the social world and the nature of knowledge (Creswell & Creswell, 2018).

The constructivist paradigm which guided this study emphasises that people develop subjective meanings of their experiences towards certain things (Creswell & Creswell, 2022). Adopting this paradigm meant that I had to rely on the participants' views of disaster-oriented social work. In doing so, I asked the participants broad questions so that the participants can construct the meanings of a situation, typically forged in discussions. Creswell and Creswell (2022) argue that a constructivist paradigm should make use of open ended questions so as to better understand the participants' views. In this study, I used open ended questioning so that I could better understand the role and interventions of social workers in Manicaland province, through actively listening to what the participants said.

The constructivist paradigm facilitated the gathering of data regarding the real impact of climate change and related disasters on people, animals, and plant life, which was crucial for building new knowledge concerning what social workers are doing or could be doing to minimise disasters' impacts on vulnerable communities (Punch, 2016).

Research paradigms' essential assumptions relate to ontology, epistemology, and methodology. Concerning these assumptions, the constructivist paradigm views disaster-oriented social work practice as relative, subjective, and naturalistic (Denzin & Lincoln, 2018; Guba & Lincoln, 1989; Neuman, 2014). The ontological assumption requires researchers to specify the nature of the problem (Denzin & Lincoln, 2018). In this study, this was social workers' limited participation in disaster management issues. I achieved this in the initial chapter (see Chapter One).

The assumption of epistemology relates to the identification of key questions that can assist in understanding the nature of climate change disasters (Patel, 2015), which I addressed in Chapter One (see Section 1.4). These identified questions assisted me in obtaining answers from social work practitioners regarding disaster-oriented practice in Zimbabwe. Several of the questions were directed at social work lecturers to facilitate understanding of the social

work curriculum. Lastly, the policymakers were instrumental in facilitating an understanding of disaster management policies in Zimbabwe.

The epistemological position of the constructivist paradigm assumes that knowledge about disasters and climate change can be best understood from the perspectives of those who are directly involved (Creswell & Creswell, 2018), the social work practitioners. By interacting with social work practitioners, lecturers, and policymakers, I gained insights into eco-critical social work, the social work curriculum, and disaster management policies in Zimbabwe.

The third assumption is methodology, which relates to choosing the best approach to data collection to answer the identified research questions (Neuman, 2014). I chose qualitative research to gather data from participants. This study was informed by the interpretive paradigm; hence, the research methodology was naturalistic as the social work practitioners, lecturers, and policymakers were studied within their natural settings.

Through the constructivist paradigm, I sought to obtain information from social work practitioners to understand and interpret their thoughts and the meaning they attach to eco-critical social work (Kaliyamurthi, 2021). I determined social workers' level of involvement in implementing activities designed to respond to climate change-related disasters (O' Reilly & Kiyimba, 2015) and understand social workers' challenges and successes in times of disaster. My engagement with the policymakers enabled me to develop an understanding of the nature of disaster management policies and strategies in Zimbabwe aimed at protecting the environment. The social work lecturers were instrumental in obtaining information regarding the current social work curriculum in terms of the skills and knowledge in disaster management. As a result, I was able to obtain a holistic understanding of disaster management policies, environmental social work practice, and social work training.

Another of the constructivist paradigm's strengths is that it is humanistic in nature (Kaliyamurthi, 2021), and thus enabled me to understand the nature of human experiences in disaster contexts. The constructivist paradigm analyses the human mind (Rehman & Alharthi, 2016), which allowed me to understand disaster management from the participants' perspectives. Utilising the constructivist paradigm allowed me to address the root cause of social workers' limited involvement in disaster management issues in Zimbabwe. The participants answered the questions verbally and their responses were audio-recorded to preserve their perspectives authentically for data analysis.

Studies that employ an constructivist paradigm generate qualitative data (Rehman & Alharthi, 2016), which assisted me in understanding the contextual nature of environmental social work practice. Unlike positivism, which can only explain the causal relationship between variables, the constructivist paradigm explains why things are the way they are (Kaliyamurthi, 2021), which is why I sought to understand the conditions that derail social workers from participating in disaster management issues. Gaps in the curriculum were found to be the main cause because social work students are not exposed to environmental issues during training. The interpretivist paradigm provides ways to address such conditions. This study revealed the need to green the social work curriculum as a necessary intervention. In a bid to address the problem, I developed a training programme on disaster-oriented social work practice based on the suggestions from social work lecturers and social work practitioners (see Chapter 6).

Despite the constructivist paradigm's strengths, it also has limitations. The paradigm does not allow for the generalisation of studies' findings as the gathered data is generally skewed by personal viewpoints and values (Kaliyamurthi, 2021). Thus, the representativeness of the study findings may be undermined and applicable to only one situation. Despite this challenge, this study benefited from the interpretivist paradigm's strengths, because my primary focus was on understanding the current nature of social work practice and disaster management issues in Zimbabwe.

4.3 TYPE OF RESEARCH

This study adopted intervention research to design a disaster-oriented social work training programme to address social workers' limited involvement in disaster management issues and the gap in the social work curriculum concerning environmental issues. Intervention research was deemed the most appropriate because Fouche et al. (2021) assert that this type of research is conducted to conceive, design, create, and assess innovative human interventions that can be applied to real-world settings to solve or prevent problems such as climate change-related disasters, or to enhance the quality of life after a disaster occurrence. I aimed to develop a CPD training programme that could be implemented to enhance social workers' knowledge, skills, and values concerning environmental justice and eco-social work practice (see Chapter Six).

Fraser, Richman, Galisky and Day (2009) confirm that intervention research is conducted when a practice-based problem has been identified. Hence, intervention research was the

most appropriate for this study, as I had identified the lack of adequate social work interventions during climate change-related disasters in Zimbabwe. The primary problems identified were the reactive way in which social work practitioners respond to disasters, a limited curriculum, and a lack of adequate support for policies on environmental issues and disaster management. Moreover, several of the participants' recommended a training course on disaster-oriented social work practice.

Intervention research is multi-faceted comprising knowledge development (KD), knowledge utilisation (KU), and design and development (D & D) as distinct facets (Rothman & Thomas, 1994). This study adopted the D & D sub-type of intervention research because it involves a problem-solving process that seeks effective and efficient interventions (Fraser et al., 2009; Rothman & Thomas, 1994), particularly in matters that involve protecting lives and ensuring environmental and human social well-being.

The intervention research process comprises six phases: problem analysis and project planning; information gathering and synthesis; design; early development and pilot testing; evaluation and advanced development; and dissemination (Fraser et al., 2009; Strydom, Steyn & Strydom, 2007; Thomas & Rothman, 1994). The phases and the activities carried out in each step of D & D, including their applicability to this study, are presented in Table 4.1 below.

Table 4.1: Intervention research (D & D) model

PHASE	DESCRIPTION	PRACTICAL IMPLEMENTATION	CHAPTER IN THESIS
PHASE ONE Problem analysis and planning	• Gain entry and cooperation from setting(s). • Identify and recruit participants. • Identify population concerns. • Analyse the identified problems. • Set goals and objectives.	• Obtain a letter of permission to conduct research from the Ministry of Public Service, Labour and Social Welfare; Department of Civil Protection, and social work training institutions. • Obtain an ethical clearance certificate from the University of Witwatersrand. • Identify the social work practitioners, social work lecturers, and policymakers. • Brief the policymakers, social work lecturers, and social workers about the research's purpose. • Obtain consent from the policymakers, social work lecturers, and social work practitioners to take part in the study.	Chapter 1 Chapter 4
PHASE TWO Information gathering and synthesis	• Access existing sources of information. • Study natural examples. • Identify successful models' functional elements.	• Review available literature on disaster-oriented social work practice. • Interview experts in disaster management issues in Zimbabwe; the policymakers. • Interview social work practitioners and lecturers. • Identify critical elements of successful social work interventions during climate change-related disasters that can be incorporated into the envisaged training programme.	Chapter 2 Chapter 3 Chapter 4

PHASE THREE Design	• Design an observational system. • Specify procedural elements of the intervention.	• Formulate the training programme. • Incorporate the participants' inputs in developing the programme.
PHASE FOUR Early development and pilot testing	• Develop a prototype intervention. • Conduct a pilot test. • Apply design criteria.	• This study did not reach phase four.
PHASE FIVE Evaluation and advanced development	• Set an experimental design. • Collect and analyse data. • Replicate the intervention. • Refine the intervention.	• This study did not reach phase five.
PHASE SIX Dissemination	• Identify potential markets. • Create a demand for the intervention. • Encourage appropriate adaptation. • Provide technical support.	• This study did not reach phase six.

Source: Rothman and Thomas (1994)

Phase one of the D & D model entails problem analysis involving the identification of a practice-related problem. In this study, this was social workers' limited involvement in disaster management issues (Fraser et al., 2009). The key activities in this initial phase included identifying and recruiting the participants, gaining entry to the settings, identifying and analysing the population's concerns, and setting goals to determine the feasibility of designing a training programme on disaster-oriented social work (Fraser et al., 2009; Rothman & Thomas, 1994; Strydom et al., 2007).

During this problem analysis and planning process, I sought to gain access to and cooperation from the relevant social work lecturers, practitioners, policymakers and the organisations to which they are affiliated. I sent letters seeking permission to conduct the study with lecturers from social work training institutions in Zimbabwe (see appendix E), social work practitioners employed by the Ministry of Public Service, Labour and Social Welfare (MPSLSW) (see Appendix F), and lastly, policymakers within the Department of Civil Protection (see Appendix G). I obtained approval letters from the MPSLSW (see Appendix B) to recruit social workers from the Department of Social Development as participants in this study. I also obtained an approval letter from the Department of Civil Protection (see Appendix C) to interview policymakers. Before beginning the data collection phase, I obtained an ethical clearance certificate from the University of the Witwatersrand's Research Ethics Committee with protocol number H21/04/35 (see Appendix A).

In the second phase, I focused on gathering information on disaster-oriented social work practice and climate change from existing relevant literature (Rothman & Thomas, 1994). The purpose was to understand other social work practitioners' experiences concerning climate change disasters and social work practice to develop a better understanding of disaster-oriented social work (Strydom et al., 2007). I also investigated previously unsuccessful and successful interventions and programmes in disaster-oriented social work practice (Strydom et al., 2007) to learn from the best practices.

Based on the information gathered in phase two, the third phase of the D & D model entailed developing a training programme (Fraser et al., 2009; Rothman & Thomas, 1994) to address the challenge of social workers' limited involvement in disaster management and environmental issues. The training programme also aims to equip social workers with knowledge of disaster management to enable them to practice effectively during disasters (Fraser et al., 2009) (see Chapter Six).

In this study's context, intervention research's (D & D) implementation ended during phase three –the design phase – after I had designed the disaster-oriented social work training programme. Conducting research requires time and finances, which may not be readily available (Allen, 2017). As a result, Schilling (2010) suggests terminating the research early to prevent incidences which may compromise the research outcome, which is why I ended the intervention research at phase three.

4.4 RESEARCH APPROACH

A research approach refers to the plans and procedures for conducting research, which involves broad assumptions concerning data collection methods, analysis, and interpretation (Creswell & Creswell, 2018). Sahu (2013) describes the research as the procedures utilised in conducting research operations. The common procedures or approaches in social research include qualitative, quantitative, and mixed-methods research approaches (Creswell & Creswell, 2018; Hammond & Wellington, 2013).

Creswell and Creswell (2018) assert that the appropriate research approach in a study is determined by the nature of the research problem. In this case, the research problem was why social workers currently perform a low-key role in disaster management. The research problem required the use of a qualitative approach to gather in-depth information from social work practitioners regarding the nature of their involvement, the barriers to their involvement, and the support they need.

The qualitative research approach was beneficial for this study as I wished to understand, describe, and explain disaster-oriented social work practice in Zimbabwe by analysing social work practitioners' experiences (Flick, 2018). Utilising the qualitative approach allowed me to probe for relevant responses from the social work practitioners to understand their role and interventions during disasters, their knowledge and skills, the barriers they encounter, and the opportunities for effective involvement in disaster management (Williams, 2019). Social work lecturers were also interviewed to gather in-depth information regarding the social work curriculum in Zimbabwe. Policymakers provided insights into their responsibilities in protecting the environment as well as relevant legislation that supports disaster management practices in Zimbabwe.

A qualitative study attempts to make sense of the social world as it is understood and experienced from research participants' perspectives (Liamputtong, 2019). The views

expressed by social work lecturers facilitated an understanding of the Zimbabwean social work curriculum in preparing social workers for eco-critical social work practice.

Another strength of the qualitative research approach is that it is flexible as it uses open-ended questions during data collection (Mwita, 2022). This allows the participants to explain their answers. My interaction with the study participants also ensured flexibility because I was able to probe for more in-depth responses from the participants during data collection (Maxwell, 2012).

The qualitative research approach utilises multiple data collection tools. In this study, these instruments allowed me to understand social work practice and disaster management in Zimbabwe (Mwita, 2022). Capitalising on one research tool's strengths to supplement the weakness of another ensured the study's credibility. Triangulation of data collection tools facilitated a holistic understanding of environmental social work practice (Rahman, 2017) and enhanced the study's validity. The data collection instruments utilised in this study were interview schedules and a focus group discussion guide.

A qualitative study focuses on meaning and interpretation (Creswell & Creswell, 2018; Liamputtong, 2019) and this study was concerned with exploring, uncovering, and explaining disaster-oriented social work practice to generate new theoretical insights (Hammond & Wellington, 2013) about the necessity for social work interventions in mitigating the consequences of disasters on individuals, families, groups, and communities.

Additionally, I aimed to acquire a comprehensive understanding of how social workers actively participate in disaster management. Qualitative studies facilitate interaction between the researchers and the participants (Rahman, 2017), which reduces the chances of missing information during data collection. During the data collection process, I had an opportunity to clarify unclear questions.

Hammond and Wellington (2013) argue that qualitative studies document information from participants' perspectives. In this study, I engaged social work practitioners to explore their perspectives concerning social work programmes and services provided to affected individuals, families, groups, and communities. The qualitative approach and in-depth interviews allowed me to explore the need for a social work training programme in disaster management based on information the social work practitioners and lecturers shared.

On the downside, the qualitative research approach has been criticised for its lack of generalisability. This is because qualitative studies generally rely on a small sample of approximately 10-50 participants (Gentles, Charles, Ploeg & Mckibbon, 2015). Mwita (2022) confirms that most qualitative studies use an average of 38 participants which makes generalisation to the whole population difficult and questionable. This study employed a sample of 35 participants comprising social work practitioners, lecturers, and policymakers, and generalisation of the findings concerning disaster-oriented social work practice in Zimbabwe to the entire population may not be possible due to the limited sample.

Another limitation of the qualitative research approach is that it fails to uphold participants' anonymity (Mwita, 2020), which is one of the principal ethical considerations in research. Qualitative studies often involve interaction between the researcher and the participants during data collection, which makes it possible for researchers to link responses to participants. As this study followed a qualitative approach, it was difficult to ensure anonymity. However, the participants were only guaranteed confidentiality in the final report.

Another limitation of the qualitative research approach relates to data collection and analysis procedures which are difficult and less manageable than others (Rahman, 2017). For instance, the in-depth interviews and focus group discussions used in this study generated bulk data and it may be difficult for qualitative researchers to determine which information is relevant, thus making the data analysis process tedious and time-consuming (Mwita, 2022).

In qualitative studies, subjectivity also tends to be a limitation, as many qualitative researchers employ thematic analysis to identify themes which are subjective to their interpretations (Mwita, 2022). On this basis, a qualitative research approach is generally interpretive, with all interpretations based on individuals' emotions, feelings, and social and cultural background. Thus, researchers' interpretations may not be the same as participants' interpretations. However, in this study, I presented the participants' views rather than mine by quoting their responses verbatim.

Notwithstanding the above-mentioned constraints, this study aimed to generate relevant and comprehensive knowledge regarding disaster management and social work practice. This study benefited from the qualitative approach's strengths.

4.5 RESEARCH DESIGN

Kumar, Dubey and Kothari (2022) and Maxwell (2018) describe a research design as a structured plan of inquiry utilised to gather data, establish connections between the data and

the research inquiries, and ultimately arrive at conclusions. Tan (2018) perceives a research design as a methodical approach to determine how to carry out the research effectively. This made the research design a fundamental aspect of this research, as it provided a detailed plan for investigating climate change disasters and social work practice.

The research design facilitated the collection of dependable and valid answers relating to disaster-oriented social work practice (Kumar et al., 2022). A case study research design was adopted as the most appropriate for this study to investigate social work interventions during disasters (Ridder, 2017; Yin, 2018). The design enabled me to describe and analyse environmental social work practice from the participants' perspectives within their natural settings (Creswell & Poth, 2018). The "case" in a case study design usually involves an individual, group, organisation or community (Yin, 2018). In this study, Manicaland Province served as the case to describe and analyse climate change-related disasters and social work practice. The case study design provided a detailed and contextually embedded data on social work roles and interventions during climate change-induced disasters, enabling a deep understanding of the case being studied.

In addition, this study was embedded within the use of a single case design, which is a sub-type of a case study design that focuses on one specific case and explores the case in depth (Yin, 2018). This design allows for a detailed examination of the specific case to yield in-depth information, which enabled me to gather extensive information regarding the social workers' role and interventions in climate change related disasters in Manicaland province, in Zimbabwe since the focus was only on one single case. This in depth exploration was crucial in this study for understanding the participants' perspectives.

Adopting a case study design facilitated the development of an in-depth understanding of social workers' role and interventions during climate change and related disasters by integrating two forms of qualitative data collection methods; interviews and focus group discussions. Case study designs are classified as instrumental, collective or multiple, and intrinsic, depending on their focus and intent (Yin, 2018). This study's focus was on gathering rich and relevant data on environmental social work practice in Zimbabwe, which required a holistic approach. As such, I had to incorporate social work lecturers, policymakers and social work practitioners' diverse views –which is considered a collective case study design – to investigate disaster-oriented social work practice (Hancock & Algozzine, 2017).

Another important strength is that it allows researchers to contribute directly to the study setting and advance knowledge in disaster-oriented social work practice (Lucas et al., 2018). This is especially true for studies aiming to shed light on areas where change could enhance practice and relevance. This was the case in this study's context, as I aimed to enhance environmental social work practice in Zimbabwe by designing a disaster-oriented social work training programme (see Chapter Six).

Although a case study design is perfect for gathering in-depth information on a research problem, there is also an inherent limitation: it cannot produce generalisable conclusions (Babbie, 2020; Gustafsson, 2017; Lucas et al., 2018; Tight, 2017). Despite this weakness, I was more concerned with generating relevant and in-depth knowledge regarding disaster-oriented social work practice from social work practitioners in Manicaland Province which is highly prone to climate change-related disasters. The policymakers provided relevant information regarding their roles and responsibilities in protecting the environment and the social work lecturers were instrumental in describing and explaining the current social work training curriculum. All this information was relevant to this study, but the findings cannot be generalised to other settings.

Despite these limitations, the collective case study was the most appropriate because of its strengths. Gustafsson (2017) opines that there are more benefits associated with the use of a case study design than limitations, which is why I utilised it in my study.

4.6 STUDY SETTING

A study setting refers to the social, physical, and cultural site in which a study is conducted (Given, 2008). In this study, Manicaland Province in Eastern Zimbabwe was identified as a suitable setting to investigate disaster-oriented social work because it is more susceptible to disasters than other parts of the country. Manicaland Province is a mountainous semi-arid region which receives rainfall over 750 mm per annum, on average.

In terms of population, Manicaland Province is the second most populated province in Zimbabwe, with a population of approximately 1,755,000. As such, when disasters occur, a vast number of people are affected and displaced. In recent years, the province was affected by Cyclone Eline in 2000, Cyclone Japhet in 2003, a drought in 2004, Cyclone Dineo in 2017, Cyclone Idai in 2019, Cyclone Chalene in 2020, and Cyclone Eloise in 2021. Thus, it can be deduced that the occurrence of climate change-related disasters in Manicaland Province is

escalating, as witnessed by the occurrence of numerous disasters within a short period. These disasters have had devastating effects on people, animals, and plants in the province.

The province is characterised by ten districts comprising seven rural districts and three urban districts, as depicted in Figure 4.1 below.

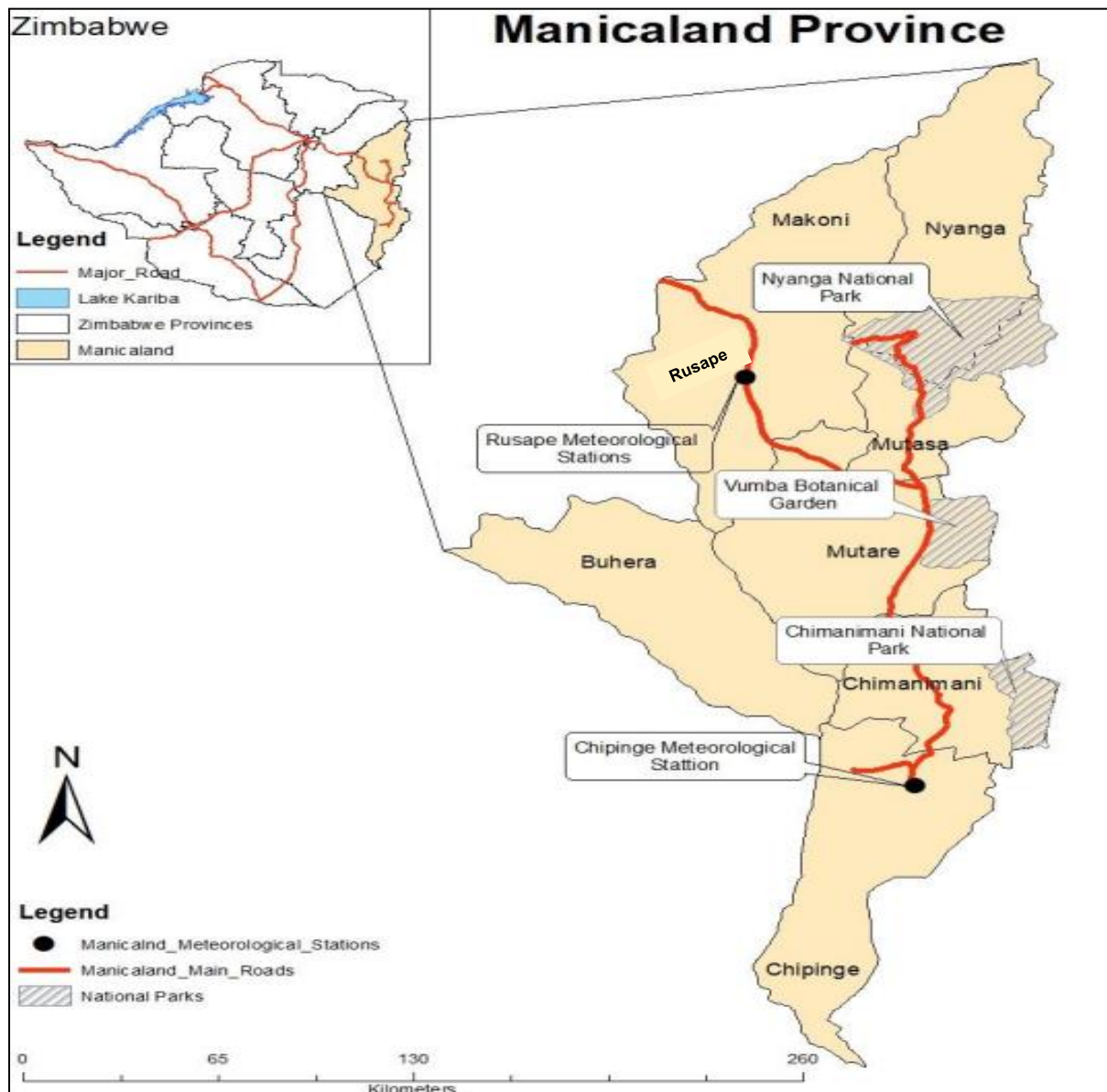


Figure 4.1: Map of Manicaland Province

Source: Mushawemhuka (2021)

Figure 4.1 above illustrates the ten Manicaland provincial districts, namely Makoni, Buhera, Chimanimani, Chipinge, Mutare, Mutasa, Nyanga, Mutare City Council, Chipinge Town Council, and Rusape Town Council. Chipinge and Chimanimani are the most disaster-prone districts within Manicaland Province. The province has two meteorological stations: Chipinge

and Rusape Meteorological Stations, as shown in Figure 4.1 above. These stations assist in weather forecasting and recording and measuring rainfall variability which may result in droughts, floods, and cyclones. Once these stations have predicted high or low rainfall, the province is notified, and preparedness interventions are implemented before a disaster occurs.

However, Mavhura (2017) argues that there is limited support for disaster management initiatives in Zimbabwe which cripples these institutions' ability to perform their mandates effectively. Given the lack of support, there is a significant need to capacitate and support these meteorological stations to enable them to predict weather variability early and prepare early warning systems.

4.7 POPULATION, SAMPLE, AND SAMPLING PROCEDURES

A study population comprises individuals with similar characteristics (Edmonds & Kennedy, 2017) from which the researcher aims to draw conclusions (Babbie, 2013). Essentially, a study population refers to the entire group of elements from which a representative sample is selected (Babbie, 2013). In this study, the population comprised all social work practitioners in Manicaland Province, all social work lecturers, and all policymakers responsible for disaster management policies in Zimbabwe. As it is not feasible to include the entire population, sampling was performed to draw a small sample from the population.

I used purposive sampling to select the social work lecturers, policymakers, and social work practitioners for inclusion in the study. Sampling entails choosing specific individual units from a larger population (Kumar et al., 2022). Sampling can be categorised into probability and non-probability sampling depending on the chosen research strategy. This study employed the qualitative research approach, hence a non-probability sampling technique was adopted.

