## DISPLACED PEOPLE'S EXPERIENCES OF NATURAL HAZARDS AND WARNINGS

Mhari Gordon, PhD Student Dr Punam Yadav, Prof Ilan Kelman, and Dr Carina Fearnley



#### Research Rationale