In non-probability sampling, certain units within the population have no chance of being chosen for the study, or it is not possible to accurately ascertain the probability of their selection (Bhattacharjee, 2012). Scholars such as Edmonds and Kennedy (2017), Kumar et al. (2022) and Sharma (2017) describe purposive sampling as a technique researchers employ to choose participants who possess distinct characteristics that, in the researcher's judgment, are representative of the overall population and address the study's specific need or purpose. Utilising the purposive sampling technique, I deliberately drew a sample from the population that I believed to be representative and adequate to generate sufficient information on disaster-oriented social work practice. The judgement was based on the characteristics I required of the

sample units. These characteristics are discussed in this section as the inclusion criteria (Kumar et al., 2022).

A purposive sampling technique was used because it enabled the selection of individuals relevant to the research design (Kumar et al., 2022). In this study context, the relevant individuals included policymakers, social work lecturers, and social work practitioners who enabled the collection of reliable and relevant data on disaster-oriented social work practice in Zimbabwe, the social work curriculum, and disaster management policies.

However, purposive sampling also contains weaknesses, one of which is that it is prone to researcher bias since I selected the participants based on my judgement (Sharma, 2017). Such judgement may adversely affect the findings' reliability. In this study's context, I avoided researcher bias by ensuring that my background, beliefs, experiences, and assumptions did not influence the research process. Despite this limitation, this study benefited from the technique's strengths.

This study included 26 social work practitioners who were selected based on the following list of inclusion criteria.

- The participant had to be a qualified social worker.
- The participant had to be practising in either a government department or an NGO.
- The participant had to be practising in Manicaland Province.
- The participant had to be knowledgeable concerning social workers' role and intervention during disasters as they would have been working in an area affected by disasters.

Six social work lecturers participated in this study; they were selected using the criteria listed below.

- The participant had to be a qualified social worker.
- The participant had to be a social work lecturer at a tertiary institution that offers social work training.

A total of three policymakers were included in the study; they were selected using the criteria in the list below.

- The participant had to be a policymaker.

- The participant had to be knowledgeable about existing disaster management policies and services in Zimbabwe.

The sample comprised 35 participants. As this was a qualitative study, a sample size of 20 to 40 participants was justified (Schreier, 2018), and gathering data from 35 participants was valid. Gentles et al. (2015) posit that in a case study, the number of interviewees can range from 10 to 50 units. The 35 participants in this study assisted me in obtaining relevant and comprehensive knowledge concerning the social work curriculum, green social work, and disaster management policies.

4.8 RESEARCH INSTRUMENTS

Research instruments are the tools utilised for data collection (Annum, 2017; Zohrabi, 2013). This study employed in-depth interview schedules and a focus group discussion guide. Specifically, two separate in-depth interview schedules were used for the social work lecturers and policymakers because I required different information from them (see Appendices O and P). The social work lecturers were instrumental in gathering data regarding their knowledge, skills, and training concerning disaster management in Zimbabwe and the policymakers provided information on disaster management policies and strategies in the country.

The study also employed a focus group discussion guide as another research instrument to gather data from social work practitioners on disasters and social work practice in Zimbabwe. The guide contained a list of open-ended questions which guided me during the focus group discussions (see Appendix N).

Data for both the in-depth interviews and focus group discussions was collected online through the WhatsApp platform which was accessible to the participants. Telephonic data collection was most suitable for the study because of the COVID-19 protocols in place at the time.

Telephonic data collection is cost-effective if the sample is accessible via telephonic means (Fox, 2009). In this study, I could reach all my study participants without travelling. While data was collected cost-effectively, utilising telephonic methods for data collection did affect the data collection process. The interviews and discussions were susceptible to technical problems, including poor network connectivity and loss of network connectivity during the data collection process.

4.8.1 PRE-TESTING OF THE RESEARCH INSTRUMENTS

Pre-testing of research instruments entailed the critical examination of the questions (Kumar, 2019) to ensure that the participants would understand each question and its meaning. Pre-testing of the research instruments was conducted before the data collection phase with a group of people similar in compilation to the study population (Kumar, 2019).

In terms of the interview schedules, I conducted a pre-test with one social work lecturer and one policymaker whilst two social work practitioners were used in pre-testing the focus group discussion guide. Conducting the pre-test enabled me to identify problems that the participants might encounter in understanding and interpreting the questions in the interview schedules and focus group discussion guide (Hilton, 2017). I made several changes to rectify ambiguous and problematic questions before conducting the study (Hilton, 2017).

4.9 METHODS OF DATA COLLECTION

Bryman (2016) outlines data collection as a pivotal phase in any research, involving the acquisition of data from the chosen sample to address the research questions. In this study, two methods of data collection were employed: in-depth interviews and focus group discussions, as described in the sections that follow.

4.9.1 IN-DEPTH INTERVIEWS

I employed in-depth interviews to engage participants in open-ended interactions (Morris, 2015; Showkat & Parveen, 2017), which enabled me to generate rich and in-depth information about social workers' knowledge and skills as well as disaster management policies and strategies in Zimbabwe. The in-depth interviews were conducted with six social work lecturers from different social work training institutions in Zimbabwe and three policymakers. Data collection commenced in July 2021, during the COVID-19 pandemic, and the lockdown protocols meant that I had to conduct online interviews with the participants using WhatsApp, which was more accessible to them than other means of communication.

Given the restrictions and safety concerns associated with the pandemic, there was a compelling reason for utilising online data collection methods. I opted for online platforms to collect data in adherence to social distancing and adhered to protocols that limited physical contact. The shift towards online platforms for data collection aligns with broader trends in research methodology, offering several advantages such as increased accessibility, cost-effectiveness, and the ability to reach a wider and more diverse pool of participants. Moreover, online data collection facilitates flexibility in scheduling, reduces logistical constraints, and

minimizes geographical barriers, thereby enhancing the efficiency and inclusivity of the research process. Each interview session lasted for 50 to 80 minutes, and they were voice recorded with each participant's prior informed consent.

In-depth interviews were utilised for data collection because of their strengths in generating detailed information on phenomena of interest (Hofisi, Hofisi & Mago, 2014; Showkat & Parveen, 2017). The interviews resulted in comprehensive findings on the nature of disaster management policies in Zimbabwe as well as the current social work curriculum. During the interviews, I probed the social work lecturers and policymakers for additional information (Morris, 2015) which enabled me to gather adequate data for my study.

Probing facilitates the gathering of accurate data (Kumar et al., 2022), which allowed me to obtain an accurate picture of the current state of disaster management policies and social work training from the policymakers' and social work lecturers' perspectives. Hofisi et al. (2014) assert that an in-depth interview's main strength is minimising errors caused by misinterpretation. I ensured that the data gathered for this study was free from misinterpretation and misrepresentation by continuously repeating and rephrasing the questions to capture and present what the social work lecturers and policymakers said during the interviews.

Another of the in-depth interview's strengths relates to the interview format's flexibility (Hofisi et al., 2014; Roller & Lavrakas, 2015). This flexibility allowed me to ask the participants follow-up questions for clarity. Thus, with the use of in-depth interviews, I was able to stimulate the policymakers' and social work lecturers' subconscious opinions, which facilitated the generation of rich data on disaster management and the eco-critical social work curriculum in Zimbabwe. The in-depth interviews were an indispensable source of data and while conducting the interviews, I gained insight into the participants' world of disaster management to develop an understanding of disaster management practices and training in Zimbabwe.

In-depth interviews as a means of data collection have some weaknesses, such as the interviewee providing inaccurate information (Morris, 2015). To minimise the chances of obtaining inaccurate information, I initiated the interviews with general questions to establish a rapport with the participants to ensure they felt comfortable with me. Rubin and Rubin (2012) assert that when interviewees are comfortable with the interviewer, they are more likely to provide an accurate portrayal of their experiences.

Another limitation of in-depth interviews is that the obtained data cannot be generalised to the entire population because of the small sample (Kumar et al., 2022). Showkat and Parveen

(2017) opine that the small sample in in-depth interviews is not selected through a proper scientific procedure, which also affects the study results' generalisability to the whole population. This study's findings cannot be generalised because the sample comprised only 35 participants.

Despite the mentioned limitations, I conducted in-depth interviews to generate data on the current social work curriculum and disaster management policies in Zimbabwe as the strengths of the method outweigh the limitations (Kumar et al., 2022). This study benefited from the in-depth interviews' collection of rich data.

4.9.2 FOCUS GROUP DISCUSSIONS

Focus group discussions were also utilised in this study to collect data on disaster-oriented social work practice in Zimbabwe to explore social work practitioners' opinions and experiences through a free and open discussion (Hofisi et al., 2014). Focus group discussions are an effective means of enabling an in-depth exploration of people's experiences in a group setting (Fox, 2009). These discussions enabled me to explore social work practitioners' experiences in responding to disasters and provided the participants with a platform to share the challenges that hinder their effective and efficient involvement in disaster management issues.

To ensure a thick description of social work practice during disasters, each focus group discussion session was recorded (Neuman, 2014) with the participants' informed consent (see Appendix K). A total of three focus group discussions were conducted, which I deemed sufficient to allow me to access a variety of insights into disasters and social work practice. These discussions engaged 26 social work practitioners in Zimbabwe. Two of the focus group discussions had nine participants each, and one had eight participants. Kumar et al. (2022) suggest that a small group of between six and 12 participants is ideal to allow each participant an opportunity to share their views and experiences while eliciting a wide range of responses. Involving either eight or nine participants in a discussion was, therefore, justified and all the participants had an opportunity to share their experience. The focus group discussions were conducted with experienced social work practitioners who were knowledgeable about the current state of disaster-oriented social work practice in Zimbabwe.

The discussions with the social work practitioners were conducted in English, which is one of the languages social workers in Zimbabwe use in practice settings. Although the focus group discussions were conducted in English, there were instances when the study participants mixed

English and Shona, their mother tongue. This did not pose any challenges as I and the participants understood Shona.

The discussions were conducted online on the WhatsApp platform, which was accessible to all the study participants. I created three WhatsApp groups for the social work practitioners in Manicaland Province, and I was in all three. The participants were involved in choosing a date and time suitable for the discussions. Once the participants had agreed on the date and time, I initiated a WhatsApp group call at the appointed time. As a group, we discussed disaster-oriented social work practice in Zimbabwe. The discussion lasted approximately two hours. I made hand-written field notes immediately after each discussion (Creswell, 2014), which helped me to understand the data gathered in preparation for analysis.

Focus group discussions are difficult to conduct, which is why a research assistant served as a moderator during the discussions. The decision to utilise a research assistant in this study was based on the complexity of conducting a focus group discussion. Focus group discussions often involve managing group dynamics, facilitating conversation, and ensuring that all participants have an opportunity to contribute meaningfully. The use of the assistant was to make the process manageable. This assistant recorded the social work practitioners' relevant demographic information for analysis. I had a meeting with the research assistant before the discussions to clarify his role and duties. Overall, the involvement of a research assistant in this capacity was to address the logistical and practical challenges of conducting focus group discussions

The benefit of using focus group discussions as a data collection method is that I was able to gather rich descriptions of social work practice and disasters. In a group setting, the social work practitioners' interaction generated new ideas regarding disasters and social work practice (Kumar et al., 2022). This helped me to discover new information since they contributed much more diverse perspectives in a group setting. The conversations appeared to stimulate thinking and recall of experiences among the social work practitioners which kept the groups alive and the discussions flowing which may not have been possible if the participants were interviewed separately.

Despite the strengths discussed above, focus group discussions also have inherent limitations in that a few members may dominate the entire discussion (Kumar et al., 2022). This may result in limited views informing the study's results. In this study's context, the focus group

discussion moderator ensured that every social work practitioner shared their experiences so that I could obtain information from the entire group.

Another limitation of focus group discussions is that they are time-consuming to plan and execute (Kumar et al., 2022), and in this study, the social worker practitioners had challenges in agreeing on a date and time which delayed the data collection process. I had to continuously remind them to collectively agree on a date and time that accommodated their schedules.

Furthermore, due to the limited number of participants involved in focus group discussions, it is difficult to generalise the results to the larger population because the sample may not be representative of the population (Gundumogula, 2020). This study's results cannot be generalised.

Despite the limitations mentioned earlier, the study employed a focus group to collect data because I intended to include 26 social work practitioners as participants, a substantial number that would be impractical for in-depth interviews. Focus group discussions' strengths outweighed the weaknesses.

4.10 METHODS OF DATA ANALYSIS

Data analysis involves the organisation, examination, and interpretation of gathered data (Bryman, 2016). The qualitative data from the in-depth interviews was analysed thematically following Braun and Clarke's (2006) guidelines. Thematic analysis is a method for recognising, examining, and documenting patterns within collected data (Braun & Clarke, 2006). Hammond and Wellington (2013) posit that it is a systematic approach that allows data to be structured, categorised, and evaluated, ultimately facilitating the identification of distinctions and commonalities that lead to informed conclusions.

I utilised the six-phase data analysis framework to guide me in analysing the data collected for this study. These steps are to familiarise oneself with the content; produce initial codes to organise the data into meaningful groups; search for potential themes; review and refine the potential themes; name the themes; and lastly, write a report (Braun & Clarke, 2006). These steps are discussed below.

Step 1: Familiarisation

Before familiarising myself with the data set, I engaged in the iterative process of reflexivity; a process of self-examination (see Section 4.3.1). I immersed myself in the data to understand

the content (Braun & Clarke, 2012). To this end, I transcribed the recordings by listening repeatedly to each recording while typing out a transcript. In this first step, I continuously read the transcripts about disaster-oriented social work practice in Zimbabwe to identify data relevant to answering the research questions (see Section 1.3). At this stage, I made notes and jotted down my early impressions (Maguire & Delahunt, 2017). I engaged in active reading and rereading of the gathered data to enable critical thinking about disasters and social work practice in Zimbabwe. During this process, I attempted to make sense of participants' responses. The potential items of interest regarding social work interventions in times of disasters were highlighted as well as content relevant to the research questions. The notes I made during this stage were useful during the entire data analysis process as they served as memory triggers for coding and analysis.

Step 2: Generate initial codes

Braun and Clarke (2006) argue that generating initial codes entails organising data into meaningful pieces of information. During this second step, relevant information on disaster-oriented social work practice was identified (Maguire & Delahunt, 2017), which marked the beginning of the systematic data analysis through coding (Braun & Clarke, 2012). During this code-generation phase, I had to revisit the research questions to ensure that the data I had gathered addressed those questions (Campbell, Orr, Durepos, Nguyen, Whitmore, Gehrke, Graham & Jack, 2021). Codes are the building blocks for data analysis and provide a concise summary of social workers' involvement in disaster management, describe disaster-oriented social work practice, and provide an interpretation of the data (Braun & Clarke, 2006).

In generating initial codes, I copied the participants' responses from the transcribed text to a new Word document. I used the participants' words and not my interpretation so that I could remain as close as possible to the participants' intent and meaning. This coding process provided me with a summary of the data. During this phase, I highlighted the potential themes in the transcriptions. After generating initial codes, I continued reading the data to ensure that I captured all the relevant information.

Step 3: Development of preliminary themes

After generating initial codes, I began the process of searching and generating themes (Braun & Clarke, 2006). In this step, I considered how the various codes identified in step two could fit together to generate a theme (Maguire & Delahunt, 2017). During this process, I developed

a list of potential themes and subthemes concerning social work intervention during climate change-related disasters (Nowell, Norris, White & Moules, 2017). The potential themes were identified by analysing the coded data to identify patterns among the codes generated in phase two of the analysis. During this process, several codes collapsed, while others were clustered if they shared unifying features that reflected meaningful patterns in the data.

At the stage of this phase, I developed a thematic table containing a list of potential themes and subthemes. I then organised all the data extracts relevant to each identified theme and reviewed the themes.

Step 4: Reviewing potential themes

This step involved reviewing the developed themes concerning the coded data and the entire dataset on disaster-oriented social work practice (Braun & Clarke, 2012). During the process, I discarded several themes as there was insufficient meaningful data to support them (Nowell et al., 2017). While reviewing the themes I also reread the transcripts to determine if the potential themes were relevant in answering the research questions. I ensured that the identified potential themes were coherent and distinct from one another. The potential themes were reviewed and refined until I was satisfied that they captured all the information provided by the social work practitioners, policymakers, and lecturers during data collection.

I utilised the identified themes as headings for the study's findings presented in Chapter 5 of this report. The themes presented multiple perspectives the participants shared about social work and disaster management. I utilised quotes extracted from the transcripts to support the themes.

Step 5: Defining and naming themes

After reviewing the potential themes, I defined them and assigned names. This was the final theme refinement stage (Braun & Clarke, 2012), which identified the central idea regarding social work intervention in environmental crises (Maguire & Delahunt, 2017). In this step, I formulated subthemes. In defining and naming the themes, I ensured that each was characterised by a singular focus. I also ensured that all the themes were connected to the broader research questions. Available literature on social work practice and disaster management was employed to support the ideas presented.

Step 6: Producing the report

The last phase of thematic analysis is producing a report that provides a compelling story about social work interventions in times of disaster in Zimbabwe (Nowell et al., 2017). I ensured that the write-up extended beyond describing the gathered data to make a compelling argument that addressed the initial research questions presented in Section 1.4 of this study (Campbell et al., 2021). The write-up is presented in the discussion chapter of this thesis (see Chapter Five).

Table 4.2 below summarises the thematic analysis process I adopted in this study.

Table 4.2: Summary of thematic analysis

ANALYTIC PHASE	DESCRIPTION	ACTIONS
Familiarise oneself with the data.	• Immersing oneself in the gathered data to obtain an understanding of the content's depth and breadth. • The search for patterns and meaning in the dataset begins.	• Transcribing the recordings. • Continuously reading and rereading the transcripts. • Jotting down notes.
Generate initial codes.	• Generating initial codes to organise the data.	• Labelling and organising the gathered data into meaningful groups.
Develop preliminary themes.	• Sorting codes into themes. • Identifying the relationships between codes.	• Developing a thematic table.
Review the potential themes.	• Identifying coherent patterns. • Review of the entire dataset.	• Ensuring that there is sufficient data to support themes. • Refining the themes.
Define and name the themes.	• Identifying the story within each theme.	• Ensuring that the data and the identified themes form a coherent story.
Produce a report.	• Presenting a concise account of disaster-oriented social work practice in Zimbabwe.	• Writing a compelling argument which addresses the research questions. • Discussing the themes and how they fit into the broader study.

Adapted from Braun and Clarke (2006)

4.11 TRUSTWORTHINESS OF THE STUDY

Ensuring a research study's trustworthiness involves assessing its quality and rigour (Loh, 2013; Rule & John, 2011). Trustworthiness is particularly relevant in qualitative research, and in this study, it pertains to the qualitatively collected data. Qualitative research typically relies on four criteria to establish trustworthiness: credibility, transferability, confirmability, and dependability (Lincoln & Guba, 1985; Stahl & King, 2020). These criteria are explained in the sections that follow.

4.11.1 CREDIBILITY

Creswell and Creswell (2018) argue that credibility in a qualitative study should be established at the time the study is undertaken to demonstrate that the inquiry was conducted accurately. Ivankova (2015) opines that credibility in the extent to which qualitative findings are believable and promotes confidence in their truth. I triangulated the data sources and employed peer debriefing and member checking as strategies to ensure this study's credibility.

- **Triangulation**

Triangulation in research is based on the view that people learn more through observing a phenomenon from multiple perspectives (Neuman, 2014), which enabled me to understand disaster management in Zimbabwe from three different groups of participants' perspectives. Utilising data triangulation in this study facilitated the development of a comprehensive understanding of disaster management.

- **Peer debriefing**

Peer debriefing involves other researchers auditing the study's findings to minimise bias and enhance accuracy (Creswell, 2014). This process was fundamental in ensuring the study's credibility. During peer debriefing, I received feedback from the researchers who were comparing the research questions with the transcripts and themes that emerged from the data.

- **Reflexivity**

I employed reflexivity to minimise bias in this study, a practice involving disciplined self-reflection. Researchers employing reflexivity recognise that their actions will inevitably influence the meanings and experiences associated with the phenomenon under investigation (Denzin & Lincoln, 2018; Horsburgh, 2003; Lumsden, Bradford & Goode, 2019; Subramani, 2019). As I am also a social worker from Zimbabwe, I acknowledge that my background, beliefs, experiences, and assumptions could influence the research process (Creswell, 2014). I

ensured that the disaster-oriented social work training programme I developed was mainly informed by the study's empirical results to avoid influencing the research process.

4.11.2 TRANSFERABILITY

Hammond and Wellington (2013) assert that transferability in qualitative research requires that the study's findings can be applied to other contexts. In this study, social workers in disaster-oriented social work practice. Thick descriptions were utilised as a strategy to ensure this study's transferability.

- **Thick description**

Thick description in a qualitative study entails a rich description of the study (Stahl & King, 2020) supplying adequate details for readers to understand, in this study, the current status of disaster management in Zimbabwe. In this study, I provided sufficient details in my description of the case, the study setting, and the themes that emerged from the study. The themes generated from the data were supported by verbatim statements from the social work practitioners, lecturers, and policymakers (see Chapter Five). I described in detail the concept of disaster-oriented social work practice in the literature review chapters. I have also richly described the study's research design, citing the strengths and weaknesses (see Section 4.5). The study sample as well as the sampling procedures were also described in detailed.

4.11.3 DEPENDABILITY

Dependability, akin to reliability, is the extent to which readers can be assured that the reported findings align with the researcher's claims (Thyer, 2010). Dependability emphasises the need for a systematic, traceable, and well-documented inquiry process (Patton, 2015). A dependability audit was employed as a strategy to confirm the accuracy of data collection and presentation.

- **Audit trail**

A dependability audit trail relates to the diary or logs used to keep track of all the research events in chronological order to manage threats to the study findings' dependability (Jeanty & Hibel, 2011). I diarised all my decisions and actions taken during the data collection process. This strategy was useful in that readers could follow how the study was conducted, how the findings emerged, and how I reached conclusions. The audit trail was also used as a strategy to ensure the findings' confirmability.

4.11.4 CONFIRMABILITY

Confirmability ensures that the study findings and interpretation can be confirmed by another study (Marshall & Rossman, 2016; Patton, 2015). In ensuring a study's confirmability, the findings should reflect what the participants have shared (Liamputtong, 2019). I ensured that this study's findings were not derived from my imagination by linking the data to social work intervention during disasters. The findings were, therefore, largely determined by the participants and the circumstances of the inquiry, not by my biases, motivations, interests, or perspectives.

4.12 ETHICAL CONSIDERATIONS

Social research is conducted within social contexts, thus mandating researchers to adhere to ethical standards in designing and executing a study (Babbie, 2020). Based on this assertion, researchers need to be professional in their conduct and protect participants' rights and dignity (Kumar, 2019). In this study, I followed established research protocols by first obtaining an ethical clearance certificate from the University of the Witwatersrand Human Research Ethics Committee before collecting data (See Appendix A). To protect the study participants, the following key ethical aspects were maintained.

4.12.1 AVOIDANCE OF HARM

Harm to study participants can be either physical or psychological and researchers are mandated not to expose study participants to unnecessary harm (Babbie, 2020). In this study, I strove to protect the participants from physical and psychological harm. To minimise psychological harm, I carefully considered my choice of words during data collection to ensure that participants would not feel uncomfortable or have their self-esteem injured. I also respected participants' autonomy by upholding their right not to answer any questions that they were not comfortable answering.

Participants' physical safety is also of fundamental importance in research and should be weighed up carefully against the study's benefits (Braun & Clark, 2013). Researchers must protect participants against physical harm. In this study's context, the participants were not likely to be subjected to any physical harm because none of the procedures or methods administered had the potential to cause physical discomfort, pain, injury, illness, or disease.

4.12.2 INFORMED CONSENT

Kumar (2019) asserts that in every discipline it is unethical for researchers to conduct a study without participants' knowledge. Based on this assertion, informed consent is the cornerstone

of the ethical standards which must be observed when dealing with human subjects. Thus, the participants were made aware of what was expected of them as well as the potential harm (Babbie, 2020). Before participation in the study, the participants were asked to sign an informed consent letter which stated the purpose of the study (see Appendices K, L & M).

In addition, participant information sheets (PIS) were given to each group of participants (social work practitioners, social work lecturers, and policymakers) which contained a summary of the research, including the purpose of the research and how the participants would be involved (see Appendices H, I & J). Before the interview and focus group discussions, I introduced myself to the participants, disclosing my identity and affiliation to the University of the Witwatersrand, and clarifying the study's purpose. I also informed the participants that they were free to withdraw from the study at any given time.

4.12.3 DECEPTION AND VOLUNTARY PARTICIPATION

Social science research often requires individuals' participation, which can interrupt their regular activities and intrude into their lives (Babbie, 2017). This can be a burden for participants, as it can take time and energy to participate in research. In line with the ethical standards, I did not deceive the participants or coerce them to take part in my study. They were free to exercise their will in determining whether they wished to take part in the study or not. I also ensured that they were informed about their right to withdraw from the study if they so wished (Babbie, 2020). I did not lie or make promises to pay them.

4.12.4 PRIVACY/CONFIDENTIALITY/ANONYMITY

Researchers need to consider privacy as an ethical principle when conducting research (Pope & Mays, 2020). Privacy in research encompasses all the study participants' particulars that are personal and the participants' right to control the disclosure of such identifying particulars (Punch, 2016). In ensuring privacy in this study, I did not force participants to reveal any information they did not wish to disclose.

Confidentiality is when the researcher can identify a given participant's responses but promises not to reveal them publicly (Bryman, 2016). Confidentiality was a key considered in this study (Wiles, 2013), as it safeguarded against invasion of privacy through research. I ensured that the participants' names were excluded during data collection, analysis, and presentation to maintain confidentiality in this study.

Anonymity is when neither the readers nor the researcher can link a given response with a participant (Babbie, 2020). As this was a qualitative study, it was difficult to maintain

anonymity because I interacted with the participants during the data collection process (Babbie, 2020). To ensure anonymity and that the participants could not be easily identified or traced, identifying factors such as their names, job titles, and place of work were omitted from this report (Punch, 2016).

This study used online platforms to collect data. As such, maintaining privacy, confidentiality and anonymity was complex. However, I ensured that I used platforms with encryption. During focus group discussions, access was only limited to the participants. During interviews, the participants had their cameras off.

4.12.5 DEBRIEFING

Debriefing is an important aspect of research which should take place immediately after data collection to rectify any harm that the study could have caused (Allen, 2017). Since participant debriefing occurs after their involvement, I organised debriefing sessions to discuss the findings about social workers' involvement in disaster management issues. Debriefing allowed the participants to learn more about social work interventions during climate change-related disasters.

4.12.6 PUBLICATION OF FINDINGS

Publication of findings is the final phase of the research process. I have presented the findings as accurately and as fairly as possible. Khandelwal (2019) argues that ethics deals with giving credit where credit is due. Thus, I ensured that the data presentation was authentic, and all sources consulted were acknowledged. The research findings will be published in scholarly journals as articles for the public to access and will also be accessible at the University of Witwatersrand in the form of a thesis. The findings will also contribute to book chapter publications, conference papers, and further research. I will also share the study with the MPSLSW as well as the DCP whose employees took part in the study.

4.13 LIMITATIONS AND DELIMITATIONS

This study focused on social work practitioners in Manicaland Province in Zimbabwe, social work lecturers in academic institutions that offer social work training, and policymakers within the DCP, which deals with disaster management issues in Zimbabwe. Other practitioners such as doctors and psychologists working in climate change disaster-prone areas were not considered. The social workers, policymakers, and social work lecturers were the only participants in this study due to their knowledge and experiences regarding disaster-oriented social work practice and disaster management issues in Manicaland Province in Zimbabwe.

In terms of limitations, I encountered delays in obtaining permission to conduct the study from the MPSLSW and the DCP due to bureaucracy. I had to follow-up on my applications telephonically to facilitate a positive response.

The interviews and focus group discussions were conducted online and several participants experienced poor network connectivity challenges which interrupted the data collection process. I had to reschedule the interviews. Additionally, the absence of face-to-face interaction in virtual focus groups may impact the depth of discussion and rapport among participants, however, I ensured that all the participants in the focus group discussions had their cameras on throughout the discussions. Participants for in-depth interviews also had their cameras on during the data collection processes. However in some instances there were connectivity interruption. As a result, we would switch off the cameras and use audio only to enable a smooth data collection process.

Concerning the focus group discussions, it was a challenge to organise a successful discussion as several of the participants experienced poor network connectivity. Braun and Clarke (2013) posit that planning and conducting focus group discussions is difficult and time-consuming. This was evident in this study, as it was difficult to agree on a suitable date and time convenient for all participants. During one of the focus group discussions, only one participant joined the call and I had to reschedule the discussion to another date and time.

Several of the participants experienced poor internet connectivity that it was almost impossible for them to take part in the study, and one was forced to withdraw by poor connectivity. Fox (2009) mentions that online focus group discussions are often adversely affected by poor network connections.

Another limitation of this study is that there was little to no literature on the involvement of the Council of Social Workers Zimbabwe in disaster management issues. Thus, limiting understanding of their role, efficiency and effectiveness in disaster-social work practice.

The above-mentioned limitations did not adversely affect the study because I did attain data saturation. Saturation is conceptualised as information redundancy (Lincoln & Guba, 1985); when no new information is forthcoming. The loss of one of the participants did not impact the study as it did not affect the number of focus group discussions I had planned to conduct.

This study was purely qualitative and used a case study design, hence the findings are not generalisable to disaster-oriented social work practice in other settings. However, the findings

add to the body of knowledge on social work roles and interventions during disasters, the challenges and opportunities for disaster-oriented social work practice, the current disaster management practice in Zimbabwe, social work practitioners' knowledge, skills, and roles, and their experiences during disasters. Social work practitioners and stakeholders from other settings could draw lessons from this study.

4.14 SUMMARY

This chapter discussed all the issues pertaining to research methodology. The interpretivist paradigm was discussed as the adopted research paradigm for the study. Since the interpretivism paradigm focuses on meaning individuals attach to a phenomenon, the study adopted the qualitative research approach which was discussed in detail. Intervention research was also discussed with specific reference to the D & D model as a sub-type of applied research. In terms of design, a case study research design was discussed with specific reference to the collective case study design. A discussion of Manicaland Province as the study setting followed. The study population, sample, and sampling procedure were explained. The methods of data collection, the instruments for data collection, and the methods of data analysis used in the study were also explored in this chapter. The strategies adopted in this study to ensure trustworthiness as well as the ethical considerations were explained. The chapter concluded with a discussion of the study's delimitations and limitations. The following chapter of this thesis presents and discusses findings on disaster-oriented social work practice in Zimbabwe.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF FINDINGS

PHASE	DESCRIPTION
PHASE ONE Problem analysis and planning	• Gain entry and cooperation from setting(s). • Identify and recruit participants. • Identify population concerns. • Analyse the identified problems. • Set goals and objectives.
PHASE TWO Information gathering and synthesis	• Access existing sources of information. • Study natural examples. • Identify successful models' functional elements.

(Rothman & Thomas, 1994)

5.1 Introduction

This chapter forms part of Phase Two of the intervention research (D & D) model: information gathering and integration. I present the findings based on the data collected from the telephonic focus group discussions and in-depth interviews. This data was thematically analysed and concerned the roles social work practitioners play in developing interventions they supposedly implement to mitigate the impact of climate change-related disasters in Zimbabwe. Three focus group discussions comprising 26 social work practitioners in the Manicaland Province in Zimbabwe were conducted. In addition, six social work lecturers were interviewed to gain a deeper understanding of social workers' roles and interventions during climate change-related disasters in Zimbabwe and three policymakers were interviewed to explore the disaster management context in Zimbabwe. The data collection and analysis phases were guided by the following list of objectives.

- To explore the interventions that social workers implement during climate change-related disasters in Zimbabwe.
- To identify social workers' competencies in climate change-related disasters.
- To understand the disaster management context in Zimbabwe.

- To provide recommendations for enhancing social workers' involvement in disaster-oriented practice.

5.2 Biographical information of the participants

This section presents the study participants' biographical information to provide a comprehensive overview. The participants were selected purposively to represent diverse experiences and perspectives on disaster-oriented social work practice, the disaster management context in Zimbabwe, and the social work curriculum.

5.2.1 Social work practitioners' biographical information

The demographic profile of the social work practitioners who participated in this study is presented in Table 5.1 below concerning race, age, gender, the highest educational qualification, the year in which the participant obtained their first qualification in social work, and the years of service in a disaster management context. A total of 26 participants were selected from Manicaland Province for participation in focus group discussions based on my discretion and the inclusion criteria presented in the previous chapter. After collecting information from 26 participants, I observed that the data was becoming increasingly repetitive, with the same patterns emerging. This indicated that I had reached data saturation, meaning that no new information would emerge if I conducted additional focus group discussions.

Table 5.1: Social work practitioners' biographical information

Race and Nationality	Number of participants
Black Zimbabweans	26
Total	26
Age	Number of participants
25 – 30	11
31 – 35	6
36 – 40	4
41 – 45	2
46 – 50	2
51 and above	1
Total	26
Gender	Number of participants
Males	8
Females	18
Total	26

Highest level of qualification	Number of participants
Certificate	1
Diploma	0
Honours degree	10
Master's degree	15
PhD	0
Total	26
Year obtained first social work qualification	Number of participants
2013	2
2014	3
2015	6
2016	5
2017	7
2018	3
Total	26
Years of experience in disaster contexts	Number of participants
0 – 2 years	2
3 – 5 years	21
6 – 8 years	2
9 – 11 years	1
12 – 14 years	0
15 years and more	0
Total	26

A narrative description of the participants' biographical information is provided below.

Race: All 26 social work practitioners in this study were black Zimbabweans. The social work practitioners' race profile is consistent with the inter-census demographic survey indicating that blacks make up almost the entire population (99.7%) (Zimbabwe National Statistics Agency [ZimStats], 2017).

Age: The age analysis indicates that the majority of the social work practitioners were aged between 25 and 30 (11 social work practitioners), which could imply an interest in social work among young people. A total of six practitioners were aged between 31 and 35; four participants were 36 to 40 years of age; and the age groups 41 to 45 years and 46 to 50 years had two practitioners in each category. Only one participant was older than 50. The data indicates that numerous young practitioners are involved in disaster-related issues, and the number of practitioners gradually decreases with age. This could imply that older social work practitioners are less common in disaster-oriented social work practice.

Gender: The participants were allowed to either disclose or not disclose their gender and all the participants chose to disclose. The gender distribution reflects that 18 participants were female and eight participants in the focus groups were male. The social workers' gender profile is consistent with the 2022 census results indicating that there are more females than males in Zimbabwe; males constitute 48% of the population whilst females constitute 52% of the total population (ZimStats, 2022).

Highest educational qualification: Most of the practitioners who participated in this study held a master's degree in social work (15 participants), ten had honours degrees, and only one participant had a certificate in social work which they obtained in 2015. The trend indicated that most of the participants enrolled for a four-year degree programme in social work.

Year in which the participant obtained their first social work qualification: The year the participants obtained their first qualification in social work was significant because this information enabled me to understand the trends in the social work curriculum concerning disaster management. Disaster management is a new concept in the social work curriculum, with numerous universities claiming that disaster management was included in their curriculum for the first time in 2016, with only one institution indicating that the curriculum was introduced earlier in 2011. This implies that social workers who qualified before 2016 might not have been exposed to a disaster-oriented social work curriculum. Two of the participants qualified as social workers in 2013, three indicated that they graduated in 2014, six social work practitioners graduated in 2015, five in 2016, seven qualified in 2017, and three participants graduated in 2018.

Number of years practising in disaster contexts: I needed to know the practitioners' years of experience in disaster contexts. Most of the social work practitioners indicated that they had between three and five years (21 participants) of experience in disaster-oriented social work practice. In the 0 to two years and six to eight years categories, there were only two participants in each category. Only one social work practitioner had between nine and 11 years of experience in disaster-related social work. This implies that the practitioners who participated in this study were in the early to mid-stages of their careers in disaster-oriented social work practice. The absence of participants with more than 10 years of experience could suggest that disaster-oriented social work is a relatively new field and practitioners have not yet accumulated extensive experience.

5.2.2 Social work lecturers' biographical information

Table 5.2 below presents the demographic profile of the social work lecturers who participated in this study, with specific reference to race, age, gender, highest educational qualification, and the number of years at the social work training institution. I interviewed a total of six social work lecturers in institutions of higher learning which offer social work qualifications. With this small sample, I had an opportunity to engage in in-depth discussions with each lecturer, which potentially led to a richer understanding of their insights into incorporating disaster-related issues in the social work curriculum.

Table 5.2: Social work lecturers' biographical information

Race and Nationality	Number of participants
Black Zimbabweans	6
Total	6
Age	Number of participants
20 – 30	3
31 – 40	2
41 – 50	1
51 and older	0
Total	6
Gender	Number of participants
Males	5
Females	1
Total	6
Highest educational qualification	Number of participants
Certificate	0
Diploma	0
Honour's degree	0
Master's degree	6
PhD	0
Total	6
Number of years at the institution	Number of participants
0 – 2 years	1
3 – 5 years	3
6 – 8 years	1
9 – 11 years	0
12 – 14 years	1
15 years and more	0
Total	6

A narrative description of the social work lecturers' biographical information is provided below.

Race: Table 5.2 above indicates that all the social work lecturers (six participants) were black Zimbabweans.

Age: Three of the social work lecturers who participated in the study were between 20 and 30 years old, two participants were aged between 31 and 40 years, and one participant was between 41 and 50 years of age. The findings indicate that most of the participants were in the 20–30-year age group.

Gender: The social work lecturers' gender composition reveals a gender imbalance, with five male lecturers and only one female lecturer.

Highest educational qualification: All six lecturers who participated in this study indicated that they have a Master's degree, which implies a certain level of expertise among the participants.

Number of years at the institution: Table 5.2 indicates that one social work lecturer had between 0 and 2 years of service; three participants had between three and five years of service, and the remaining two lecturers had between 6 and 8 years and 12 and 14 years of service respectively. The analysis indicates that the majority of the participants had been working at a certain institution for more than two years teaching social work. This information helped in determining the level of their understanding regarding the social work curriculum within that institution. The participants were knowledgeable about the current social work curricula at their institutions, and they indicated if the curriculum at their higher education institution included disaster management, which enabled me to gather adequate information regarding the social work curriculum.

5.2.3 Policymakers' biographical information

The policymakers' demographic profile is presented in Table 5.3 below concerning race, age, gender, the highest educational qualification, and the years of service at the disaster management organisation. This qualitative study gathered sufficient information about the disaster management context in Zimbabwe by conducting interviews with three policymakers. Data saturation was reached after the third interview, meaning that no new insights were likely to be gained from additional interviews. Therefore, there was no need to conduct additional interviews.

Table 5.3: Policymakers' biographical information

Race and Nationality	Number of participants
Black Zimbabweans	3
Total	3
Age	Number of participants
20 – 29	0
30 – 39	0
40 – 49	0
50 – 59	3
60 years and older	0
Total	3
Gender	Number of participants
Males	2
Females	1
Total	3
Highest educational qualification	Number of participants
Certificate	0
Diploma	0
Honour's degree	0
Master's degree	3
PhD	0
Total	3
Number of years in the relevant government department	Number of participants
0 – 5 years	0
6 – 10 years	0
11 – 15 years	0
16 – 20 years	0
21 – 25 years	3
26 years and more	0
Total	3

Race, Nationality, Age and Gender: Three black Zimbabwean policymakers participated in the study. They ranged between 51 and 59 years of age; two were males and one was female.

Highest educational qualification: The participants' highest educational qualification was analysed; all three indicated that they had Master's degrees in Disaster Management, which indicates their level of knowledge concerning disaster management issues.

Number of years of service in the relevant government department: I analysed the number of years the participants had been employed at the Department of Civil Protection. All three

participants had between 21 and 25 years of experience and were knowledgeable about the disaster management issues in Zimbabwe.

5.3 THEMES

Table 5.4 below presents the themes and subthemes that reflect the study's qualitative findings concerning social workers' roles and interventions during climate change-related disasters in Zimbabwe. The themes and subthemes were generated from the information provided by social work practitioners, social work lecturers, and policymakers. The presented findings are supported by direct quotes from the participants and relevant literature and the theoretical framework is integrated to support the findings where relevant.

Table 5.4: Themes and Subthemes

THEMES	SUBTHEMES	CATEGORIES
1. Social workers' framing of climate change-related disasters		
2. Disaster management context in Zimbabwe	2.1 The Department of Civil Protection's roles and responsibilities	
	2.2 Disaster management policies and strategies in Zimbabwe	
	2.3 Stakeholders in disaster management	
	2.4 Challenges in executing the disaster management mandate	
3. Social workers' roles	3.1 Prevention phase	3.1.1 Researcher 3.1.2 Educator
	3.2 Preparedness phase	3.2.1 Community worker 3.2.2 Planner
	3.3 Response phase	3.3.1 Counsellor

		3.3.2	Social protection officer	
		3.3.3	Case managers	
	3.4	Recovery phase	3.4.1	Resources mobiliser
			3.4.2	Advocates for policy change
4.	Social work interventions	4.1	Awareness campaigns	
		4.2	Provision of immediate relief	
		4.3	Evacuations	
		4.4	Building resilience	
		4.5	Linking victims and survivors with resources	
5.	Facilitators of effective social work involvement in disaster management			
6.	Barriers to effective social work involvement	6.1	Gaps in curriculum	
		6.2	Resource constraints	
		6.3	Inadequate inter-professional collaborations	
		6.4	Lack of recognition	
7.	The social work curriculum	7.1	Social workers' skills and values in disaster management	
8.	Suggested measures to address social workers' limited involvement in disaster management issues	8.1	Mainstreaming disaster management in the social work curriculum	
		8.2	Designing short courses on disaster management	
		8.3	Creating platforms for learning	
		8.4	Increasing output on disaster-oriented social work practice	

-
- 8.5 Transdisciplinary collaborations
 - 8.6 Building capacity
 - 8.7 Marketing the social work profession
 - 8.8 Advocating for organisations to employ social work practitioners
-

5.3.1 THEME 1: SOCIAL WORKERS' FRAMING OF CLIMATE CHANGE-RELATED DISASTERS

The participants were asked about their understanding of climate change and related disasters. The social work practitioners' responses revealed an adequate understanding of climate change and the associated disasters. During the focus group discussions, one of the social work practitioners commented:

I understand climate change as severe extreme weather patterns. Climate change-related disasters are emergencies that happen as a result of climate change, and they pose risks to humans and the environment. Most of them are likely to occur again after the first incidence. Cyclone Idai is an example of such disasters.

Another practitioner said:

... these are disasters that occur because of the change in climatic conditions. These disasters can be predicted or can just happen abruptly.

Another social work practitioner responded as follows:

Climate change is the changes in the weather conditions ... the extreme change in temperatures results in disasters. For example, extreme rainfall results in floods and cyclones, extreme hot temperatures result in heatwaves.

The social work practitioners' responses presented above indicate that they understand what climate change is and the associated disasters. Therefore, one may deduce that social work practitioners are knowledgeable about climate change. Social workers must understand climate change issues as they have significantly adverse effects globally (Schibli, 2020). Practitioners who are knowledgeable about climate change and related disasters are better equipped to educate communities about climate change issues. As educators, practitioners can employ their

knowledge and expertise to help communities understand the causes and effects of climate change, as well as the steps they can take to mitigate its impacts.

All the social work practitioners in this study agreed that climate change fits into social work practice. One of the practitioners stated:

Climate change fits into social work practice because whenever climate change and disasters occur it creates vulnerabilities in the communities. Therefore, there is need for the social workers to help communities build resilience for the affected populations.

Another social work practitioner responded as follows:

Yes, climate change fit into social work practice since we work with communities which are affected by climate change. Climate change impacts the psychosocial wellbeing of individuals and families and can cause disequilibrium in the entire system. This will therefore call for implementation of social work theories, values and methods in trying to ameliorate such challenges. The social workers will identify needs in communities affected and provide social work services to address the community needs.

It can therefore be concluded that there is a link between climate change and social work practice. Dorn (2019) states that the social work profession is committed to serving vulnerable populations, which calls for practitioners to be knowledgeable about climate change and its effects on the communities they serve. Social work practice should include climate change-related issues (Dorn, 2019) because climate change poses a significant threat to communities and the environment.

5.3.2 THEME 2: DISASTER MANAGEMENT CONTEXT IN ZIMBABWE

Understanding the disaster management context in Zimbabwe was critical to this study because it provided knowledge of the nature of disaster management in Zimbabwe. This knowledge was essential for understanding where social workers can fit in and contribute to disaster management efforts in the country. The DCP in Zimbabwe leads all disaster management issues. The DCP is the lead national entity which was set up to ensure that all stakeholders in disaster management work together effectively. As such, the participants from the DCP had adequate knowledge of the nature of disaster management in Zimbabwe. The policymakers indicated that the DCP as the national disaster management entity performs a critical role in developing preventative and preparedness measures to ensure that people, buildings, plants and animals are safeguarded from disasters' devastating effects.

5.3.2.1 Sub-theme 2.1: The role of the Department of Civil Protection

The DCP makes a significant contribution to the prevention, preparedness, response, and recovery phases of disaster management in Zimbabwe. One of the policymakers indicated that:

The Department of Civil Protection is responsible for coordinating stakeholders in all the phases of disaster risk management which are prevention or mitigation, preparedness, response/relief, recovery and rehabilitation/reconstruction.

Another participant stated that:

The Department of Civil Protection coordinates, prepares and responses to disasters.

One of the policymakers summed up the DCP's specific role as follows:

We do capacity-building programmes for the civil protection organisations, community-based disaster risk management, capacitation of other stakeholders for example early warning institutions, water safety experts, e.g. water rescue equipment for the Zimbabwe Republic Police Sub Aqua Unit, simulations, facilitating integration of cross-cutting issues in disaster risk management, advocating for integration of disaster risk reduction and climate change adaptation in local development processes, development of national disaster risk management plan and plans at sub-national levels, development of multi-hazard national contingency plan for the rain season, development of standard operating procedures for emergencies, mobilisation of resources - financial and material/equipment for response, facilitate reconstruction of houses for homeless households, recommending to His Excellency, the President, to declare a state of disaster and conducting lessons learned conferences.

All the above statements confirm that the DCP makes a significant contribution to disaster management in Zimbabwe. The DCP's presence in all phases of disaster management is evident from the statements and ensures interventions' effectiveness and a coordinated and comprehensive approach to disaster management. The DCP's involvement in preventative measures also proves that Zimbabwe is taking steps to mitigate disasters' effects. Social workers' involvement in all these efforts is critical.

5.3.2.2 Sub-theme 2.2: Disaster Management Policies and Strategies in Zimbabwe

Effective disaster management is built upon strong policy. The policymakers in this study were asked questions related to the current disaster management policies and strategies in Zimbabwe and all who participated in this study commented that the DCP does have disaster management policies and strategies in place. One of the policymakers expressed that:

... there are policies for disaster management ... the main policy document used in disaster management in Zimbabwe is the Civil Protection Act of 1989.

Another policymaker commented:

There is the Civil Protection Act of 1989 which is the guiding policy document used by the Department of Civil Protection in executing its mandate.

These comments are aligned with the literature which indicates that all disaster management issues in Zimbabwe are guided by the Civil Protect Act of 1989, which is the principal disaster management policy (Mavhura, 2016). The policymakers also indicated that the DCP's roles in disaster management issues in Zimbabwe are clearly defined in the Civil Protection Act.

The Civil Protection Act clearly defines the roles of relevant authorities in disaster management issues. Social workers and the ministry that employs social workers in Zimbabwe are not mentioned in any part of the Civil Protection Act; their important roles in disaster management issues are not recognised in national legislation on disaster management, yet they perform an indispensable role during disaster events. This should alert social work practitioners in Zimbabwe to actively participate in policymaking issues to advance their involvement and importance in disaster management. The participants also mentioned the Disaster Management Bill of 2022 which is being finalised.

The policymakers also mentioned Vision 2030 under the National Development Strategy (NDS) 1 (2021-2025) which focuses on disaster management in Zimbabwe. One of the policymakers commented that “*Sections 853 - 854 of the National Development Strategy advocates for the capacitation of the Department of Civil Protection and improved disaster risk management in Zimbabwe.*” This indicates the government's commitment to strengthening disaster management initiatives in Zimbabwe.

Section 853 of the NDS discusses the national strategies for disaster management in Zimbabwe, which involves capacitating the DCP, facilitating collaboration between the Meteorological Services Department and the University of Zimbabwe to utilise the university's high-performance computers, and focusing on establishing and implementing a citizen feedback mechanism to strengthen the provision of psychosocial support for affected individuals, groups, families, and communities after a disaster to reduce post-disaster trauma (Republic of Zimbabwe, 2020). Social work practitioners are the best suited to psychosocial support in the aftermath of disasters in a bid to support the government's disaster management strategies. Section 854 of the NDS focuses on government programmes to improve disaster management in Zimbabwe. These programmes are Disaster Risk Management, Public Health Care, Defence and Security, and Weather, Climate and Seismology Services (GOZ, 2020).

The above-mentioned policies are implemented at the provincial, district, local authority, and community levels with guidance from the Civil Protection Directorate. The policymakers stated that these policies and strategies' implementation is monitored and evaluated through cabinet directives, feedback from community-based Disaster Risk Management (DRM), lessons learned conferences following simulations and disaster occurrences, and regional and international best practices.

5.3.2.3 Sub-theme 2.3: Stakeholders in Disaster Management

The policymakers were asked about the stakeholders with whom they collaborate concerning disaster management issues. The identified stakeholders are presented in Table 5.5 below.

Table 5.5: Stakeholders in Disaster management

STAKEHOLDER	ROLES/ACTIVITIES
Meteorological Services Department	- Early warning about weather events. - Alerts concerning severe weather.
Zimbabwe National Water Authority (ZINWA)	- Hydrological early warning.
Goetz Observatory	- Monitor seismic activities and recommend appropriate building codes to schools.
Zimbabwe Republic Police (ZRP)	- Chairs the civil protection structures and serve as the civil authority in any incident that may cause loss of life, injury, or disruption to the peace, law, and order. - Communication in disaster situations.
Zimbabwe Republic Police Sub-Aqua Unit	- Water safety education and response to drownings.
Ministry of Environment, Climate and Hospitality Industry	- Mainstreaming of climate change mitigation and adaptation into climate-sensitive sectors and developmental processes.
Ministry of Health and Child Care	- The sector is responsible for preventing, managing and monitoring disease outbreaks. - Nutrition security.
Ministry of Defence	- The sector responds to large-scale disasters upon invitation by the civilian government, to maintain peace and security. - Participates in the reconstruction of damaged infrastructure, logistical support, for example, movement of disaster relief to affected communities, and avails experts to management disaster events.
Social Development	- Compilation of welfare registers, protection issues, disaster relief, psychosocial support, and disability inclusion in DRM.

Ministry for Women's Affairs	- Mainstreaming gender in DRM and support for small and medium enterprises.
Ministry of Lands, Agriculture, Fisheries, Water, Climate and Rural Development	- Food security and promotion of livelihoods. - Land for resettlement.
Ministry of Local Government and Public Works	- Overall coordination of DRM stakeholders, spatial planning, design and construction of houses and public buildings.
Ministry of Rural Housing and Social Amenities	- Rehabilitation of damaged institutions.
Food and Nutrition Council	- Food and nutrition security.
Ministry of Energy and Power Development	- Sustainable energy sources. - Adequate fuel for transportation of disaster relief.
Ministry of Mines and Mining Development	- Mitigation of mine-related disasters.
Zimbabwe Electricity Supply Authority (ZESA)	- Maintenance and rehabilitation of power and telecommunications infrastructure.
National Parks and Wildlife Management Authority	- Education on prevention of human/wildlife conflict.
Ministry of Youth	- Mainstreaming youth roles in DRM, and welfare of youth in disaster situations.
Ministry of Transport and Infrastructure Development	- Maintenance and rehabilitation of road infrastructure, including water transport.
Ministry of Information, Publicity and Broadcasting Services	- Publicity and management of media.

Ministry of Primary and Secondary Education	- DRM for school programmes including psychological services to affected learners and teachers. Also, like the Department of Civil Protection, the sector is a consumer of early warning information and then disseminates the information to elements at risk.
Universities and Research Institutions	- Research on DRM.
Zimbabwe National Geospatial Agency (ZINGSA)	- Geospatial maps, and satellite maps in disaster situations.
Civil Registry	- Issuance of personal documents destroyed in disaster situations.
Environmental Management Agency (EMA)	- Mitigation of disasters associated with environmental degradation.
Immigration	- Issuance of personal documents for immigrants and migrants.
Ministry of Industry and International Trade	- Importation of disaster relief.
Churches	- Funding and psychosocial support interventions in disaster situations.
Traditional leaders	- Oversee the preservation of culture and natural resources, and foot soldiers on DRM at the community level.
NGOs, UN Agencies and Development Partners	- Funding support, technical and logistical support, and capacity-building programmes for stakeholders.
Private sector	Telecommunication service providers - Sending alerts to communities at risk.
	Higherlife Foundation - Support the government in all phases of DRM.
	Special interest groups e.g. business community and organisations - Represent persons with disabilities.

Source: Field data

Table 5.5 above indicates the stakeholders with whom the DCP collaborates concerning disaster management. The Department of Social Development is the largest employer of social workers in Zimbabwe, and one of the key stakeholders. Although social workers perform an important role in the disaster management landscape in Zimbabwe, their involvement remains limited. The policymakers stated that the Department of Social Development assists in compiling welfare registers, disaster relief, psychosocial support, and ensuring disability inclusion in DRM. No mention was made about the Department of Social Development's involvement in pre-disaster planning. Social workers' lack of involvement in pre-disaster planning in Zimbabwe implies that they are still not adequately involved in ecological social work.

5.3.2.4 Subtheme 2.4: Challenges in Executing the Disaster Management Mandate

This section of the study discusses the challenges encountered by the DCP, which is the entity responsible for disaster management issues in Zimbabwe. The study found that the DCP faces a myriad of challenges in discharging its duties. The challenges identified include a lack of resources, inadequate private sector support, and a lack of comprehensive risk assessment in Zimbabwe. These factors are discussed in the ensuing sections.

5.3.2.4.1 Lack of resources

The study identified resource constraints as one of the primary challenges experienced in Zimbabwe concerning disaster management activities. The policymakers who took part in this study were from the DCP, which is the government department accountable for disaster management in Zimbabwe. One of the policymakers stated:

We are currently facing financial crisis within the department. We are responsible for disaster management in Zimbabwe, but we often fail to execute our role due to financial constraints. Usually, the release of funds to conduct our activities is not consistent, which then affects our work as a department.

Another policy maker commented that:

The civil protection system is poorly funded. As a result, we fail to deliver what we are supposed to deliver to the citizens.

The above-mentioned responses reflect the state of disaster management in Zimbabwe. The lack of funds to support disaster management initiatives is a significant stumbling block where disaster management is concerned. This aligns with the UNSIDR's (2016) findings, which indicate limited

progress in implementing the SFDRR in addressing the causes of disaster risks due to insufficient financial capacity for risk reduction. These findings imply that Zimbabwe may also face challenges in implementing the SFDRR due to financial constraints.

It is, therefore, critical for the DCP, as the responsible government department, to develop strategies to raise funds to support disaster management initiatives in Zimbabwe. Given the social work profession's responsibility for promoting environmental justice, social workers should also be involved in resource mobilisation.

5.3.2.4.2 Inadequate support from the private sector

The private sector's limited engagement was identified as another challenge the DCP encounters in executing its role in disaster management in Zimbabwe. The DCP's lack of financial resources means that the government needs the private sector's support to offer effective and efficient services in the prevention, preparation, response, and recovery phases of disaster management in Zimbabwe. However, the private sector appears to be uninvolved in disaster management initiatives.

During data collection, one of the policymakers commented:

We are facing a lot of challenges ... one of the major challenges is lack of adequate support from the private sector. So, we are often forced to plan and execute disaster management initiatives with little funds that the government has. In most instances, most development partners have a lot of money, but they often want to implement programmes which are not a national priority. This denotes a policy gap at the highest level.

The above-mentioned response indicates a lack of effective collaboration between the government and NGOs concerning disaster management in Zimbabwe. The government, through the DCP, sets priorities but private organisations' priorities may not be aligned. The lack of consensus concerning priorities can be attributed to a lack of effective stakeholder collaboration. The UNSDR (2014) reports poor synergies between stakeholders regarding the implementation of disaster management initiatives. It is, therefore, imperative that the government and private sector work together in disaster management initiatives to ensure planned programmes' efficiency and effectiveness.

5.3.2.4.3 Lack of comprehensive risk assessments

The study identified a lack of comprehensive risk assessment as another challenge affecting the DCP in executing its duties as the entity responsible for disaster management in Zimbabwe. One of the policymakers noted: “... *another challenge that we face is lack of comprehensive risk assessments in Zimbabwe.*” Disaster risk assessment refers to the identification of potential disasters and analysis of their impact if they occur. The South African National Disaster Management Framework (2005) outlines the general process for conducting a comprehensive disaster risk assessment. This process includes identifying a specific disaster risk, analysing the disaster risk, evaluating the disaster risk, and ongoing disaster risk assessment and planning. Disaster risk assessment and planning should be a continuous and well-coordinated process that includes monitoring disaster risks, evaluating the effectiveness of risk reduction initiatives, updating disaster risk assessment information, and sharing this information with all stakeholders.

The participants indicated that it is critical to conduct comprehensive risk assessments. However, the DCP cannot conduct these assessments. The lack of clear guidelines concerning the risk assessment process in Zimbabwe’s policy documents makes it difficult for disaster management practitioners to conduct proper assessments; there is no framework for understanding the different types of risks that communities face, and how to prioritise them. As a result, practitioners may not be able to identify the most at-risk communities or develop effective mitigation strategies. Social workers can play a valuable role in addressing this challenge as they possess the skills and experience to conduct risk assessments that are sensitive to communities’ needs (Rogers & Allen, 2021). The roles that social workers assume in disaster management issues in Zimbabwe are discussed next.

5.3.3 THEME 3: SOCIAL WORKERS’ ROLES

In this study, disaster management focused on understanding social workers’ responsibilities before, during, and after disaster occurrences. The research confirmed that Zimbabwe has a strong disaster management system, implemented through the DCP in collaboration with other key stakeholders. This study aimed to understand where social workers fit within the well-established disaster management system. Social workers’ roles are discussed concerning disaster management’s prevention, preparedness, response, and recovery phases.

5.3.3.1 Subtheme 3.1: Prevention Phase

The prevention phase in the disaster management cycle refers to pre-disaster mitigation plans aimed at minimising the adverse impacts of disaster events. During the focus group discussions (FGDs), the social work practitioners agreed that they have a role to play in preventing certain disasters from occurring. Their role includes serving as interpreters, researchers, and educators.

Social worker as a researcher

The FGDs established that social work practitioners assume researchers' roles in disaster contexts. As researchers, they study the disasters that are more prominent in their areas of practice to equip themselves with adequate knowledge to assist the communities they serve. The practitioners stated that they share the information with the communities so that everyone is aware of the disasters that are likely to affect them and the level of risk.

One of the practitioners stated: *"I usually do research on the cyclones and floods since they are the major disasters that affect Manicaland to gain more knowledge about these disasters, their intensity and effects."* Another participant noted that the meteorological services issue warnings about predicted disaster events. He further stated that he researches the areas likely to be affected by the cyclone and disseminates that information to the communities that are likely to be affected.

Social worker as an educator

In the prevention phase, social work practitioners also assume roles as educators to teach communities about disasters. The participants felt that it is fundamentally important for social workers to educate the communities about disasters, climate change, and environmental justice. They agreed that they have a valuable role in empowering and educating the communities they serve about the impact of climate change-related disasters. Community members are generally unaware of the effects and impact of climate change on their surroundings and the added risk of related disasters. As such, the practitioner's role in this instance is to educate the communities. Practitioners can also educate community members on adaptation and response strategies which they can employ when disasters occur.

The practitioners who participated in this study also indicated that they sometimes teach communities about ways to mitigate climate change. One of the practitioners mentioned:

We sometimes educate the community members about climate change and its related disasters as well as factors that increase vulnerability to the effects of such disasters. For example, we educate people about the dangers of residing in low-lying areas or staying close to the river.

Another social work practitioner stated:

... and educate them about the importance of remaining calm during disaster events so that they do not suffer from stress-induced illnesses.

This study's findings are consistent with Mpambela and Mabvurira's (2017) study which argued that social workers are critical in disaster management in educating communities about climate change-related disasters. Social work practitioners serving as educators in disaster management equip individuals, groups, families, and communities with relevant information relating to climate change and its related disasters.

5.3.3.2 Subtheme 3.2: Preparedness Phase

The study established that social workers assume important roles as community workers and disaster planners in the preparedness phase of disaster management.

Social worker as a community worker

Community work is a key social work service which involves practitioners working with communities to resolve shared problems. The current study established that social work practitioners assume the roles of community workers in disaster-oriented social work practice. The practitioners agreed that they utilise community work to achieve disaster preparedness. Through assuming roles as community workers, practitioners build community resilience. The practitioners also expressed that they conduct community dialogues to inform communities with which they work about the various services that are available during a disaster event. The practitioners expressed that community dialogues are *“effective in ensuring that the victims and survivors of disasters are aware of services offered by social work practitioners.”*

The above-mentioned finding is similar to Matlakala et al.'s (2022) study which found that community workers are essential in notifying community members affected by disasters about social work services and the importance of protecting the environment. This finding also corroborates Mpambela and Mabvurira's (2017) finding that social workers must educate and

inform communities about climate change, and its effects and causes. During this phase, the practitioners should be identifying, enhancing, and restoring community resilience, which is critical in ensuring that communities can effectively prepare, respond, and recover from future climate change-related disasters.

Social worker as a planner

The practitioners who participated in this study mentioned that they are also planners in the disaster management context. Planning is an essential aspect of disaster management during the preparedness phase. Machimbidza et al. (2022) assert that planning is necessary for disaster management because disaster preparedness is nothing without planning. The social workers in the FGDs understood that disasters have several effects on individuals, families, groups, and communities which require proper planning. Several of the social work practitioners mentioned they are involved in disaster preparedness meetings in the communities they serve.

FGD 3 revealed that social workers do not plan in isolation; their disaster planning role occurs in a multi-disciplinary team. The practitioners mentioned that during disaster planning, issues concerning the budget are discussed. An adequate budget is required to provide the victims with food, shelter, and clothing. However, as disaster planners, social workers think beyond food and clothing to consider issues concerning child protection. One of the participants said:

During disaster planning, we also stress the importance of child protection because during disaster events children are most likely to face double vulnerability of exploitation and trauma from disaster experiences. So rather than solely focusing of food security we go further to take into account child protection issues.

The foregoing statement indicates the significance of social workers' involvement in disaster management issues, as they consider child protection issues, social injustice, and protecting marginalised individuals and communities when planning. This finding is substantiated by Machimbidza et al. (2022) who are convinced that disasters result in various problems including child abuse and social injustice which cements the relevance of social workers' involvement in disaster planning: the profession fights injustices and abuse.

In addition, as disaster planners, social work practitioners can focus on developing evacuation plans for those who are at risk. The practitioners indicated that they work in collaboration with other key stakeholders to ensure disaster victims' smooth evacuation to safer places.

5.3.3.3 Subtheme 3.3: Response Phase

The response phase relates to social work action immediately after a disaster occurrence and may involve humanitarian needs and damage assessment. The social work practitioners working in disaster contexts indicated that they are generally more active in responding to disasters. The roles they assume during the response phase include serving as counsellors, administrators of social protection, and case managers, as discussed below.

Social worker as a counsellor

The participants mentioned that social workers provide counselling services to disaster victims. One of the social work practitioners participating in the focus group discussions stated that:

Psychosocial support is provided to the affected victims to help them to deal with the trauma associated with disasters.

Another participant in the focus group discussions indicated that:

We respond when disasters occur, for example, we provide counselling to those affected by the disasters and their families so that they can go back to their normal functioning.

These findings are substantiated by the relevant literature. Studies conducted by Nyahunda et al. (2019) and Machimbidza et al. (2022) confirm that disaster victims often face psychological challenges during and after disaster occurrences. As such, social work intervention is crucial in offering professional counselling to the victims of climate change-related disasters. In doing so, social work practitioners build resilience so that individuals, families, groups, and communities can bounce back to normality and use their experience to prepare for future disasters.

The social work profession also values child protection issues, and during disaster events, children are among the most vulnerable groups. Thus, psychosocial support for children is necessary. During the discussions, several participants noted that they are employed by organisations that focus solely on child protection, and their mandate during disasters is more inclined towards child protection issues. One of the practitioners stated that they “*create child-friendly spaces during disaster events to ensure that therapeutic support is given to children.*” This confirms that social work practitioners also consider child protection issues during their disaster-oriented social work practice.

This role was confirmed by a policymaker who commented that:

Social workers are important in responding to disasters ... they offer psychosocial support interventions to the victims of disasters. They provide counselling during and after disasters.

The foregoing comment implies that counselling is not confined to the response phase but overlaps with the recovery phase. The social work practitioners expressed that counselling is an ongoing process rather than a once-off intervention. As such, in the aftermath of disaster events, the practitioners will continue offering counselling services to the victims and survivors of disaster events. One of the practitioners stated that: “*psychosocial support is still provided to try and build coping mechanisms.*” Ongoing counselling or psychosocial support is vital to help victims to return to their normal functioning. Matlakala et al.’s (2022) view is that disasters disrupt individuals’ normal functioning which can result in depression, anxiety, and post-traumatic stress disorder, hence the need for on-going counselling. This study’s findings replicate Kirst-Ashman’s (2017) study in which suggestions were made for social workers to provide psychosocial counselling to survivors of disasters.

Social worker as social protection officer

The social work practitioners in the study stated that they usually manage social protection services. During the focus group discussions, the social workers expressed that numerous organisation such as the WHO, UNICEF, and Care International offer humanitarian aid during disaster events. One of the practitioners who was part of the focus group discussions stated:

When disasters occur, we offer food handouts and cash transfers to the victims of the disasters. These handouts will be from either the government or some humanitarian aid organisations ... As social workers we will be handing out the social assistance to the affected people.

Another social work practitioner raised the issue of victim abuse and exploitation, particularly among women and children, who are often at risk of mistreatment during disaster events in exchange for aid. As social protection officers, social workers can perform a crucial role in mitigating the risk of abuse and exploitation but ensuring that aid is distributed equitably, benefiting everyone equally.

One of the practitioners stated:

During the disaster, social workers ensure that women and children are safe ... provide aid to the affected. People usually lose their homes and belongings, for instance, cyclone Idai left many people homeless and without anything ... social workers then assist in the provision of temporary shelter such as tents set up ... food is also given to the victims.

A social work practitioner in FGD1 shared similar sentiments by stating:

... for example, I work for the government, and we often administer social relief during disasters which we do through social assistance programmes which are already in place.

One of the lecturers also confirmed that social workers serve as social protection administrators.

The lecturer stated that:

Students are attached to different agencies for their field work placement, and some are attached at the Department of Social Development. They will be involved in social protection issues. During field work evaluations the students stated that they were administrators of social protection services during disaster events. One of them mentioned that they were involved in food distribution to the people affected by drought.

The above-mentioned statements indicate that the lecturers and social work practitioners shared similar sentiments concerning practitioners assuming roles as social protection services administrators during disaster events. Vincent and Cull (2012) believe that social protection and disaster management share the same principles of mitigating risk, reducing vulnerability, and building resilience, which makes social work practitioners' involvement in disaster management issues critical.

Social worker as a case manager

During disaster management's response phase, social workers serve as case managers. During the focus group discussions, the social work practitioners agreed that they serve as case managers by ensuring that every individual and family is cared for and receives all the services they require for them to return to their normal functioning. One of the social work practitioners in FGD 2 stated:

We play a fundamental role when disasters occur ... when dealing with the victims of disasters we often ensure that the affected people access all the resources and services ... so we link people with resources and organisations that offer services they require.

In FGD 2, one of the participants shared the same sentiments with the social work practitioners in FGD 1. The practitioner stated that:

Social workers also link the victims of disasters with specialised services through referrals, ensuring that everyone gets the services they need, which may include healthcare, food, etc.

The foregoing statement implies that social work practitioners in Manicaland Province work in collaboration with other professionals and service providers to render effective and efficient services during disaster events. This implies interdisciplinary collaboration, which is fundamental for ensuring effective interventions. Social workers employed by the government and NGOs indicated that they work together to fulfil disaster victims' needs.

5.3.3.4 Sub-theme 3.4: Recovery Phase

Concerning disaster recovery, it was established that social work practitioners assume roles as resource mobilisers and advocates for policy change.

Social worker as a resource mobiliser

The current study found that social work practitioners perform a significant role as resource mobilisers in disaster management. When I asked the practitioners about the role they play in the aftermath of disasters, the majority commented that they mobilise resources for affected communities. One of the practitioners commented that *“as social workers working for organisations that respond to disaster event, we are involved in mobilising resources for the victims of disasters.”* All the other practitioners in the FGDs commented that they source the required resources from the NGOs that provide humanitarian aid during crises.

Social worker as an advocate for policy change

At the macro level, social work practitioners advocate for changes to relevant government policies and new policies that address disaster-affected communities' needs. A limited number of the practitioners indicated that they are involved in advocating for the formulation of policies on climate change and related disasters. Whilst a minority mentioned that they are involved in advocating for policy change and formulation, all the practitioners agreed that working towards policy change should be a fundamental principle for social work practice, as it promotes social and environmental justice.

Furthermore, one of the practitioners indicated that *“if we as social workers are to be involved in policy planning, formulation, and implementation, we will become visible in the disaster management discourse.”* Thus, social work involvement in advocating for policy change is critical. This is substantiated by a study conducted by Chiwara and Lomabard (2018) which suggests that social work practitioners should work as change agents in the communities in which they work to advocate for policy changes to protect vulnerable individuals, groups, and communities. Mhlanga et al. (2019) recommended that social workers advocate for policies that serve individuals, groups, families, and communities’ needs in the wake of a disaster.

Overall, the results concerning social workers’ roles during disasters indicate that practitioners have a key role to perform in disaster management at the micro, mezzo, and macro levels. At the micro level, practitioners ensure equitable access to disaster relief services. At the mezzo level, social workers implement community programmes aimed at building community resilience. Lastly, at the macro level, practitioners advocate for changes to government policies on disaster management and for the formulation of new disaster management policies.

The above-discussed results also indicate that social work practitioners are actively involved in disaster-prone areas. However, more needs to be done in the disaster management field. This study’s findings indicate that social workers are more involved during the response and recovery phases of disaster management where they provide immediate relief and psychosocial support to the victims and survivors of climate change-related disasters. This is supported by findings from studies conducted by Mhlanga et al. (2019) and Muzingili (2016), who found that the social work profession is more visible in the response and recovery phases. Much still needs to be done to ensure that social workers are visible in all disaster management phases.

It is, therefore, important to encourage social workers to play a more active role in disaster management’s prevention and preparedness phases. In essence, practitioners should form part of the disaster management team. However, Machimbidza et al. (2022) believe that social work practitioners play critical roles in disaster management issues and should be recognised as valuable in promoting, safeguarding, and restoring social functioning during and after disasters.

5.3.4 THEME 4: SOCIAL WORK INTERVENTIONS

This study set out to explore interventions that social workers implement during climate change-related disasters in Zimbabwe. The results indicate that social work practitioners do intervene during disaster events to assist the victims and survivors. Previous studies have also reported that social workers intervene during disaster events, but these studies assert that social workers' interventions are limited to the response and recovery phases (Mhlanga et al., 2019; Muzingili, 2019; Rapeli, 2017; Shokane, 2019). The current study found awareness campaigns, immediate relief provision, evacuation, and linking people with resources as social workers' interventions.

5.3.4.1 Subtheme 4.1: Awareness Campaigns

The current study found that social work practitioners in Manicaland Province conduct awareness campaigns on climate change-related disasters. These are implemented as intervention strategies in the disaster management prevention and preparedness phases. The practitioners in this study stated that they employ awareness campaigns as a means of informing communities about climate change and its related disasters. One of the social work practitioners stated that:

Yes, we are involved in disaster prevention and preparedness ... we use awareness campaigns to educate the communities about disasters and warning people about the forthcoming dangers.

Another practitioner commented:

... and the meteorological department issues out statements about predicted disasters such as cyclones ... As social workers we then use awareness campaigns to inform the communities ... some of the community members are illiterate and cannot read, some have no access to such information. The awareness campaigns would then ensure that everyone is informed about the predicted disasters.

This research finding further supports Dominelli (2014) who argues that social work practitioners play a significant role in disaster management by raising awareness about environmental justice issues and ways of reducing the impact of climate change-related disasters on communities' livelihoods. Vivanco et al. (2020) suggest that green social workers could contribute to disaster management by promoting access to information through awareness campaigns to individuals, groups, families, and communities so that they can understand the risks to which they are exposed. Vivanco et al. (2020) also recommended social workers' inclusion in disaster preparedness actions

whereby they could raise awareness regarding the essential preparedness actions aimed at addressing vulnerable individuals' needs.

5.3.4.2 Subtheme 4.2: Provision of Immediate Relief

This study's results indicate that social work practitioners intervene during disaster events by providing immediate relief to climate change-related disaster victims. All the practitioners in the study reported that they provide immediate relief to disaster victims. One of the practitioners stated that:

I work at an NGO, so in responding to disasters the organisation provides food handouts to those affected by the disasters. As a social worker at that organisation, I will be responsible for managing and distributing the food relief programme.

Another social worker commented that:

When disasters occur, people are left without anything, including food. Most people rely on subsistence farming so when floods or droughts occur, they will not be able to sustain themselves and their families. During disasters, most families will be food insecure. To relieve them, we then give them food handouts.

Immediate relief is not confined to food handouts but includes other human necessities such as shelter and clothing. During the FGDs, one of the practitioners indicated that:

Disasters such as cyclones and flood washes away people's belongings, including their houses. As social workers, we will need to ensure that the victims have shelter since it is a human need. During disasters we provide temporary shelter for the affected ... we can set up temporary tents in a camp for them. When the victims are in those temporary shelters, they will need food to eat for survival and clothes to wear ... social workers will be involved in the provision of food and clothes to people.

The social work lecturers shared similar sentiments. One of them commented:

Students on attachment at the Department of Social Development reported that they are involved in drought relief assessments and distribution of food parcels to the affected families.

These findings indicate that social work practitioners intervene during disaster events by providing immediate relief to disaster victims and survivors. These findings agree with other studies which reported that social workers provide immediate relief to disaster victims (Matlakala, Nyahunda & Makhubele, 2021; Muzingili, 2018). Vivanco et al. (2020) argue that social workers are involved

in preparing relief supplies and shelter for individuals, groups, families, and communities affected by disasters. This disaster preparedness intervention can help in addressing victims' and survivors' various vulnerabilities. Vivanco et al. (2020) note that social workers are involved in social protection as part of their daily interventions, which makes it easy for them to intervene to support the victims during climate change-related disasters.

5.3.4.3 Sub-theme 4.3: Evacuations

Another social work intervention during disasters is facilitating evacuations. The social work practitioners expressed that they also form part of the team that evacuates affected communities to safer places. One of the practitioners commented that “*social workers ensure that evacuation is done where necessary.*” This is supported by Vivanco et al. (2020) who assert that social workers should be included in disaster preparedness actions to identify vulnerable individuals, groups, and families for evacuation before a disaster event. Mhanga et al.'s (2019) findings indicate that social workers are involved in planning evacuation processes. Evacuation is facilitated in collaboration with other stakeholders such as the army and the Zimbabwe Republic Police who are responsible for evacuating disaster victims.

5.3.4.4 Subtheme 4.4: Resilience Building

This study's findings indicated that social work practitioners are critical in building resilience among individuals, groups, families, and communities. The escalating risks for more frequent and destructive disaster events are affecting communities and people's livelihoods, which calls for social workers' interventions. Practitioners in this study stated that they focus on building resilience among individuals, families, groups, and communities following disaster events. They achieve this by:

- strengthening and promoting access to services such as healthcare and social services;
- promoting disaster preparedness by informing and educating individuals to accelerate communities' recovery;
- promoting communication and collaboration by creating networks;
- supporting programmes that serve at-risk individuals in developing and implementing disaster and continuity of operations plans; and
- create a positive and supportive environment.

At the global level is an intervention known as Making Cities Resilient 2030 which is led by the UNDRR to make cities resilient, and, by 2030, contributing directly to the SFDRR. The purpose of this global cross-stakeholder initiative is to improve community resilience through advocacy and exchanging knowledge and experiences (UNDRR, 2017). The initiative includes a resilience roadmap containing three stages, as described below.

- Stage A: cities know better – raising awareness about DRR and resilience.
- Stage B: cities plan better – fostering greater coordination between communities and national and regional disaster risk reduction strategies.
- Stage C: cities implement better – supporting communities in implementing DRR strategies and resilience action.

Social work practitioners can join this global initiative to learn and implement lessons learnt in their communities for effective community resilience and sustainability.

5.3.4.5 Subtheme 4.5: Linking Victims and Survivors with Resources

Another important finding was that practitioners intervene during disasters by linking people with resource systems. Most of the practitioners indicated that social workers lack adequate resources to intervene during disaster events. When they have exhausted all resources available to them, they refer disaster victims and survivors to other resource systems. One of the social workers stated that:

... social workers also link affected people to services during disasters ... resources such as healthcare, sanitation, etc.

Another practitioner commented:

We link people with organisations that provide them with the needed resources ... usually, disasters result in disruptions so, as social workers, we also link people to resources that they can use to deal with the disruption to ensure social functioning restoration.

The above statements are proof that social work practitioners in Manicaland are involved in disaster management issues. The study revealed that relevant interventions are implemented during the response and recovery phases to support victims and survivors of climate change-related

disasters. This finding is consistent with Matlakala et al. (2022) and Machimbidza et al.'s (2022) findings that social workers intervene during disaster events by linking people with the resources they require for effective relief and recovery. Machimbidza et al. (2022) argue that linking people with resource systems is a crucial disaster response intervention. Dominelli (2013) posits that social workers have experience in working with populations at risk and linking people with the resources required to alleviate climate change-related disasters' impact on individuals, groups, families, and communities.

5.3.5 THEME 5: FACILITATORS OF EFFECTIVE SOCIAL WORK INVOLVEMENT IN DISASTER MANAGEMENT

This study sought to describe the factors that facilitate social work practitioners' effective involvement in Zimbabwe's disaster management context. Effective social work involvement in disaster management relies on several key facilitators that enhance the profession's ability to respond to crises, mitigate risks, and promote resilience within communities. The findings revealed that Zimbabwe does not offer a conducive environment for environmental social work to thrive. However, several responses from the participants indicated that structures are in place that facilitate effective disaster-oriented social work practice. Establishing and maintaining strong support structures and collaboration can facilitate social work practitioners' effectiveness in ecological social work. For instance, one of the social work practitioners commented:

For us to be effective in disaster management issues, we need to collaborate with people and organisations which have long been in disaster management.

One of the policymakers supports the notion that social workers should collaborate with those already in disaster management practice by stating that:

The government, through the Department of Civil Protection, is willing to work with professionals from any field and, therefore, the social workers should sell their ideas.

The above comment indicates that social work practitioners who are willing to be involved in disaster management issues have the government's support. Given the government's support, practitioners should advance their knowledge and experience in the disaster management field. Additionally, the policy makers who participated in this study believe that establishing clear policy frameworks outlining roles of social workers is fundamental in effective social work involvement in disaster issues in Zimbabwe. One of the policy makers commented:

I think that if there are clear policy frameworks that outlines the roles and responsibilities of the social work practitioners in disaster management it would be easy for them to respond effectively. If such frameworks exists , it would also be easy to establish interprofessional collaborations as all stakeholders in the disaster management space would be aware of the existence of the social workers and their responsibilities, making it easy for the social workers to thrive.

The factors that are likely to facilitate the effectiveness of social work practitioners in disaster management issues in Zimbabwe relates to inclusion of disaster issues in the curriculum, effective intersectoral and interdisciplinary collaborations. However, factors that facilitate social workers' engagement in environmental social work practices are more limited than factors that hinder their effective involvement. The latter factors are discussed next.

5.3.6 THEME 6: BARRIERS TO EFFECTIVE INVOLVEMENT OF SOCIAL WORK PRACTITIONERS

The study's findings revealed that although social workers are involved when disasters occur, several factors hinder their effective involvement in disaster-oriented social work practice in Zimbabwe. During the FGDs, the participants mentioned several factors that impede their involvement in the disaster management discourse. These include resource constraints, gaps in the social work curriculum, lack of recognition, and inadequate interprofessional collaborations.

5.3.6.1 Subtheme 6.1: Gaps in The Social Work Curriculum

This study found that the lack of adequate social workers' involvement in disaster management issues can be attributed to inadequate training concerning disaster-oriented social work practice. Most of the social work practitioners indicated that disaster management was not part of their curriculum during their four years of training. One of the practitioners in FGD 3 noted the following:

When I did my Bachelor of Social Work degree, we were not taught about climate change or disaster management. I only got to know about disaster management and climate change when I started working ... everything that I now know regarding disasters I learnt it during practice when I was already assisting victims of disasters.

Another social work practitioner in the same FGD expressed that:

I was also never exposed to any disaster management module or topic during my training as a social worker. I believe that we were supposed to be taught about

disasters and climate change so that we have a general understanding of these concepts. Here in Manicaland, disasters occur regularly, especially cyclones and as social workers we will be at the forefront in assisting the victims ... I believe that climate change and its related disasters is a contemporary issue, and since social workers work closely with communities affected by these disasters there is need for them to be exposed to such issues during training. As for me, I had to train myself on how to respond to disaster situation. If I had received formal training on disaster management, it would have made my job easier.

In FGD 1, several of the practitioners mentioned gaps in the social work curriculum. One of the practitioners in the group indicated:

I graduated with the undergraduate degree in 2017 and within the four years that I was at university I was not taught anything related to disaster management. I started knowing about disaster management in practice since I work in a disaster-prone province. I am now able to practice in disaster situations, but I cannot safely say that I am knowledgeable about disaster management, so I will do a course in disaster management to enhance my knowledge.

A social work lecturer who participated in this study also confirmed the gap in the social work curriculum in adequately preparing practitioners for effective disaster practice by commenting that:

There is a huge gap in terms of the social work curriculum towards preparing students to respond during disasters.

All the above-mentioned statements confirm the curriculum gaps in social work training. This finding justifies Nyahunda et al.'s (2019) assertion that social workers' involvement in climate change-related issues is not as intensive as it should be due to barriers emanating from the lack of exposure to disaster management and climate change-related issues during training. This explains why there is limited social work involvement in environmental issues.

However, several of the social work practitioners indicated that they were exposed to climate change and disaster management issues during their training. One of the practitioners in FGD 2 expressed that:

Yes, disaster management was part of the curriculum during training, we were taught about disaster management in the final year of study.

Another participant in the same FGD agreed that they were taught about disaster management at university, by expressing that:

Disaster management was one of the modules taught in final year of my Social Work degree which was done in the first semester only. We were taught about disasters and the role of social workers in disaster management issues, although it was not at a broader scale.

The statements presented above indicate that although several of the participants were not exposed to disaster management, others did have exposure to a degree of disaster management training. As such, I had to ask the practitioners the year in which they qualified for their social work degree. I found that the majority of practitioners who were taught about disaster management had graduated in recent years. This means that universities in Zimbabwe are now incorporating disaster-oriented social work practice in the social work curriculum.

5.3.6.2 Subtheme 6.2: Resource Constraints

The social work practitioners who participated in the FGDs explained that they usually lack adequate resources to enable them to fully discharge their duties in disaster contexts, which makes it challenging to achieve an effective disaster-oriented social work practice. A social work practitioner expressed that “*the government provides resources, but they are never enough to deal with the crisis. The resources will not be able to cater for all the needs of the victims*”. The social workers indicated that disaster events affect numerous people within a short period leaving them vulnerable. As such, there will be pressure on the available resources, with many people competing for the limited resources.

One of the social work practitioners mentioned:

... and resources are a challenge, we often work with limited funds so it will be difficult to effectively render social work services to the disaster victims. ... transport is also another challenge for us, as we fail to conduct visits due to lack of transport ... so sometimes it's the scarcity of resources that affect our work.

In FGD3, a social work practitioner expressed that:

Resource constraints has always been a barrier affecting our intervention, because in most cases social workers would identify a problem that needs intervention but fail to provide the needed services. For us who work in the government, we really feel this challenge ... we then often refer clients to NGOs which often have resources.

Another social work practitioner commented that:

Resource constraints has always affected social work interventions because in most cases, social worker identify the challenges that people have but fail to provide services.

It is, therefore, evident from the findings that social work practitioners are getting involved in the disaster management discourse. However, the scarcity of resources hinders their efforts. To place this in proper perspective, Mpambela and Mabvurira (2017) argue that social work practice relies on the necessary resources being available and when they are not available, social work practitioners cannot do their jobs effectively. Matlakala et al. (2021) reported similar findings regarding the scarcity of resources hindering effective social work interventions with disaster victims and survivors.

Several of the participants blamed the lack of adequate resources during disaster events on the political environment in the area. They felt that the protocols in an area affect the rate at which services are delivered.

5.3.6.3 Subtheme 6.3: Inadequate Interprofessional Collaboration

Social work practitioners must not operate independently if they wish to be more effective and relevant in the disaster management discourse. They should rather focus on interprofessional collaboration. The practitioners should be visible in participating in disaster management teams. During the FGDs, the majority of the practitioners expressed that there is poor interprofessional collaboration in disaster management. To ensure disaster victims' and survivors' well-being, social work practitioners should work with other professionals who promote humanitarian well-being. During the FGD, one of the practitioners shared that:

As social workers, we are involved in disaster management, but the challenge is that many of us do not work with the disaster management team that has diverse professionals. Mostly, we work with the chiefs, village heads, and sometimes, psychologists.

Another practitioner expressed that:

Disasters have enormous impact on people and the environment, for example, the Cyclone Idai and Cyclone Dineo that affected this area affected a lot of people. As social workers we do not have the capacity to holistically assist the victims of these

disasters because we lack expertise in some issues, such as healthcare. We then need to collaborate with diverse professionals who are part of the disaster management team. At the moment we are not yet there, we need to establish effective collaboration with everyone involved in disaster management so that we can share best practices to ensure community resilience.

The practitioners agreed that interprofessional collaboration is necessary. Previous studies have established that interprofessional collaboration is critical for effective disaster management interventions. This finding corroborates the ideas advanced by Machimbidza et al. (2022), Matlakala et al. (2021), and Mhlanga et al. (2019) who suggest that social work practitioners should be committed to effective interprofessional collaborations with those specialising in environmental issues.

Glaser and Suter (2016) also support the need for interprofessional collaborations by arguing that collaboration has the power to eradicate barriers among professionals and combine skills and expertise which is critical for early and effective interventions before, during, and in the aftermath of disasters. Mandy, Milton and Mandy (2004) hold the view that interprofessional collaboration often fails because of stereotypical rivalry among professions who wish to appear more effective than others, usually at the expense of the individuals, groups, families, and communities who need their help.

5.3.6.4 Subtheme 6.4: Lack of Recognition

This study established that the lack of acknowledgement of the social work profession, particularly in the African context, also contributes to the lack of social work practitioners' adequate involvement in disaster management issues. During the FGDs, the practitioners expressed that the profession is not recognised in the country, especially in the disaster management context. One of the social work practitioners in the study commented that:

Social workers are involved in disaster management issues, but our involvement is limited ... our work is not recognised in the disaster management space ... some people do not even know that there are social workers in their area, some know us, but they do not know our role. I think people and organisations view us as people who just hand out food relief. I believe that when it comes to disaster management we are not recognised as we should, yet we have a critical role to play in managing disaster events. We are part of the key stakeholders in disaster management.

Another practitioner stated that:

Social workers are not considered as part of the disaster management team, which may be since other stakeholders are not aware of what we do.

A common view among social work practitioners was the perceived lack of due recognition for their profession. They cited instances during the COVID-19 pandemic, where numerous professionals, including social workers, were addressing the disease's effects. However, they noted that social work interventions received limited attention. Rasool (2020) documented that social workers are an underutilised resource during and after natural disasters. Rasool (2020) further notes that social workers are often excluded from mention by disaster management teams as part of the response team. Nyahunda et al. (2020) also identified the lack of recognition as a challenge for disaster-oriented social work practitioners. These instances collectively reflect a broader issue of insufficient recognition of the profession's role and significance in disaster management.

Nyahunda et al. (2020) recommend mainstreaming social workers' roles at the national level into disaster management policies and initiatives to ensure the profession's recognition and social workers' role during disasters. Cumby (2016) suggests that social workers ensure transparency in their service delivery to ensure recognition.

In this study, a social work lecturer indicated that there are existing disaster management forums where social workers could participate. This involvement can contribute to their recognition within the disaster management platforms in Zimbabwe. The social work lecturer commented that:

Disaster management forums are there and functional under the Department of Civil Protection. The social work practitioners need to attend and participate in these forums.

From this statement, it can be deduced that there are platforms that social workers can take advantage of to market their profession and ensure that other stakeholders in disaster management are aware of their contribution to the field. Once other stakeholders are aware of social workers' value, practitioners can be recognised as assets in disaster management processes in Zimbabwe, as they are already active in assisting the victims and survivors of climate change-related disasters.

The current study found that gaps in the social work curriculum, resource constraints, inadequate interprofessional collaboration, and a lack of recognition contribute to social workers' limited involvement in disaster management. There are similarities between the barriers to social workers' involvement in disaster-related matters, as expressed by the social work practitioners in this study,

and those described by other researchers such as Cumby (2016), Machimbidza et al. (2022), and Matlakala et al. (2021).

5.3.7 THEME 7: THE SOCIAL WORK CURRICULUM

The current study included social work lecturers as participants to enable me to explore the current social work curriculum. The lecturers agreed that social work practice is critical in disaster management because disasters affect numerous communities. Disaster events' intensity and occurrence have escalated over the years. Given this escalation, social work practitioners' involvement in disaster management issues is becoming increasingly important because of their close working relationship with communities that are vulnerable to disaster events.

To understand the current social work curriculum in Zimbabwe, the lecturers were asked if there are courses or topics which cover disaster-oriented practice in the current social work training. Most of the social work lecturers indicated that the current curriculum includes disaster management issues. One of the social work lecturers commented that:

There is a module that covers disaster management issues which is called Disaster Management – Social Work in Humanitarian Organisations.

A social work lecturer from a different social work training institution commented that “*there is a disaster management module which is done in the final year of study.*” All the social work lecturers who participated indicated that the disaster management module prepares the student social work practitioners for environmental social work practice as it provides orientation into the disaster management discourse. I then asked the lecturers to describe the disaster management module's contents. All the lecturers commented that the module encompasses conceptualising disaster and disaster management, the disaster management phases, humanitarian risk management, response systems, and disaster management policies and strategies. To put this into perspective, one of the social work practitioners commented that:

In the disaster management module, the social work students are taught social work skills and values, major concepts in the disaster management discourse, comprehensive model of disaster management, disaster management policies and legislations such as the Civil Protection Act, disaster management response systems and national disaster response plans.

The above finding indicates that social work students are exposed to disaster management issues during training. When the social work lecturers were asked if the social work curriculum at their institution prepared social workers for disaster-oriented social work practice in Zimbabwe, a limited number of the participants commented that the curriculum does prepare social work students for practice in disaster contexts. One of the lecturers stated:

Yes, the social work curriculum is enough to equip social workers for disaster-oriented practice. For example, our former social work students engaged with the Chimanimani situation, the Cyclone Idai, to provide counselling, public assistance to the survivors of the disaster, linking the victims of Cyclone Idai with resources and services.

Another social work lecturer commented that:

Students placed on attachment at the Department of Social Development are involved in disaster management issues as they reported that they do drought relief assessments and drought relief provision. They are mainly involved in the disaster response phase.

Based on the preceding comments, it is evident that social workers are being equipped for involvement in disaster management's response phase, providing immediate assistance to disaster victims and survivors. However, the curriculum needs to take a holistic approach to ensure that students are equipped with knowledge and skills for interventions in disaster prevention, preparedness, response, and recovery.

Social work training institutions have made significant improvements to the social work curriculum and most institutions have incorporated environmental education in the social work training curriculum. However, despite stand-alone modules on disaster management at some social work training institutions, they last for only one semester. A one-semester module on disaster management may not be sufficient, and it might be advisable to spread the inclusion of environmental social work over the four years of social work training. Environmental social work cannot be a single module, it should be treated as a language that needs to be taught to social workers from the first to the final year of training. Rambaree (2020) supports the view that simply adding environmental social work as a unit or course in the social work curriculum will not accelerate disaster-oriented social work's implementation. Dominelli (2018) supports the mainstreaming of green social work to equip social work students for disaster-oriented social work

practice. Social work lecturers, therefore, need to consider the disaster management domain as a critical issue that cannot be treated as an add-on.

Although the social work lecturers indicated the inclusion of disaster management in the social work curriculum, many of the social work practitioners in the study commented that they were not trained on disaster management issues. This may be attributed to the fact that many social work training institutions recently reviewed their curriculum to cater for green social work theory and practice, as this field has recently gained momentum in the social work discourse. To bring this into perspective, one of the social work lecturers commented that *“the disaster management module was introduced in 2018.”* This implies that all social workers who graduated before 2018 from that university missed the opportunity to learn about their roles in disaster management.

Although a disaster management module has been introduced in most social work training institutions, this module is only for final-year students. The universities have not yet considered introducing a disaster-oriented social work module for first-, second-, and third-year students.

5.3.7.1 Social Work Skills and Values

The social work lecturers were asked about the values and skills social workers require for disaster-oriented social work practice. All the lecturers who took part in this study commented that social work skills and values are the same for every social work intervention. They all agreed that social work practitioners can utilise the social work skills and values they already possess to intervene during disaster situations. One of the social work lecturers commented that:

The social work skills and values taught during the first year of training are still relevant for disaster management, they are the same at any level.

Matlakala et al. (2022) posit that social work practitioners utilise their knowledge base when working with individuals, groups, families, and communities. They also employ their acquired knowledge, values, and skills when faced with climate change-related disasters to assist victims and survivors.

In this study’s context, the social work lecturers identified the critical skills social workers require as assessment skills, communication skills, research skills, resource mobilisation skills, representation skills, negotiation skills, lobbying skills, advocacy skills, and mentoring skills. These skills can be utilised in all disaster management phases. Contemporary social work values

also apply in disaster contexts. The lecturers commented that social work values do not differ. As such, common values such as social justice, service, dignity, an individual's worth, the importance of human relationships, integrity, and competence are core values essential to the social work profession's identity and its ability to fulfil its mission.

The above-mentioned finding indicates that social work practitioners are prepared for disaster-oriented practice during their training because the values and skills are applicable in all contexts. However, in most instances, social work professionals are failing to find their feet in disaster management issues since disaster management requires skills and values beyond what they have learned. The practitioners need to be equipped with specific disaster management knowledge such as the disaster management concepts, cycle, models of intervention, and disaster management policies. Training social work practitioners on specific disaster management issues is likely to make disaster-oriented social work practice effective and efficient.

5.3.8 THEME 8: SUGGESTED MEASURES TO ADDRESS THE LIMITED INVOLVEMENT OF SOCIAL WORK PRACTITIONERS IN DISASTER MANAGEMENT ISSUES

Measures to address social workers' limited involvement in the disaster management discourse are informed by this study's findings. The suggestions elicited from the participating social work practitioners, social work lecturers, and policymakers include developing short courses on disaster management, continuous professional development, creating platforms for learning, and increasing output on disaster-oriented social work practice. These are discussed in this section as subthemes.

5.3.8.1 Subtheme 8.1: Mainstreaming Disaster Management in The Social Work Curriculum

The social work lecturers and social work practitioners who participated in this study believe that mainstreaming environmental issues in social work training should be prioritised to capacitate practitioners with knowledge and skills to deal with climate change-related disasters. The purpose is to ensure that practitioners are trained on how to deal with and react to disaster situations. Sinkamba and Maripe (2014) believe that social work training must equip practitioners to analyse a disaster to determine the likely consequences for individuals, groups, families, and communities.

The social work lecturers and practitioners suggested including disaster management in the social work curriculum. One of the lecturers said:

It is important to have environmental issues in the social work curriculum because the practitioners will be stuck in practice when faced with disaster situations that need their social work interventions. In such instances, the practitioners may not be in a better position to adequately support and assist the individuals and communities affected by disasters.

Another lecturer commented:

As social work educators, I think that it is our responsibility to ensure that the social work students are prepared to address the complex and evolving challenges of the modern world. In recent times, there has been an upsurge of disasters, especially meteorological disasters which are affecting many people, and many of these people are social work clients. By integrating disaster management into our curriculum, we can equip them with the knowledge and skills to navigate the uncertainties and disruptions caused by disasters, ensuring that they are well-prepared to meet the needs of their clients and communities.

Social work practitioners also shared the same sentiments. In one of the focus group discussions, a practitioner stated:

I have never been exposed to a curriculum that contains disaster issues, yet I am practising in an area that is often affected by disasters. Having experienced firsthand challenges and complexities of responding to disasters, I believe that there is great need for the social work curriculum to include disaster management issue. It is crucial for future social work practitioners to be fully equipped to effectively support communities in need during times of crisis.

The measure suggested above aligns with Sinkamba and Maripe's (2014) suggestion that mainstreaming disaster management in social work students' training will equip them with knowledge about how to address disaster-related challenges in practice settings. If practitioners lack appropriate training and knowledge, they are handicapped in their approach. Mhanga et al. (2019) suggest training social work students in specialised disaster management knowledge to capacitate them to practice. Machimbadze et al. (2020) also support enhanced specialised training for social work practitioners. Dominelli (2016) recommends developing social work curricula that

cover climate change, sustainable development, and disaster interventions aimed at building individual, family, group, and community resilience. Practitioners with such expertise will stand out in the disaster management field.

Mainstreaming disaster management in social work curricula may be a necessary measure to address practitioners' current limited involvement. However, numerous practising social workers were not trained on environmental issues. These professionals will not benefit from greening the social work curriculum as they have already completed their social work training. For such individuals, the social work lecturers recommend designing a short course on disaster management.

5.3.8.2 Subtheme 8.2: Designing Short Courses on Disaster Management

This study revealed a gap in the social work curriculum, with numerous social workers reporting that they were not exposed to any training on disaster management during their social work studies. This implies that numerous practitioners entered the disaster management field without adequate knowledge and training on environmental social work. A social work practitioner responded as follows:

I graduated in 2017, and in all the four years at school of social work I was never taught anything in relation to disaster management ... during our time, there was no single module on disaster management. Disaster management was also not taught even as a topic.

A social work lecturer commented that:

I graduated with my Social Work honours degree in 2016 and I did not learn about disaster management issues.

These findings indicate that numerous social work practitioners are already in practice without background knowledge of environmental social work, yet they work in disaster-prone areas where their interventions are critical. The social work lecturers and social work practitioners agreed that there is a need to introduce a short course on disaster-oriented social work practice to equip practitioners with adequate knowledge and appropriate skills for intervention. One of the social work lecturers said:

I think introducing short courses on environmental social work will be beneficial to those social workers who are practising in disaster-prone areas responding to disaster events, yet they were not exposed to disaster management issues during training. There might be need to design a short certificate for three to six months to ensure that these practitioners receive adequate knowledge and skills on disaster-oriented social work practice. The certificate may need to cover defining the key terms in disaster management, the role of social workers on all the phases of disaster management, the skills for interventions, the disaster management context in Zimbabwe, the disaster management intervention systems, and the available policies and legislations on disaster management in Zimbabwe.

A social work practitioner mentioned:

I think it will be better for universities to design a certificate on disaster management and social work practice. I would enrol for the certificate because I need to learn as much as I can on disaster-oriented social work practice so that I can be an efficient social worker in environmental issues.

The foregoing comments indicate that the social work lecturers and practitioners who participated in this study believe that continuous professional development is the best choice for practitioners who have not been trained in disaster-oriented social work practice. Dizro (2013) notes that social workers deal with diverse social ills in an ever-changing world, which requires them to continuously learn through CPD. Hence, the practitioners could utilise the short courses on disaster management as part of their CPD.

5.3.8.3 Subtheme 8.3: Creating Platforms for Learning

Numerous practitioners in this study commented that they were not trained in disaster management. Given that information, these practitioners are engaging in disaster-oriented social work practice without adequate knowledge of the issue which is likely to affect their visibility and involvement. This study found that creating platforms for social workers to learn about environmental issues and their roles in the disaster management context is a necessity. This argument was prevalent among social work lecturers who believe that practitioners without a disaster management background cannot be left behind. One of the lecturers commented that:

There is a great need to create platforms for learning where social workers will share experiences. This provides the practitioners with an opportunity to learn more about disaster-oriented social work.

Another of the social work lecturers responded as follows:

Our social workers lack adequate knowledge of disaster management. It is likely to be helpful for them if there are platforms for them to learn about disaster management issues since their involvement is important. These platforms can be workshops or seminars on disaster-oriented practice. Through these platforms, those social workers with disaster management knowledge can educate others. Social work lecturers can also form part of these learning platforms to educate the practitioners. Our universities are now concentrating on including environmental issues in the social work curriculum and the social work curriculum is being reviewed in many universities. This means that the social work lecturers have knowledge regarding disaster-oriented practice, so their involvement in the workshops and seminars is crucial.

Huang, Fu and Wong (2013) support the need for social work practitioners to meet and share experiences and knowledge on disaster-related issues. These information-sharing platforms are critical in ensuring social workers' visibility and involvement in the disaster management domain. One of the social work lecturers commented that: *"there is need to organise a workshop on disaster management so that the social work practitioners practising in disaster context can benefit from."* It is important to note that these workshops and seminars are a necessity in the social work fraternity because they will enable social work lecturers, students, and practitioners to meet in a single room to discuss important matters and share important knowledge that has the potential to advance the profession.

Interestingly, one of the social work lecturers indicated that the training institution at which they work had presented a seminar by commenting that:

We had a seminar with people from the Meteorological Services Department on disasters. They discussed issues related to early warning systems, shared the experiences of Cyclone Idai and the role of the Meteorological Services Department in disaster management.

This is a significant initiative which indicates that there is progress towards ensuring effective and efficient disaster-oriented social work practice in Zimbabwe. Dominelli (2014) reports that social work seminars were conducted in Chile after an earthquake had occurred. The seminar was organised by the IASSW to create a platform for social workers to learn about disasters and build their capacity to intervene during disaster events. In Zimbabwe, such seminars can also be conducted to capacitate Zimbabwean social workers on intervening during environmental crises.

Social work entities may assume the responsibility for organising workshops and seminars for social workers to meet and share experiences. The Council of Social Workers Zimbabwe (CSWZ) and the National Association of Social Workers Zimbabwe (NASWZ) can accept the responsibility for organising such workshops. The CSWZ and NASWZ can invite experts in the disaster management field to these workshops so that social work practitioners can have access to expert information on disaster management in Zimbabwe. Cooper and Briggs (2014) support the idea of organising workshops and encouraging practitioners to attend workshops run by disaster management organisations which are experts in the disaster management domain. These experts have invaluable experience and practical knowledge on disaster management which may be useful for social work practitioners. Social workers' participation in education platforms is likely to enhance their knowledge in the disaster-oriented social work field.

5.3.8.4 Subtheme 8.4: Increasing Output on Disaster-Oriented Social Work Practice

This study found that the literature on social work and disaster management is limited. One of the social work lecturers highlighted that:

There is not much literature on disaster management and social work in Zimbabwe. This has also contributed to the limited involvement of social workers in the disaster management spaces in Zimbabwe ... the practitioners will be lacking the much-needed information regarding social work in disaster situations since there is a dearth of literature on the aspect.

Mhanga et al. (2019) confirm that there is limited literature in academia concerning disaster-related social work practice. Hence, social workers lack points of reference for disaster interventions. The social work lecturers who participated in the current study recommended increasing research output on disaster management and social work practice in Zimbabwe. One of the social work lecturers stated that: “*social workers in the academia need to ensure that the research output on disaster management in relation to social work is increased.*”

Another lecturer mentioned that:

Our social work literature on disaster management is limited ... mainstreaming disaster management through publications on relevance of incorporating disaster management within the social work curriculum. The literature should focus on interventions to address problems we have in Africa.

The foregoing responses from the social work lecturers highlight the importance of research output in social work and disasters. The anticipated publications are likely to practitioners in disaster contexts despite their lack of training in the field. Interestingly, another social work lecturer expressed that they are already focusing on increasing research output on disaster-oriented social work practice in Zimbabwe. This lecturer commented that they have created a research group at their institution with a focus on child welfare, social protection, and disaster management. The lecturer said:

We have created a research group which also focus on disaster management issues. The research group is open for everyone who is interested to join. Social work practitioners also form part of the research group. As we speak now, we are planning to produce a textbook on disaster management in Zimbabwe.

This indicates that universities in Zimbabwe are ensuring that social work practitioners are exposed to as much literature on disaster management as possible for them to enhance their practice and interventions. The proposed disaster management textbook is a much-needed resource, as it will contain information concerning disaster management and social work practice from an African perspective.

Machimbidza et al. (2022) suggest the need for more research on disaster management which is aligned to social work practice and training to develop evidence-based environmental social work practice in Zimbabwe. Social workers can share their findings during conferences, workshops, and seminars. The research findings could also be shared as articles.

5.3.8.5 Subtheme 8.5: Transdisciplinary Collaborations

This study's findings revealed that social work practitioners' effective involvement in disaster management issues is influenced by inadequate interprofessional collaborations (see Section 5.3.5.3). Given this limitation, the social work practitioners and lecturers in the current study recommended the need for social work practitioners to initiate transdisciplinary collaborations in environmental issues. Dominelli (2016) defines interdisciplinarity as the collaboration of several diverse disciplines to work on a specific project using common holistic practice and a theoretical framework. The importance of interdisciplinarity is that professionals can develop a common understanding of disasters and disaster management that draws on expert and indigenous

knowledge to develop new approaches to deal with disasters through coproduced solutions (Dominelli, 2016).

During focus group discussions, one of the social work practitioners stated that:

As social workers we usually work in silos and not in collaboration with other professions in the disaster management space. This then limits our ability to fully understand and address climate change impacts and disaster impacts. By collaborating with experts from fields such as environmental science, public health, and engineering, we can leverage diverse perspectives and expertise to develop innovative and sustainable solutions.

Another social worker in the focus group agreed by adding that “disasters affects all aspects of people’s lives, such as health, education, employment, thus requiring a wide range of professionals to intervene. If social workers collaborates with other professionals in diverse fields so that we can develop interventions that not only address immediate needs of the affected communities nut also promote sustainability” These responses from participants highlights the importance of interdisciplinary cooperation and partnerships to address the complex challenges posed by climate change impacts on communities.

In this study, the social work lecturers and practitioners agreed that the social work profession has not specialised in environmental issues, thus requiring them to draw disaster management knowledge from other disciplines with expertise in the field. In practical settings, social workers need to be part of a disaster management team to enable them to learn much-needed disaster-related information from experts in the field. Additionally, Transdisciplinary collaborations present social workers with significant opportunities to contribute to impactful, fair, and enduring interventions amidst climate change-related disasters. Through collective efforts with experts from diverse fields and active involvement within communities, social workers hold pivotal roles in bolstering resilience, advancing social equity, and cultivating constructive transformation amidst the challenges posed by climate change.

5.3.8.6 Subtheme 8.6: Capacity Building

The policymakers commented that social work practitioners require training to enable them to deal with large-scale disasters. The assumption is that social work practitioners cannot deal with large-scale disasters such as climate change-related disasters. Capacity building in this context involves

empowering social workers to effectively respond to the multifaceted impacts of climate change on vulnerable populations. Social workers play a crucial role in disaster response, recovery, and mitigation efforts, but their effectiveness hinges on their capacity to navigate the unique challenges presented by climate change-related disasters. Capacitating practitioners then becomes of paramount importance in addressing the increasingly complex challenges posed by environmental crises. One of the policymakers stated that: “*social workers need training on the management of large-scale disasters.*” Another policy maker responded as follows:

Capacity building in management of major disasters is necessary for social workers. For example, the Cyclone Idai response was poorly coordinated and people who claimed were counsellors just accessed the survivors, the counsellors were poorly equipped to deal with mental health issues, hence, they further traumatised the affected people.

It seems possible that these results are due to the misuse of the social work title in Zimbabwe. A study conducted by Kurevakwesu, Chikwaiwa and Mundau (2022) found that the government is appointing non-social workers in social work positions. The social worker participants in their study commented that non-social workers are operating as social workers rendering social work services for which they were not trained or qualified. These non-social workers in social work positions are likely not to adhere to the profession’s ethics, values and principles which will adversely affect service delivery (Kurevakwesu et al., 2022).

Another possible explanation for the above-mentioned finding is that social workers are not included as part of the disaster management team. Matlakala et al. (2022) indicate that the disaster management team does not include social work practitioners during interventions. As a result, the team evacuates disaster victims and transports them to safer places where they are left without visible support, which can have adverse psychological impacts on the victims.

Despite the social work title being abused by non-social workers and the disaster management team excluding social workers from their interventions, capacity building for social workers is necessary. Social work practitioners' involvement in disaster management issues, particularly in assisting individuals and families to return to normalcy after a disaster, is fundamental. Thus, capacitating practitioners to deal with large-scale disasters such as climate change-related disasters is necessary for ensuring effective and efficient disaster-oriented social work practice in Zimbabwe.

Overall, capacity building of social workers in climate change-related disasters is essential for enhancing the profession's effectiveness and relevance in addressing the complex challenges of disasters. By investing in the capacity of social workers to understand, respond to, and mitigate the impacts of climate change-related disasters, more resilient and sustainable communities that are better equipped to adapt to a changing climate and protect the most vulnerable can be developed and implemented.

5.3.8.7 Subtheme 8.7: Market the Social Work Profession

The lack of social workers' voices in disaster management issues may not be because social workers are active in the disaster management field, but rather because of a lack of other stakeholders' understanding of the profession's position in disaster management. As such, participants in this study recommended that social work practitioners should market themselves and their role in disaster management issues in Zimbabwe. One of the policymakers commented that:

The social workers have an important role to play in disaster management in Zimbabwe ... they should make themselves relevant ... they should be visible and make themselves known in the disaster management spaces. The government is willing to work with them and therefore social workers should sell their ideas.

The above-suggested measure is critical in achieving successful disaster-oriented social work practice in Zimbabwe. The stakeholders in disaster management may not be aware of the social work profession's position in disaster management, which calls for social workers to ensure that the profession's mandate in disaster management is known.

5.3.8.8 Subtheme 8.8: Advocating for Organisations to Employ Social Work Practitioners

An important finding in this study concerns advocating for organisations to employ social work practitioners. During in-depth interviews with the social work lecturers, several commented that no organisations operate solely in disaster management in Zimbabwe. NGOs have their primary mandates and only respond to disasters if they occur. One of the lecturers said:

The NGOs are not disaster management organisations, but they respond to disasters when they occur. For social workers' voice to be heard and their work recognised in the disaster management field, the organisations whose work becomes critical during disaster events need to employ at least one social worker. In most cases, organisations

prioritise their interests, so the social workers in those organisations will focus on prioritising the interests of the clients because disasters make people vulnerable. It is therefore important for us social workers to advocate for the employment of a social worker in any organisation responding to disasters because the social workers' roles are shadowed because many of them are not employed in these organisations with the title social worker.

The preceding discussion indicates that social workers' interventions often go unnoticed during disaster events, mainly because they operate under different job titles as defined by their employing organisations. Consequently, their efforts and interventions remain in the shadows. To address this, social work practitioners must assert themselves and advocate for their profession's greater recognition within disaster management. The social work lecturers agreed that organisations whose work becomes important during disasters should consider employing social workers to clarify their roles during disasters. Additionally, practitioners should actively participate in disaster management teams, enabling them to engage in disaster prevention, preparedness, response, and recovery.

5.4 SUMMARY

The findings presented in this chapter indicate that climate change fits into social work practice. The social work practitioners revealed an adequate understanding of climate change and its related disasters as they work in areas prone to climate change-related disasters. This chapter outlined social workers' roles and interventions during climate change-related disasters. These roles and interventions apply before, during, and in the aftermath of disaster events. However, social work practitioners encounter a myriad of challenges in executing their roles within the environmental social work framework. These challenges were discussed, as was the current social work curriculum in Zimbabwe.

The findings also indicate that achieving social work practitioners' effective involvement in disaster management issues in Zimbabwe is a collective endeavour requiring a transdisciplinary approach. This chapter outlined the disaster management context in Zimbabwe with a specific focus on the DCP's role. The DCP is the leading disaster management entity, responsible for disaster management policy and strategies and coordinating the stakeholders in disaster management in the country. However, the DCP experiences various challenges including financial constraints, a lack of comprehensive risk assessment, and inadequate support from the private

sector to effectively implement the required interventions. Lastly, the suggested measures to address social work practitioners' limited engagement in environmental issues were discussed. The study's findings demonstrated the need for a training programme on disaster-oriented social work practice. The ensuing chapter describes the proposed training programme.

CHAPTER SIX

DESCRIPTION OF THE DISASTER-ORIENTED SOCIAL WORK TRAINING PROGRAMME

PHASE	DESCRIPTION
PHASE ONE Problem analysis and planning	• Gain entry and cooperation from setting(s). • Identify and recruit participants. • Identify population concerns. • Analyse the identified problems. • Set goals and objectives.
PHASE TWO Information gathering and synthesis	• Access existing sources of information. • Study natural examples. • Identify successful models' functional elements.
PHASE THREE Design	• Design an observational system. • Specify procedural elements of the intervention.

(Rothman & Thomas, 1994)

6.1 INTRODUCTION

Chapter Five of this thesis provided a detailed account of disaster-oriented social work in Zimbabwe. Several participants mentioned their lack of exposure to a green social work curriculum during their training and intervening during disaster situations can be challenging due to their inadequate knowledge in the disaster management field. Therefore, this chapter focuses on phase three of the intervention research (D & D) model, which entails designing interventions. To deal with the barriers to social workers' involvement identified in the previous chapter, this study designed a disaster-oriented social work training programme which is described in detail in this chapter. This chapter describes the training programme, discusses the theoretical framework that

underpins the design of the training programme, explains the proposed disaster-oriented social work training programme, and presents a summary of the presented discussions.

6.2 DESCRIPTION OF THE TRAINING PROGRAMME

Through a thorough literature review of disaster-oriented social work, I was able to develop a practice-related programme for social workers operating in disaster-prone areas (Fraser et al., 2009). Knowledge of the population of interest is critical in developing an intervention (Fraser et al., 2009), and this enabled me to understand social workers' professional needs. The participants in this study can be regarded as co-developers of the disaster-oriented social work training programme as their views helped me to develop the programme. The social work practitioners and lecturers were engaged in the programme's design. The programme targets social work practitioners who need to update their knowledge and skills concerning disaster management issues.

6.3 THEORETICAL FRAMEWORK FOR THE DESIGN OF THE TRAINING PROGRAMME

The development of the "Breaking Barriers: Building a Competent Disaster Social Worker" programme was guided by the programme description model as outlined by Sidani and Braden (1998). This model offers a framework for understanding the complex dynamics of the programme's design, which is critical in providing insight into developing, modifying, and improving the programme (Huijbregts, Kay & Klinck, 2008). The programme description model provides a full account of the programme's design, providing explanations on the rationale behind it, the methodology employed, the conditions influencing programme outcomes, predicting results, and specifying what must be done to achieve the desired programme effects (Sidani & Sechrest, 1999). Utilising Sidani and Braden's (1998) theory-based programme development and evaluation model enabled me to explain the implementation process to be followed in addressing social work practitioners' limited involvement in environmental social work practice.

The theory-based programme development and evaluation model adopted in this study is a cycle comprising programme theory, evaluation questions, evaluation methodology, evaluation findings, and programme modification, as illustrated in Figure 6.1 below. The cycle begins with the programme theory utilised to develop a programme, which helps in the identification of strong components in the design, leading to relevant evaluation questions for the programme. The

developed evaluation questions are then used to guide the evaluation methodology and determine the methodologies to be employed for data collection and analysis. Huijbregts et al. (2008) posit that the evaluation findings follow the evaluation methodology. The evaluation findings assist in identifying the designed programme's effective facets. The evaluation's results are then utilised to guide the modification of appropriate elements of the programme.

Overall, the cycle's successful completion is considered a refined articulation of the programme theory (Huijbregts et al., 2008). However, in this study's context, I did not fully implement the programme development and evaluation cycle; I terminated the model at phase three, which is the design phase. I only adopted the programme theory phase, using the model of programme description discussed by Sidani and Braden (1998), which includes six components: programme definition, critical inputs, mediating processes, expected outcomes, extraneous variables, and implementation issues. The details of these six components of programme description provide evidence-based and practice-related descriptions of the designed programme and provide the foundation for the programme's effective implementation (Tudor-Locke, Myers & Rodger, 2001). A diagram depicting the theory-based programme development and evaluation model is presented below.

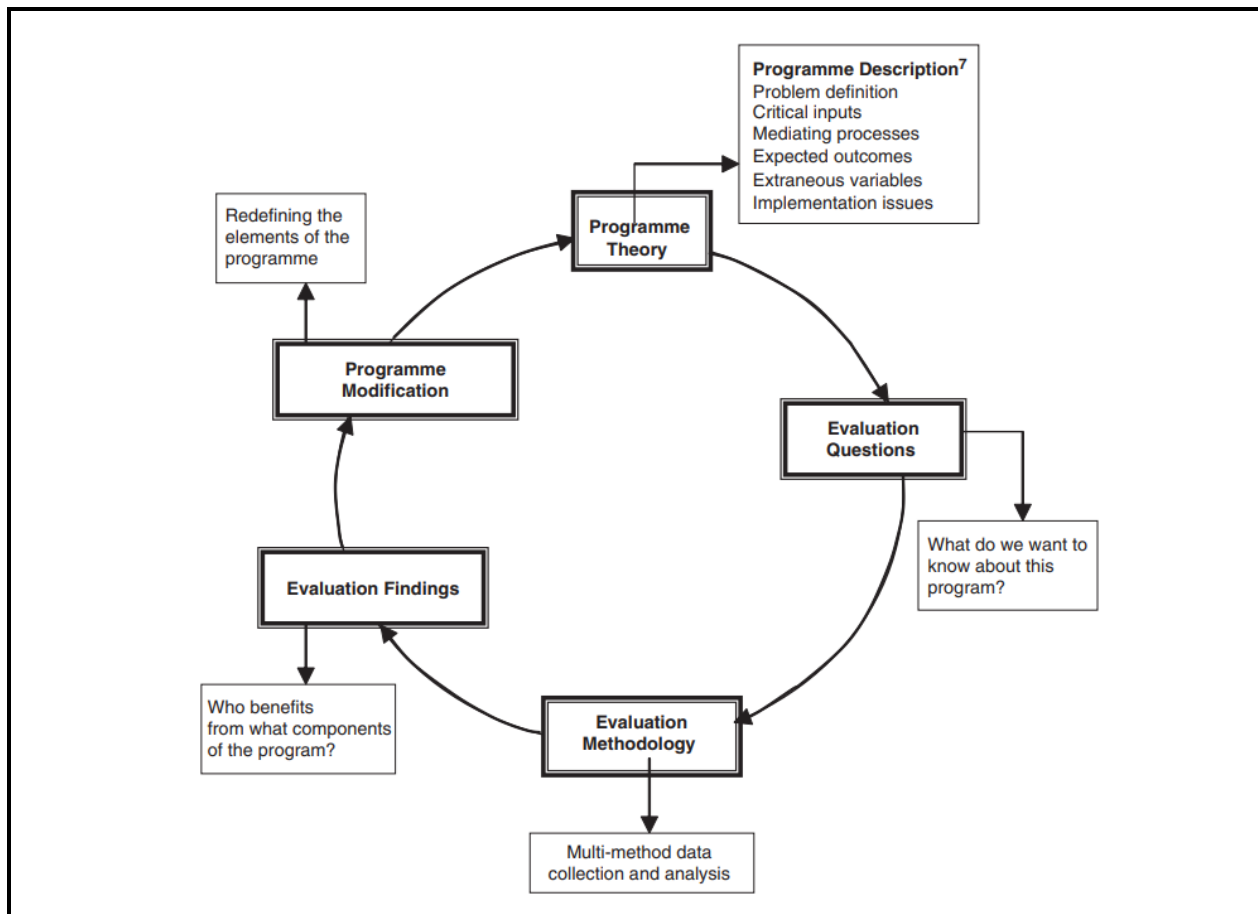


Figure 6.1: The programme development and evaluation cycle

Source: Huijbregts et al. (2008)

The six programme components are discussed in the ensuing paragraphs.

- **Problem definition**

Programme theory begins with defining the problem (Sidani & Braden, 1998). I was able to adequately define the problem that the present programme will address. Problem definition is a core activity that drives programme development (Archibald, 2020), which enabled me to first understand the problem before designing an intervention. Lipsey (1993) argues that clearly articulating the problem is critical in programme design to enable the target population to benefit from the intervention. If a problem is not clearly defined, the intended beneficiaries may not benefit from the programme.

Rossi, Lipsey & and Freeman (2004) note that defining the problem in programme development is not as straightforward as it may seem. In defining the problem for this study, I had to follow the

tips for problem definition put forward by Newcomer, Hatry and Wholey (2015). One of the tips includes looking for the programme development drivers, which in this case was social workers' limited involvement in disaster management issues in Zimbabwe. I involved social work practitioners in the needs assessment for a disaster-oriented social work practice programme because they knew the problems they encountered during training and in practice. The social work lecturers' voices were included in the programme development because they are responsible for training social work practitioners. This was done to ensure that the social work practitioners' needs were positioned as the first point in the *Breaking Barriers: Building a Competent Disaster Social Worker* programme.

Another important tip in forming a problem relates to defining all the significant factors that cause the problem and that need to be addressed (Newcomer et al., 2015). In this study's context, the primary factors resulting in the problem included a lack of adequate training in ecological social work, a lack of adequate interprofessional collaborations, resource constraints, and a lack of recognition (see Section 5.3.5 in Chapter 5). These causes were divided into two; causes addressed by the programme and causes not addressed by the programme. The programme's context includes factors that are not directly addressed by the programme but that can still have an impact on its success.

- **Critical inputs**

Critical inputs refer to the activities that are aligned with the programme's goals and objectives (Huijbregts et al, 2008). According to Sharpe (2011), these critical inputs define the programme components and how the components are to be delivered. Lipsey (1993) argues that critical input is essentially what we should do to achieve the designed programme's outcome. I needed to identify the critical inputs for *Breaking Barriers: Building a Competent Disaster Social Worker* programme because they would be used to guide the programme's implementation and provide specific activities required to deliver the programme (Sidani & Braden, 1998). Ideally, the programme's critical inputs provide a detailed description of the procedures to be followed in implementing the intervention: the duration, frequency, and intensity of the activities (Sidani & Braden, 1998), which make it easy to implement the intervention activities.

Since this study involved the participants as co-designers, the social work practitioners, policymakers, and social work lecturers' inputs into how the identified problems in Theme 5 (see

Chapter 5) could be addressed, were noted. Numerous authors of programme theory advise utilising a review of research literature and study participants, or those associated with the programme, in programme development (Gredig & Marsh, 2010; Patton, 1996; Pawson & Tilley, 1995; Rogers, Prestino, Huebner & Hacsí, 2000; Rogers, 2007). Therefore, the appropriate activities for *Breaking Barriers: Building a Competent Disaster Social Worker* programme were developed utilising a review of relevant literature and information gathered from study participants to ensure effective and efficient programme outcomes.

- **Mediating processes**

The mediating processes in programme theory refer to the linkages that exist between critical inputs and the desired outcomes (Lipsey, 1993). According to Tudor-Locke et al. (2001), these mediating processes represent the transformation due to the intervention. In designing the disaster-oriented social work training programme, I explained the rationale for the intervention and justified the intervention's activities. The literature supported these reasons for intervention, which prevented inaccurate assumptions which could result in negative outcomes (Weyers, 2011).

- **Expected outcomes**

The interventions' purpose was to achieve desirable outcomes and attain goals. Lipsey (1993) argues that an intervention should specify the intended outcomes of implementing that intervention and the links between short-term, intermediate-term, and long-term outcomes. Therefore, the expected outcomes are the desired changes in disaster-oriented social work practice in Zimbabwe following the implementation of the intervention (Huijbregts et al., 2008). Huijbregts et al. (2008) further state that these anticipated outcomes should not be treated in isolation, but should be linked to the problem definition, critical inputs, and mediating factors.

In formulating the programme's outcomes, I specified the nature and timing of the anticipated change among social work practitioners exposed to disaster situations (Lipsey, 1993). It is also critical to note that the changes do not occur at the same time; some changes are seen immediately after the intervention and others may take longer to be noticed (Sidani & Braden, 1998). The present intervention's goals were to enhance social workers' knowledge and skills regarding disaster management issues and improve social work practitioners' participation in disaster management. As a result, expected outcomes were set for each session of the programme in line with the goals and activities.

- **Extraneous variables**

Extraneous variables are the external factors that may directly or indirectly affect the programme outcomes (Tudor-Locke et al., 2001). These may include contextual and environmental factors as well as the programme beneficiaries and the intervener's characteristics (Lipsey, 1993). It is important to consider these factors and their possible influence on the intervention's anticipated outcomes and the programme's successful implementation.

- **Implementation issues**

Implementing issues are the financial, material, and human resources required for programme implementation (Huijbregts et al., 2008). Human resources include the professional qualifications of the person delivering the programme, including educational expertise, competence, speciality training, and professional background. Financial and material resources are the required equipment, the setting, the programme cost, and the programme materials. According to Lipsey (1993), implementation issues encompass all the resources and systems necessary for delivering the programme. Tudor-Locke et al. (2001) identify participant recruitment, advertising, screening, and follow-ups as the primary programme delivery systems. Therefore, to successfully implement this intervention, all the necessary resources mentioned in Table 6.1 need to be available. Rossi, Lipsey and Henry (2019) agree that adequate allocation of programme resources is necessary for effective programme delivery.

Guided by the theory-based programme development model depicted in Figure 6.1 above and incorporating evidence from the participants discussed in Chapter 5, I now present the proposed disaster-oriented social work training programme.

6.4 THE PROPOSED DISASTER-ORIENTED SOCIAL WORK TRAINING PROGRAMME

The proposed programme for addressing social workers' limited involvement in ecological social work practice is developed and described in this section. The programme comprises six sessions as described below.

6.4.1 DESCRIPTION OF THE CURRICULUM FOR BREAKING BARRIERS: BUILDING A COMPETENT DISASTER SOCIAL WORKER PROGRAMME

Breaking Barriers: Building a Competent Disaster Social Worker is designed to address the knowledge and skills gaps among social workers in planning and implementing measures to prepare for, respond to and recover from disaster events. The programme's objectives are to:

- educate social workers regarding disasters – disaster conceptualisation, causes and effects; and
- enhance social work practitioners' knowledge and skills in disaster-oriented social work practice.

The programme has seven sessions, as discussed in the ensuing paragraphs.

- **Session one**

The first session aims to introduce the topic of disasters. A review of the literature and responses from social work practitioners indicated that social work practitioners lack adequate knowledge regarding disasters because they were not exposed to the content during social work training. The empirical findings revealed a gap in disaster knowledge among social work practitioners in Zimbabwe. Disasters are recurring events which affect social workers' service users. As such, knowledge about disasters is critical. A large and growing body of literature indicates that disasters' occurrence, frequency, and intensity are escalating (Alston et al., 2019; Escorcia, 2016; Ricci et al., 2019; WHO, 2018). The session is designed to equip social work practitioners with adequate knowledge regarding the nature, causes, prevalence, and impact of disasters on the environment and victims' and survivors' well-being.

- **Session two**

This session was based on the finding that disasters exacerbate affected individuals and communities' vulnerability. Vulnerable groups in social work include the elderly, children, people with disabilities, women and girls, and people living in poverty. This session encompasses how social workers can deal with vulnerable groups during their intervention in disaster situations. The practitioners will be taught about the impact of disasters on each of the vulnerable groups. For instance, girls and women are subjected to sexual and gender-based violence (GBV).

- **Session three**

As the social work practitioners indicated that they were not taught anything about disaster management during their training, they must learn about disaster policies and the regional and international protocols on disaster management. This session will also focus on the skills required in ecological social work practice. Knowledge of the policies and laws on disaster management is critical in addressing the impact of disasters and strengthening preparedness, resilience, and recovery.

- **Session four**

This session is based on the finding that social workers perform a low-key role in disaster management issues, particularly in the prevention and preparedness phases. According to Mhlanga et al. (2019), social workers in Zimbabwe play an active role only after the disaster has occurred. They further argue that social work action before disaster occurrence is lacking. This session will focus on describing the disaster management cycle and explaining social workers' roles in each phase of the cycle. This knowledge is critical in ensuring social workers' active involvement in the prevention, preparedness, response, and recovery phases. Lessons will be taught about the importance of social workers' involvement in disaster management issues.

- **Session five**

Several of the participants in the study indicated that social work practitioners lack experience in dealing with large-scale disasters such as cyclones and flooding. This session focuses on case studies of past major disasters in local, regional, and international contexts and lessons learnt in managing these disasters. The social work practitioners will be exposed to other countries' experiences in managing large-scale disasters and social workers' involvement in those countries. The focus will also be on indigenous disaster-oriented social work practice. Mabvurira (2018) asserts that indigenous teachings in social work education are critical. Climate change has been identified as a significant contributor to numerous disaster events witnessed globally (Alston et al., 2019). Therefore, social work practitioners must be knowledgeable about climate change and its related disasters. Interdisciplinarity and multi-stakeholder engagements are also discussed as effective interventions before, during, and after disaster events.

- **Session six**

This session focuses on case studies and practical examples of disaster management social work from national, regional, and global perspectives. The session will also involve a discussion of lessons learnt from previous disasters to strengthen social work interventions for future disaster events.

- **Session seven**

The social work practitioners who participated in this study indicated that they experience numerous challenges which hinder their effective involvement in disaster management issues (see Theme 5 in Chapter 5). As such, practitioners must be exposed to a curriculum that identifies and discusses the challenges they may encounter in practical settings to find solutions to the identified challenges.

6.4.2 TEACHING-LEARNING INTERACTIONS

This section discusses the teaching and learning methods to be adopted in implementing the Breaking Barriers: Building a Competent Disaster Social Worker programme. These methods are discussed in the following subsections.

6.4.2.1 Formal Classroom Lectures/The Lecture Method

Implementation of the intervention programme will encompass the use of classroom-based formal lectures to provide theoretical information on ecological social work. I believe that these lecturers will enhance social workers' knowledge, competencies, and skills in their roles and responsibilities during disaster events. This is necessary because the empirical findings indicated that several practitioners have not been exposed to a disaster-oriented social work curriculum. Salema (2012) confirms that this approach is the best method for transmitting knowledge. This approach will be used despite Allender, Rector and Warner's (2014) view that lectures are more likely to create a passive learning environment for the practitioners since many people are visual rather than audio learners. Activities that involve practitioners' participation will be adopted, such as allowing time for questions during and at the end of the lectures.

6.4.2.2 Guest Lecturers

Another approach that will be adopted during the implementation of this intervention is the use of guest lecturers. The purpose of guest lecturers is to bring practical relevance into the classroom. Leor (2015) recognises the importance of using guest speakers in teaching and learning to enhance engagement and disseminate practise wisdom. This intervention will make use of guest speakers from the Department of Civil Protection in Zimbabwe who will speak about the nature of disaster management in Zimbabwe. Social workers who have intervened during disasters and those who have produced extensive research on disaster-oriented social work practice will also be asked to serve as guest lecturers.

6.4.2.3 Group Discussion and Project Work

Engaged learner approaches to learning, including group discussions, will also be incorporated into the intervention's implementation. This approach allows social work practitioners to be actively involved in their learning process. The practitioners will be divided into small groups to engage in discussions to ascertain if they have comprehended the concepts they have been taught. These small group discussions will allow for everyone's participation and the practitioners will be given group tasks to complete, such as developing an intervention plan to implement during disaster events.

6.4.2.4 Formal Presentations

This intervention will not be a one-way learning approach whereby the facilitator does all the talking; the social work practitioners will also be involved in their learning process. The practitioners will be allowed to do research on a particular topic and present their findings to other practitioners in their class.

6.4.2.5 Videos

As many people are visual learners (Allender et al., 2014), the intervention programme will utilise videos to teach social work practitioners about disasters. For instance, a video of a cyclone will be played to show the impact the disaster has on the environment, humans, and animals. Videos on how social workers from other countries respond to disasters will be played so that the practitioners can learn how other professionals address disaster situations.

6.4.2.6 Site Visits

This intervention will also include at least one site visit. This will involve the facilitator and social work practitioners visiting a community affected by disasters to analyse the destruction. This will be a good way for practitioners to gain a visual understanding of disasters' effects on the environment.

6.4.2.7 Role Playing

The social practitioners will be required to engage in role-playing to demonstrate their understanding of the skills and interventions required in disaster-oriented social work. For instance, one practitioner will be asked to play the role of a social worker and the other a disaster survivor, demonstrating the counselling process between the social worker and the client. Having the social work practitioners act out roles is anticipated to maximise learning (Allender et al., 2014).

6.4.3 DESCRIPTION OF THE BREAKING BARRIERS: BUILDING A COMPETENT DISASTER SOCIAL WORKER LESSON PLAN

Session One
Disaster conceptualisation, nature, causes, prevalence, and impact of disasters

Definition of the problem	Critical activities	Expected outcomes	Mediating process	Extraneous variables	Implementation issues
• Practitioners work in disaster-prone areas. • Practitioners lack adequate knowledge of disasters. • The social work curriculum had a gap concerning equipping practitioners with knowledge of the nature, causes, prevalence, and impact of disasters on humans, animals, and the environment.	• Identify and describe two significant types of disasters i.e. natural and human-induced disasters. • Identify and discuss three subtypes of natural disasters. • Discuss the multiple causes of disasters. • Discuss the prevalence of disasters across the globe. • Identify and describe the adverse consequences of disaster occurrences.	• Enhanced knowledge of natural and human-induced disasters. • Enhanced understanding of the subtypes of natural disasters: hydrometeorological disasters, geophysical disasters, and biological disasters. • Enhanced understanding of the causes of disasters: climate-related factors, geophysical factors and human-related activities. • Enhanced knowledge of the prevalence of disasters. • Enhanced understanding of the adverse effects of disasters: loss of life, destruction of infrastructure, and economic losses.	• Support from stakeholders.	• Practitioners' lack of interest and commitment. • Work demands. • Lack of tools of trade.	• Formal classroom lectures. • Group discussions. • Videos. • Flip charts. • Markers. • Projector. • Laptop. • Writing pads and pens. • Site visits.

Session Two
Concepts in emergencies, ethics, values, and human rights

Definition of the problem	Critical activities	Expected outcomes	Mediating process	Extraneous variables	Implementing issues
- Practitioners have not been exposed to a disaster management curriculum. - Practitioners lack understanding of some of the significant concepts in disaster management.	- Identify and discuss the significant concepts in emergencies: risk and risk assessment, vulnerability, sustainability, and resilience. - Identify and describe social work ethics: ethical responsibility to clients, colleagues, practice settings, the social work profession, and the broader society, and ethical responsibilities as professionals. - Identify and discuss social work values: values of service, social justice, dignity and worthy of individuals, importance of human relationships, integrity, and competence. - Discuss human rights issues in emergencies.	- Demonstrate an understanding of the various foundational concepts in disaster management. - Demonstrate an understanding of social work values concerning disaster management. - Demonstrate an understanding of social work ethics concerning disaster management and ethical dilemmas that arise in practical settings. - Demonstrate knowledge of environmental justice and human rights in emergencies.	Skill mastery.	- Practitioners' lack of interest and commitment. - Work demands.	- Lectures. - Group discussions. - Guest lecturers. - Role play. - Flip charts. - Note pads and pens. - Projector and laptop. - Permanent markers. - Video clips.

Session Three
Disasters and vulnerable groups

Definition of the problem	Critical activities	Expected outcomes	Mediating process	Extraneous variables	Implementing issues
Increased incidences of vulnerable groups facing a double tragedy during emergencies.	- Identify and describe vulnerable groups in the community. - Explain how disasters exacerbate the experiences of women and girls, persons with disabilities, the elderly, children, and people living in poverty.	- Demonstrate an increased understanding of how vulnerable groups are affected by disasters. - Enhanced protection for vulnerable groups during difficult times.	Skill mastery.	- Practitioners' lack of interest and commitment. - Work demands.	- Lectures. - Group discussions. - Guest lecturers. - Role play. - Flip charts. - Note pads and pens. - Projector and laptop. - Permanent markers. - Video clips.

Session Four

Disaster management theories, and policies, and regional and international protocols on disaster management

Definition of the problem	Critical activities	Expected outcomes	Mediating process	Extraneous variables	Implementing issues
- Practitioners were not exposed to disaster management policies during training. - Practitioners were not taught about regional and international protocols for disaster management. - Practitioners are not aware of theories in disaster management.	- Identify and discuss disaster management policies in Zimbabwe: Constitution of Zimbabwe Amendment Act No. 20 of 2013, Civil Protection Act of 1989, the Meteorological Services Act (Chapter 13:21) of 2003, and the Emergency Preparedness and Disaster Management Bill. - Identify and discuss regional and international protocols on disaster management: the International Decade for Natural Disaster Reduction, the Yokohama Strategy, the Hyogo Framework for Action, and the Sendai Framework for Disaster Risk Reduction. - Identify and describe the theories that explain disaster management issues.	- Enhanced understanding of the disaster management landscape and policies in Zimbabwe. - Enhanced understanding of existing regional and international protocols on disaster management issues. - Enhanced awareness of disaster management theories.	Support from stakeholders.	- Practitioners' lack of interest and commitment. - Work demands.	- Lectures. - Group discussions. - Formal presentations. - Guest lecturers. - Flip charts. - Note pads and pens. - Projector and laptop. - Permanent markers. - Policy hand-outs.

Session Five
Disaster management cycle and social workers' role

Definition of the problem	Critical activities	Expected outcomes	Mediating process	Extraneous variables	Implementing issues
• Social workers have limited involvement in all disaster management phases. • Empirical findings have indicated that practitioners are not sure about what to do during disaster events.	• Identify and describe the four phases of disaster management: prevention, preparedness, response, and recovery. • Identify and describe the application of social workers' roles to support disaster management in all phases: researcher, educator, community worker, planner, counsellor, administrator of social protection, case manager, resource mobiliser, and advocator for policy change.	• Enhanced understanding of the disaster management cycle. • Enhanced understanding of practitioners' role in each phase of the disaster management cycle.	• Skill mastery.	• Practitioners' lack of interest and commitment. • Work demands.	• Lectures. • Formal presentations. • Group discussions and group project work. • Role play. • Flip charts. • Note pads and pens. • Projector and laptop. • Permanent markers. • Video clips.

Session Six
Case studies and lessons learnt on the management of previous disasters

Definition of the problem	Critical activities	Expected outcomes	Mediating process	Extraneous variables	Implementing issues
• Practitioners generally have limited exposure to disaster-oriented social work practice. • Practitioners lack expertise in dealing with large-scale disasters. • The social work curriculum is based on Western ideologies and lacks African values.	• Expose practitioners to disaster contexts through site visits. • Identify and discuss significant disasters that have occurred: Cyclone Idai, and Cyclone Dineo. • Learn about indigenous ideologies on disaster-oriented social work theory and practice.	• Enhanced understanding of disaster-oriented social work practice. • Display an understanding of past disaster events and how they have been dealt with. • Demonstrate an understanding that indigenising disaster-oriented social work theory and practice is fundamental.	• Support from stakeholders.	• Practitioners' lack of interest and commitment. • Work demands.	• Lecture. • Group discussions. • Guest lecturers. • Role play. • Flip charts. • Note pads and pens. • Projector and laptop. • Permanent markers. • Video clips.

Session Seven
Complexities that social workers encounter in performing their work during disaster events

Definition of the problem	Critical activities	Expected outcomes	Mediating process	Extraneous variables	Implementing issues
• Practitioners encounter a myriad of challenges in discharging their duties in emergencies. • Practitioners do not engage with other relevant stakeholders and professionals in the disaster management sector. • Practitioners generally received inadequate training in handling disaster situations.	• Identify and discuss the complexities that social workers face during disaster situations: resource constraints, inadequate interprofessional collaboration, and lack of recognition for the social work profession. • Identify and describe effective ways of dealing with disaster situations.	• Understanding of the practical challenges in disaster contexts. • Demonstrate an understanding of the ways of dealing with practical challenges.	• Knowledge	• Practitioners' lack of interest and commitment. • Work demands.	• Lectures. • Group discussions. • Guest lecturers. • Role play. • Flip charts. • Note pads and pens. • Projector and laptop. • Permanent markers. • Video clips.

6.5 SUMMARY

The purpose of this chapter was to describe the theoretical framework utilised in developing the intervention programme for the study. A description of the development of a disaster-oriented social work practice programme was provided including its implementation process. The programme was developed based on a literature review and empirical findings which indicate a gap in the social work curriculum in terms of preparing social work practitioners for ecological social work practice. The programme was designed as a continuous professional development short course to educate social work practitioners who have never been exposed to a disaster-oriented curriculum. The study participants (policymakers, social work practitioners, and social work lecturers) were co-developers of the programme. The six components of programme design advanced by Sidani and Braden (1998), namely problem definition, critical inputs, expected outcomes, mediating processes, extraneous variables, and implementing issues were employed as a guideline in developing the *Breaking Barriers: Building a Competent Disaster Social Worker* programme.

The curriculum content for the CPD includes seven sessions that focus on disaster conceptualisation, and the nature, causes, prevalence and impact of disasters; concepts in emergencies, including ethics, values, and human rights; disasters and vulnerable groups; disaster management theories, and policies, and regional and international protocols on disaster management; the disaster management cycle and social workers' role; case studies and lessons learnt on managing previous disasters; and complexities that social workers encounter in performing their work during disaster events. In implementing the intervention, formal classroom lectures, guest lecturers, group discussions and group project work, formal presentations, videos, site visits, and role-playing were discussed as the methods for teaching and learning.

CHAPTER SEVEN

KEY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

7.1 INTRODUCTION

This study aimed to explore social workers' roles and interventions during climate change-related disasters in Zimbabwe. This is the final chapter in the study and focuses on integrating the information presented throughout the study to draw conclusions and advance recommendations. The study's specific objectives were to explore the interventions that social workers implement during climate change-related disasters in Zimbabwe; to identify social workers' competencies concerning climate change-related disasters; to describe the barriers and facilitators of social work interventions during climate change-related disasters in Zimbabwe; and lastly, to develop a disaster-oriented training programme for social workers in Zimbabwe. Social work practitioners in Manicaland Province, policymakers, and social work lecturers were the target population for this study.

The study was underpinned by a qualitative research approach and utilised a case study research design. An intervention research (D&D) was used in this study, and a training programme for social work practitioners on disaster management was the developed intervention. I utilised thematic analysis to analyse the collected data guided by the six-phase approach advanced by Braun and Clarke (2006). This chapter begins by presenting the key findings and conclusions. Thereafter, I discuss the implications of the findings for policy and social work practice. This discussion is followed by recommendations. Lastly, suggestions for future research are proffered.

7.2 SUMMARY OF KEY FINDINGS, AND CONCLUSIONS

This section presents the study's key findings and the conclusions based on the study's objectives.

- **Objective one: to explore interventions that social workers implement during climate change-related disasters in Zimbabwe.**

This study set out to explore social work practitioners' interventions implemented in disaster management issues. This objective was achieved through the empirical findings presented in Chapter five. The findings indicate that the social work profession implements several interventions in times of disaster, including awareness campaigns, providing immediate relief, evacuating disaster survivors, building resilience, and linking disaster victims with services (refer

to Theme 4 in Chapter five). Social workers are not actively involved in environmental issues despite their service users being directly affected by disasters.

The conclusion that can be drawn is that social workers are not absent from disaster management matters. Social workers have made significant contributions, but some of their work is not acknowledged. Social work practitioners are actively involved in disaster response by providing immediate relief and counselling, but their work is not reported. However, social work interventions are limited in that they often intervene in the response and recovery phases. Practitioners should prioritise all the phases of disaster management – prevention, preparedness, response, and recovery.

- **Objective two: to identify social workers' competencies in climate change-related disasters**

This study sought to identify social workers' competencies pertaining to climate change-related disasters, including their values, skills, roles, and knowledge. This objective was achieved by analysing relevant literature (see Chapter three) and the empirical findings (see Chapter five). The findings indicate that social work practitioners in Zimbabwe are not adequately trained in ecological social work. Several of the participants indicated that they were not exposed to disaster-oriented social work training, implying inadequate competence. However, the literature and empirical findings proved that social workers' skills, roles, and values are the same for all settings, and there are no specific roles, skills, and values that apply to ecological social work alone (see Chapters three and five). Generic social work skills, values, and roles apply to all contexts. In terms of knowledge, the practitioners have limited knowledge concerning ecological social work. This study identified a gap in the curriculum adversely affecting social workers' competence in dealing with large-scale climate change-related disasters.

It can be concluded that social workers are not actively involved in disaster management issues in Zimbabwe due to their lack of adequate knowledge on the topic. The practitioners have a general understanding of disasters, but they do not know how they are supposed to respond. The social work profession has a lot to offer in the disaster management domain and environmental issues should be mainstreamed in the social work curriculum across all social work training institutions to capacitate practitioners with disaster-related knowledge which will enable them to effectively intervene during emergencies.

The practitioners themselves, particularly those who were not exposed to an ecological social work curriculum, should strive to update their skills and knowledge through CPD. The occurrence of climate change-induced disasters is increasing drastically across the globe (WHO, 2018), affecting individuals, families, groups, and communities who are social work service users. In more recent years, Zimbabwe has been affected by several climate change-induced disasters, including Cyclone Dineo in 2017, Cyclone Idai and Kenneth in 2019, a heatwave in 2019, Cyclone Chalane in 2020, Cyclone Eloise in the early months of 2021, tropical storm Guambe in 2022, tropical storm Ana, and Cyclone Freddy in 2023. Given this information, practitioners should acquire adequate knowledge of dealing with disaster situations to enable them to effectively assist their clients. Various learning platforms are available for social work practitioners who are willing to obtain disaster-related knowledge, including research, participating in disaster management forums, and attending conferences organised by the DCP on lessons learned in the aftermath of disasters.

- **Objective three: to understand the disaster management context in Zimbabwe.**

This study sought to understand the disaster management context in Zimbabwe. This objective was addressed in Theme 2 (see Section 5.3.2). Evidence gleaned from the literature and the empirical findings indicates that the DCP is the government department tasked with addressing disaster management issues in Zimbabwe. The DCP's role was, therefore, discussed. To gain an understanding of the disaster management landscape in Zimbabwe, I discussed the prevailing policies and strategies designed to address disaster-related issues in the country. The participants stated that the Civil Protection Act is the main piece of legislation guiding disaster management in Zimbabwe. The National Development Strategy and the Disaster Management Bill were also identified as key strategies and policies stipulating the government's commitment to addressing climate change and other environmental issues in Zimbabwe. However, social workers' role and contribution in the disaster management context in Zimbabwe are not mentioned in any of the policies and strategies.

The challenges encountered by the DCP were identified and discussed as part of understanding Zimbabwe's disaster management context. The participants identified a lack of adequate resources, inadequate support from stakeholders, and a lack of comprehensive risk assessments as the key challenges experienced by the DCP in discharging its duties of preparing, preventing, responding,

and recovering from disasters. Unless these challenges are addressed, Zimbabwe will find effective and efficient disaster management difficult to achieve.

The conclusions that can be drawn are that the Zimbabwean Government is committed to disaster risk reduction and has developed various policies and strategies to this effect. Social workers are not discussed as key stakeholders in disaster management issues in Zimbabwe. Thus, some of the key stakeholders may fail to understand the social work profession's role and contribution to disaster management, making it difficult for practitioners to participate in the ecological practice domain.

- **Objective four: to provide recommendations for enhancing social workers' involvement in disaster-oriented practice.**

This study sought to provide recommendations for enhancing social workers' involvement in disaster-oriented practice. The literature analysis (see Chapter three) and empirical findings (see Chapter five) indicate that social work practitioners are not adequately involved in environmental issues in Zimbabwe, primarily due to the gaps in the social work curriculum. Many of the social work practitioners who participated in this study indicated that they were not taught anything related to environmental justice during training. Therefore, this study sought to provide recommendations to enhance disaster-oriented social work practice. The recommendations were provided in Chapter five (see Section 5.3.8). In enhancing social workers' involvement in disaster management issues, it is essential to mainstream disaster-related issues in the social work curriculum, design short disaster-oriented courses for social work practitioners, create platforms for disaster-oriented social work learning, increase research outputs on environmental social work, collaborate with other key stakeholders in disaster management, market the social work profession, and lastly, advocate for organisations to employ social workers in disaster management positions.

The conclusion that can be drawn is that the disaster management field is too broad and involves numerous professions. Due to a lack of or limited exposure to disaster-related issues within the social work curriculum, most practitioners fail to intervene effectively when disasters occur, despite working in disaster-prone areas where the frequency and occurrence of disasters are increasing rapidly. As a result, I designed a tailor-made training programme for social workers to capacitate practitioners with adequate disaster-related knowledge and possibly enhance their involvement in disaster management. The programme focuses on disaster conceptualisation,

theories, policies, and legislation. The participants' suggestions were included in designing the programme, as well as information gleaned from the literature analysis.

7.3 IMPLICATIONS OF THE STUDY FINDINGS FOR POLICY, SOCIAL WORK EDUCATION, SOCIAL WORK RESEARCH, AND SOCIAL WORK PRACTICE

This study's findings have several implications for policy, social work education and practice. These are presented in the subsections that follow.

7.3.1 *POLICY IMPLICATION*

There is most probably a need to review some of the policies and legislation regarding disaster management to ensure that they all acknowledge the role social workers perform in disaster management. Social workers should be considered and acknowledged as key role players in disaster management. The Government of Zimbabwe needs to include social work practitioners' significant role in its disaster-related policies and programmes to recognise the social work profession as part of the disaster management team. The practitioners should serve as advocates by participating in and advocating for policies and programmes that serve individuals, families, groups, and communities in the wake of disasters.

7.3.2 *SOCIAL WORK EDUCATION IMPLICATION*

The primary challenge to practitioners' involvement in ecological social work practice is the gap in the social work curriculum. This study's findings could potentially encourage social work training institutions to mainstream environmental justice issues in social work at all levels. Environmental issues need to be mainstreamed as a language that needs to be understood by all social workers.

Social work lecturers could refer to available literature for ideas regarding incorporating environmental issues into the classroom for their social work students and expose them to the theories, policies, and social work roles in the disaster management domain. Social work educators can also equip students with knowledge pertaining to disasters and the applicability of generic social work skills in disaster contexts. Social work educators can also incorporate indigenous teaching as much as possible because the practitioners will be working with indigenous people.

Several qualified and practising social workers have never been exposed to a green social work curriculum. Such practitioners are working in disaster-prone areas and often find themselves stuck

during disaster events. As such, efforts should be made to offer environmental social work training to such practitioners in the form of CPD.

7.3.3 SOCIAL WORK RESEARCH IMPLICATION

This study's findings indicate a dearth of literature on environmental social work. Social work research should provide in-depth information regarding social workers' involvement in environmental issues. For instance, this study covered the roles and applicability of social work interventions in disasters, which can be read by social work practitioners to enhance their knowledge of environmental social work practice.

For social work to remain relevant as a profession, there is a need to invest in disaster-related social work research. Research could also seek to create a framework for practitioners to engage with one another on environmental justice issues. Conferences, colloquiums, and seminars that focus on environmental issues are needed to expand social workers' knowledge.

7.3.4 SOCIAL WORK PRACTICE IMPLICATION

This study's findings are likely to compel social workers to continuously engage in environmental issues to support the families and communities with whom they work. Social work professionals should also raise awareness of disasters and environmental issues in communities. The findings indicate that social work practitioners have a key role to perform in disaster management issues at the micro, macro, and mezzo levels. At the micro level, practitioners will ensure equitable access to services before, during, and after disasters. At the macro level, practitioners can facilitate community programmes aimed at building community resilience. At the mezzo level, social work practitioners' focus needs to be on advocating for changes to government policies on disaster management in Zimbabwe.

Professional organisations that employ social workers could attempt to expand their thinking regarding ecological social work practice and devise ways of assisting practitioners to expand their roles in disaster management issues. Generic social work skills apply to disaster contexts, and social work practitioners need to be innovative in how they apply their skills to environmental issues that intersect with their scope of practice.

The study also found that practitioners are faced with numerous challenges in practice settings that affect their engagement in environmental issues. In terms of mitigating these barriers,

organisations that employ social workers could identify opportunities to incorporate staff training for effective interventions.

7.4 RECOMMENDATIONS

This section of the study present recommendations which were developed based on the study's outcomes and participants' suggestions (social work practitioners, social work lecturers, and policymakers).

7.4.1 *RECOMMENDATIONS TO THE GOVERNMENT*

The following recommendations are directed at the government.

- The policymakers mentioned insufficient funds and the late release of disaster-related funds as significant challenges. Given these challenges, the government needs to increase funding for disaster management issues and release the funds timeously to allow disaster management actors to respond to disaster events immediately.
- Climate change-related disasters are continuously affecting the country and cannot be prevented. The government needs to prioritise increasing investment in managing these disasters by advancing disaster risk management strategies such as early warning systems.
- The government should speed up the amendment of the Civil Protection Act. Disaster management in Zimbabwe is still guided by an outdated Act which does not adequately address disaster management issues.

7.4.2 *RECOMMENDATIONS FOR SOCIAL WORK RESEARCH, EDUCATION, AND PRACTICE*

The following recommendations are made for social work research, education, and practice.

- Research output on social workers' roles and interventions during emergencies should be encouraged. Research should also focus on social work values and skills' applicability to disaster contexts.
- Greening the social work curriculum. All social work training institutions should incorporate environmental justice into the social work curriculum at all study levels. The curriculum should ensure that environmental justice issues are included throughout the

social work degree programme.

- Disaster-oriented social work training should focus on all four phases of the disaster management cycle – prevention, preparedness, response, and recovery – so that social work practitioners can practice effectively and efficiently in the disaster management domain.
- Social work practitioners should enhance and update their knowledge of disaster management through CPD to obtain specialised knowledge on disaster management issues, which will enhance their influence in practical settings.
- Social workers should create platforms for learning so that professionals can meet and share knowledge on disaster management.
- Empower social workers with competencies to intervene during disaster events to mitigate disasters' effects on vulnerable communities.
- Social workers need to engage more frequently and deeply in disaster management efforts.
- Social workers should serve as change agents to transform existing environmental conditions, structures, and systems. Social work should be promoted so that the profession is more visible in public policies aimed at addressing disasters.
- Social workers should be active participants in disaster management issues so that their contributions and efforts are recognised. Profiling social workers' previous contributions to the disaster management domain is critical in addressing the social work profession's lack of recognition.
- Interprofessional collaboration, or transdisciplinarity, should be promoted. The practitioners need to work closely with the disaster management team in disaster planning, response, and recovery, at both administrative and practical levels.
- Social work practitioners can utilise available theories to guide their interventions. In this study the Sustainable Livelihood Approach was adopted which offers a holistic framework for understanding and addressing the complex challenges faced by individuals and communities, particularly in contexts of disaster management. Social workers can effectively utilise the SLA principles and strategies to support disaster-affected populations.

7.4.3 RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE DESIGNED PROGRAMME

The following recommendations are for implementing the Breaking Barriers: Building a Competent Disaster Social Worker programme.

- The programme facilitators should be individuals with adequate knowledge of environmental social work. These are social workers who might have been exposed to a green social work curriculum or who have updated their knowledge through research or CPD. Social workers with practice experience in all the disaster management phases can also be engaged.
- The programme needs to be piloted first with a few practitioners to test its feasibility.
- The programme can be accredited by the Council of Social Workers Zimbabwe so that practitioners are awarded CPD points.

7.5 SUGGESTIONS FOR FUTURE RESEARCH

Based on the empirical findings and the conclusions drawn from the study, it is envisaged that this study may be used as a foundation to conduct further research on disaster-oriented social work practice because of the current lack thereof, especially in developing nations. I therefore recommend further research in the areas listed below.

- A similar study can be conducted on a broader scale focusing on other provinces to make comparisons. The study can adopt a quantitative research approach and a large sample.
- While this study focused on social workers' roles and interventions utilising practitioners as participants, future research can incorporate community members' and social service organisations' perspectives on environmental social work practice.
- The designed programme can be piloted to test its impact on students' knowledge and skills required to effectively participate in all phases of disaster management – prevention, preparedness, response, and recovery.

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Appendices:

Appendix A: Ethical clearance

UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG



Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

R14/49 Shayamano

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: H21/04/35

PROJECT TITLE

Social work role and interventions during climate change related disasters in Zimbabwe

INVESTIGATOR(S)

Miss M Shayamano

SCHOOL/DEPARTMENT

Human and Community Development/

DATE CONSIDERED

16 April 2021

DECISION OF THE COMMITTEE

Approved
Risk Level: Minimal

EXPIRY DATE

05 June 2024

DATE

07 June 2021

CHAIRPERSON

(Professor J Knight)

cc: Supervisor : Professor N Dube

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. I agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.

Signature

08/06/2021

Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B: Approval from the Ministry of Public Service Labour and Social Welfare

Correspondence should not be addressed to individuals



**MINISTRY OF PUBLIC SERVICE, LABOUR
AND SOCIAL WELFARE**
9th Floor, Kagame Building
PO Box CY 17
Causeway
HARARE

Telephone (04) 704085 / 703871 / 703585
Fax (04) 700393

Ref: SW 4/12

08 June 2021

Ms. Molly Shayamano
House No. 1334 Lusaka
Highfield
HARARE

**PERMISSION TO CARRY OUT AN ACADEMIC RESEARCH ON TOPIC ENTITLED
"SOCIAL WORK ROLE AND INTERVENTIONS DURING CLIMATE CHANGE
RELATED DISASTERS IN ZIMBABWE."MS. MOLLY SHAYAMANO:
REGISTRATION NUMBER 1986881: STUDENT AT UNIVERSITY OF THE
WITWATERSRAND**

The above subject refers.

Please be advised that permission is hereby granted for you to carry out a research on a topic entitled "Social work role and interventions during climate change related disasters in Zimbabwe." Permission is granted STRICTLY on condition that the research is for academic purposes only in pursuit of your Doctor of Philosophy (PhD) Degree in Social Work with University of Witwatersrand in South Africa.

Permission is thereby granted to conduct focus group discussions and interviews with social workers in Manicaland Province, Zimbabwe from September 2021 to December 2021. The data collected should not be shared to third parties.

You are kindly requested to submit a copy of your final research document to the Department of Social Development upon completion as your research has a bearing to the Department's mandate.

A handwritten signature in blue ink, appearing to read 'N.L. Bore'.

N.L. Bore (Ms)

DIRECTOR - HUMAN RESOURCES

FOR: SECRETARY PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE



Appendix C: Approval from the Department of Civil Protection

MINISTRY OF LOCAL GOVERNMENT AND PUBLIC WORKS

Telephone 263 4 793700,
792859, 791470
Fax 263 4 797706



ZIMBABWE

Office of the Secretary
P. Bag 7755
Causeway,
Harare

Ref: ADM/23/8

14 April 2022

Ms Molly Shayamano
34 Lusaka
Highfield
Harare

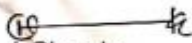
APPROVAL TO UNDERTAKE AN ACADEMIC RESEARCH: MS MOLLY SHAYAMANO: UNIVERSITY OF THE WITWATERSAND JOHANNESBURG STUDENT

The above subject matter refers.

Please be advised that, the Head of Ministry has approved your application to undertake a research on **Social Work Role and Interventions during Climate Change related Disasters in Zimbabwe.**

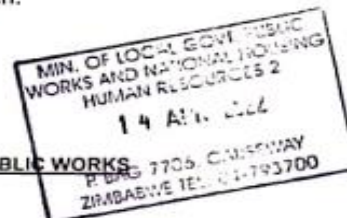
Kindly, be advised that the research findings should not be subject to external consumption and must be solely used for research purposes. You are required to sign the Official Secrecy form before commencement of the research project. In addition, a copy of the completed research project should be submitted to the Office of the Permanent Secretary of the Ministry.

It is hoped that the research findings and recommendations will help the Ministry in coming up with relevant strategies in the study area undertaken.


I. Chazuka

FOR: PERMANENT SECRETARY FOR LOCAL GOVERNMENT AND PUBLIC WORKS

Cc: The A/Chief Director, Civil Protection Department



Appendix D: University approval

P. O. Box MP 167
Mount Pleasant
Harare, Zimbabwe
Telephone: + 263 08677020333/44
Direct Line: +263-242 303284
Fax: + 263-242-308941
E-mail: registrar@admin.uz.ac.zw
Website: www.uz.ac.zw

From the Office of the Registrar



UNIVERSITY OF ZIMBABWE

5 September 2022

Ms Molly Shayamano
1334 Lusaka
Highfield
HARARE

Dear Ms Shayamano

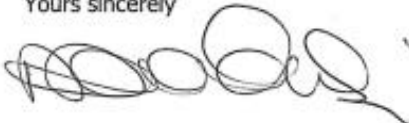
RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH WITH UNIVERSITY OF ZIMBABWE LECTURERS IN THE DEPARTMENT OF SOCIAL WORK

Reference is made to your email dated 22 June 2022 regarding the above matter.

Please be advised that your request for permission to interview Lecturers in the Department of Social Work, as part of your research studies, was approved. The research is on: **"Social Work Role and Interventions during Climate Change related Disasters in Zimbabwe"**.

You may approach the Chairperson of the Department of Social Work.

Yours sincerely

A handwritten signature in black ink, appearing to read 'DR M MADAMBI'.

DR M MADAMBI
Acting Registrar

SN/vz

Appendix E: Permission request for social work training institutions

1334 Lusaka

Highfield

Harare

[Date]

The Registrar

[Name of University]

Dear Sir/Madam

Re: REQUEST FOR PERMISSION TO CONDUCT A STUDY WITH SOCIAL WORKERS LECTURERS AT THE [NAME OF UNIVERSITY]

My name is Molly Shayamano. I am studying for a PhD (Social Work) in the School of Human and Community Development at the University of the Witwatersrand. I am seeking permission to do research with social work lecturers within the Department of Social Work in the Faculty of [Name of faculty] at your prestigious University.

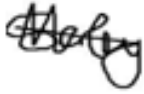
I am conducting titled: **Social work role and interventions during climate change related disasters in Zimbabwe**. The research will entail collecting data from social work lecturers. If they agree, they will be asked to participate in in-depth interviews which may be conducted virtually due to COVID-19. Participants will be asked to give their consent before the research begins. Their responses will be treated confidentially. Individual privacy will be maintained in all published and written data resulting from the study.

The research participants will not be disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study.

I therefore request permission in writing to conduct my research.

Please let me know if you require any further information. I look forward to receiving your response as soon as is convenient.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Molly' with a stylized flourish at the end.

Molly Shayamano

0775 082 155/ 0777 177 415/ +27 72 507 1190

[mollyshayamano@gmail.com/](mailto:mollyshayamano@gmail.com)

1986881@students.wits.ac.za

Appendix F: Permission request for MPSLSW

1334 Lusaka
Highfield
Harare

20 February 2021

The Director
Ministry of Public Service, Labour and Social Welfare
9th Floor Kaguvu Building
Causeway
Harare

Dear Sir/Madam

**Re: REQUEST FOR PERMISSION TO CONDUCT A STUDY WITH SOCIAL WORKERS
AT THE DEPARTMENT OF SOCIAL DEVELOPMENT DISTRICT OFFICES
(MANICALAND PROVINCE)**

My name is Molly Shayamano, currently pursuing a Ph.D. in Social Work within the School of Human and Community Development at the University of the Witwatersrand. I am writing to request permission to undertake research involving social workers at the Department of Social Development (Manicaland Province District offices).

I am conducting research on “*Social work role and interventions during climate change related disasters in Zimbabwe.*” The research will entail collecting data from social workers. If they agree, they will be asked to participate in focus group discussions. Participants will be asked to give their consent before the research begins. Their identities will be kept confidential, and their responses will be treated with the utmost discretion.

Participating in this research will not in any way harm or disadvantage the individuals involved. They will have the absolute right to withdraw their consent at any point during the project, without facing any adverse consequences. Moreover, there are no foreseeable risks associated with their participation in this study.

I kindly request formal written permission to proceed with this research project. The study will strictly adhere to ethical standards and guidelines throughout the research process. The data collected will be used exclusively for academic purposes and will not be shared for any other purposes. Your cooperation and support in this endeavour would be greatly appreciated.

Please let me know if you require any further information.

Yours sincerely,



Molly Shayamano

0777 177 415/ +27 72 507 1190

mollyshayamano@gmail.com/

1986881@students.wits.ac.za

Appendix G: Permission request for the Department of Civil Protection

1334 Lusaka

Highfield

Harare

20 February 2021

The Director

Department of Civil Protection

Ministry of Local Government and Public Works

Harare

Dear Sir/Madam

Re: REQUEST FOR PERMISSION TO CONDUCT A STUDY WITH EMPLOYEES AT THE DEPARTMENT OF CIVIL PROTECTION

My name is Molly Shayamano, currently pursuing a Ph.D. in Social Work within the School of Human and Community Development at the University of the Witwatersrand. I am writing to request permission to undertake research involving employees at the Department of Civil Protection.

I am conducting research on “*Social work role and interventions during climate change related disasters in Zimbabwe.*” This study will involve the collection of data from social workers, primarily through interviews. Prior to their participation, all potential participants will be requested to provide their informed consent. It is important to note that their responses will be handled with the utmost confidentiality, and their identities will remain anonymous throughout the research

process. I am committed to maintain the privacy of all individuals involved, and any data published or documented as a result of this study will be presented in an aggregated and de-identified manner. The participants in this research will not face any form of disadvantage or repercussion due to their involvement. They will have the freedom to withdraw their consent at any point during the project without incurring any penalties. Furthermore, there are no foreseeable risks associated with participating in this research.

I hereby formally request written permission to proceed with my research project. Rest assured, all ethical considerations will be rigorously upheld, and the data collected will be solely used for academic purposes. Your support and collaboration in this endeavour would be greatly appreciated.

Please let me know if you require any further information.

Yours sincerely,



Molly Shayamano

0777 177 415/ +27 72 507 1190

mollyshayamano@gmail.com or 1986881@students.wits.ac.za



Appendix H: Social work practitioners' Participant Information Sheet

Dear Sir/ Madam

My name is Molly Shayamano, and I am a PhD student in Social Work at the University of Witwatersrand, Johannesburg (South Africa). As part of my studies, I have to undertake a research project, and I am investigating **Social work intervention during climate change related disasters in Zimbabwe** under the supervision of Dr Masing and Dr Dube.

As part of this project, I would like to invite you to take part in a focus group discussion with other social workers. This activity will involve discussing social work interventions during climate change related disasters. The discussion will take approximately 45 to 60 minutes. With your permission, I would also like to record the discussion using a digital device.

There will be no personal costs to you if you participate in this study and you will not receive any direct benefits from participation. There are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential as I will not be asking for your name. The information you provide during the discussion will be held securely and no names will be included in my final report. All the necessary COVID-19 protocols will be observed during data collection. I will ensure that there is social distancing, regular sanitisation, and that all participants are wearing masks.

If you have any questions during or afterwards about this research, feel free to contact me on +263 777 177 415/ +27 72 507 1190/ email or contact my supervisors, Dr Poppy Masinga at poppy@sacap.edu.za or Dr Dube at Nkosiyazi.Dube@wits.ac.za. This study will be written up as a research report. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact Ms Shaun Schoeman who is the Human Research Ethics Committee secretariat, telephone +27(0) 11 717 1408, email: Shaun.Schoeman@wits.ac.za

Yours sincerely,

Molly Shayamano

Supervisor: Dr K. P. Masinga

Co-supervisor: Dr N. Dube



Appendix I: Social work lecturers' Participant Information Sheet

Dear Sir/ Madam

My name is Molly Shayamano, and I am a PhD student in Social Work at the University of Witwatersrand, Johannesburg (South Africa). As part of my studies, I have to undertake a research project, and I am investigating **Social work intervention during climate change related disasters in Zimbabwe** under the supervision of Dr Masing and Dr Dube.

As part of this project, I would like to invite you to take part in an interview. This activity will involve a one-on-one conversation that will take approximately 45-60 minutes. With your permission, I would also like to record the interview using a digital device.

There will be no personal costs to you if you participate in this study and you will not receive any direct benefits from participation. There are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential as I will not be asking for your name. The information you give me will be held securely in a password protected computer and will not be disclosed to anyone else. This means that my final thesis will not contain any names.

If you have any questions during or afterwards about this research, feel free to contact me on +263 777 177 415/ +27 72 507 1190/email or my supervisor Dr Poppy Masinga at 084 534 7602/poppy.masinga@wits.ac.za. This study will be written up as a research report. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact Ms Shaun Schoeman who is the Human Research Ethics Committee secretariat, telephone +27(0) 11 717 1408, email: Shaun.Schoeman@wits.ac.za

Yours sincerely,

Molly Shayamano

Supervisor: Dr K. P. Masinga

Co-supervisor: Dr N. Dube,



Appendix J: Policy makers' Participant Information Sheet

Dear Sir/ Madam

My name is Molly Shayamano, and I am a PhD student in Social Work at the University of Witwatersrand, Johannesburg (South Africa). As part of my studies, I have to undertake a research project, and I am investigating **Social work intervention during climate change related disasters in Zimbabwe** under the supervision of Dr Masing and Dr Dube.

As part of this project, I would like to invite you to take part in an interview. This activity will involve a one-on-one conversation that will take approximately 45-60 minutes. With your permission, I would also like to record the interview using a digital device.

There will be no personal costs to you if you participate in this study and you will not receive any direct benefits from participation. There are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interview will be completely confidential as I will not be asking for your name. The information you give me will be held securely and will not be disclosed to anyone else.

If you have any questions during or afterwards about this research, feel free to contact me on +263 777 177 415/ +27 72 507 1190/email or my supervisor Dr Poppy Masinga at 084 534 7602/poppy.masinga@wits.ac.za. This study will be written up as a research report. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact Ms Shaun Schoeman who is the Human Research Ethics Committee secretariat, telephone +27(0) 11 717 1408, email: Shaun.Schoeman@wits.ac.za

Yours sincerely,

Molly Shayamano

Supervisor: Dr K. P. Masinga

Co-supervisor: Dr N. Dube



Appendix K: Social work practitioners' consent form

Consent form

Title of project: **Social work role and interventions during climate change related disasters in Zimbabwe**

Name of researcher: Molly Shayamano

I hereby agree to participate in this study.
The research has been explained to me and I understand what my participation will involve.

(Please circle the relevant option below)

I understand that I am participating freely and without being forced in any way to do so.	YES	NO
I also understand that I can stop this interview at any point should I not want to continue, and that this decision will not in any way affect me negatively.	YES	NO
I understand that this is a research project whose purpose is not necessarily to benefit me personally.	YES	NO
I agree that the focus group discussion may be audio recorded.	YES	NO
I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.	YES	NO
I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO
I also understand that although the information from this study is to be used by the researcher, my identity will remain confidential and anonymous.	YES	NO

.....
Signature of participant

.....
Date

.....
Signature of researcher

.....
Date



Appendix L: Social work lecturers consent form

Consent form

Title of project: **Social work role and interventions during climate change related disasters in Zimbabwe**

Name of researcher: Molly Shayamano

I hereby agree to participate in this study.
The research has been explained to me and I understand what my participation will involve.

(Please circle the relevant option below)

I understand that I am participating freely and without being forced in any way to do so.	YES	NO
I also understand that I can stop this interview at any point should I not want to continue, and that this decision will not in any way affect me negatively.	YES	NO
I understand that this is a research project whose purpose is not necessarily to benefit me personally.	YES	NO
I agree that the interview may be audio recorded.	YES	NO
I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.	YES	NO
I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO
I also understand that although the information from this study is to be used by the researcher, my identity will remain confidential and anonymous.	YES	NO

.....
Signature of participant

.....
Date

.....
Signature of researcher

.....
Date



Appendix M: Policy makers' consent form

Title of project: Social work role and interventions during climate change related disasters in Zimbabwe

Name of researcher: Molly Shayamano

I hereby agree to participate in this study.
The research has been explained to me and I understand what my participation will involve.

(Please circle the relevant option below)

- | | | |
|--|------------|-----------|
| I understand that I am participating freely and without being forced in any way to do so. | YES | NO |
| I also understand that I can stop this interview at any point should I not want to continue, and that this decision will not in any way affect me negatively. | YES | NO |
| I understand that this is a research project whose purpose is not necessarily to benefit me personally. | YES | NO |
| I agree that the interview may be audio recorded. | YES | NO |
| I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview. | YES | NO |
| I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained. | YES | NO |
| I also understand that although the information from this study is to be used by the researcher, my identity will remain confidential and anonymous. | YES | NO |

.....
Signature of participant

.....
Date

.....
Signature of researcher

.....
Date

Appendix N: Focus group discussion guide for social work practitioners

1. What is your understanding regarding climate change related disasters?
2. Does climate change fit in social work practice? Explain your answer.
3. What are the major climate change related disasters in your area of practice?
4. What is your mandate as social workers in climate change related disasters?
5. What specific skills do you have or require that can help to deal with climate change related disasters?
6. Was disaster management part of your curriculum during training. If yes, at what level were you taught disaster management?
7. What interventions or programmes do you offer before, during and after climate change related disaster outbreak?
8. Based on your own experiences as social workers, what barriers have you encountered in intervening during climate change related disasters?
9. In your own opinion, what do you think can be done to alleviate the challenges you face in disaster intervention?
10. What professional training is there for social workers on disaster management and intervention strategies?
11. What suggestions do you have for a social work training programme on disaster oriented social work practice?

THANK YOU FOR YOUR PARTICIPATION

Appendix O: Interview schedule for social work lecturers

Topic: Social work intervention during climate change related disasters in Zimbabwe

Biographical information

Race/Nationality

Age

Gender/Sexuality

Highest level of qualification:

Number of years at the academic institution:

1. What level of study do you lecture?
2. Which courses do you lecture?
3. In your own opinion, do you think that disaster management fits in social work practice?
4. Within your department, which courses include disaster management related topics?
5. Is disaster management taught as a stand-alone course?
6. How does the social work curriculum at your institution prepare social workers for disaster oriented social work practice in Zimbabwe, if any?
7. What specific roles and skills are emphasized for disaster management?
8. What specific models of intervention are taught to promote environmental justice and enhance socio-economic development?
9. What specific policies in relation to environmental justice are taught?
10. How do you think the courses taught at this institution and experiences at field placement agencies equip social workers to participate in disaster management? Please elaborate.
11. What suggestions can you put forward to review your existing curriculum to enhance effective disaster management training programme? If any

12. What do you suggest can be done for social workers who are already in practice who have not been exposed to a disaster-oriented curriculum?

13. If there could be an opportunity for social work training on disaster management, what suggestions do you have for the development of the training programme?

Any other comments

THANK YOU FOR YOUR PARTICIPATION

Appendix P: Interview schedule for policymakers

Topic: Social work intervention during climate change related disasters in Zimbabwe

Biographical information

Gender:

Nationality

Highest level of qualification:

Number of years at the institution

Age: 20-29 years 30-39 years 40-49 years 50-59 years 60 years and above

Questions:

1. Which disasters are more common in Zimbabwe?
2. Why is Zimbabwe affected by the type of disasters you identified above?
3. What is your understanding regarding climate change related disasters?
4. Which provinces/areas in Zimbabwe are most affected by climate change related disasters, and why?
5. What is the role of the Department of Civil Protection in disaster management?
6. From your own experiences, what challenges are you facing in executing your roles in disaster management?
7. Which disaster management policies are there Zimbabwe? (Include name of the policy and what it entails)
8. How are these policies implemented, monitored and evaluated in Zimbabwe?
9. Which stakeholders do you work with in disaster management initiatives (include their roles)?
10. Are social workers part of the stakeholders? If yes, what is their level of involvement?

11. What are the benefits of the involvement of social work involvement in disaster management?
If any.

12. In your own opinion, what do you think are the challenges that social work practitioners encounter towards intervening in climate change related disasters in Zimbabwe, if any.

13. What do you think can be done to mitigate the challenges the social workers encounter? If any

14. If there could be an opportunity for social work training on disaster management, what suggestions do you have for the development of the training programme?

Any other comments

THANK YOU FOR YOUR PARTICIPATION

Appendix Q: Language editing certificate



ONE STOP SOLUTION
Professional Editing Services

Proofreading Certificate

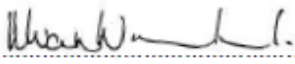
It is hereby certified that this thesis has been proofread and edited for spelling, grammar and punctuation by a professional English language editor from www.OneStopSolution.co.za

Client

Molly Shayamano

**SOCIAL WORK ROLE AND INTERVENTIONS DURING CLIMATE CHANGE
RELATED DISASTERS IN ZIMBABWE**

Editor

Michele van Niekerk Name	 Signature
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20 September 2023

.....

Date

I cannot guarantee that the changes that I have suggested have been implemented
nor do I take responsibility for any other changes or additions that may have been made subsequently.
The track changes of the language editing will be available for inspection upon enquiry, for a period of one year.

Contact

One Stop Solution 18 Woltemade str Kabega Park Port Elizabeth 6045	Redène Steenberg 076 481 8341 www.OneStopSolution.co.za
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Appendix R: Turnitin

Molly thesis 2023-3.docx

ORIGINALITY REPORT

14%	11%	11%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.up.ac.za Internet Source	1%
2	hdl.handle.net Internet Source	1%
3	vital.seals.ac.za:8080 Internet Source	<1%
4	"The Palgrave Handbook of Global Social Work Education", Springer Science and Business Media LLC, 2020 Publication	<1%
5	"Social Work Theory and Ethics", Springer Science and Business Media LLC, 2023 Publication	<1%
6	uir.unisa.ac.za Internet Source	<1%
7	web.lincoln.edu.my Internet Source	<1%
8	Shokane, Allucia Lulu. "Development of a Participatory Community Development	<1%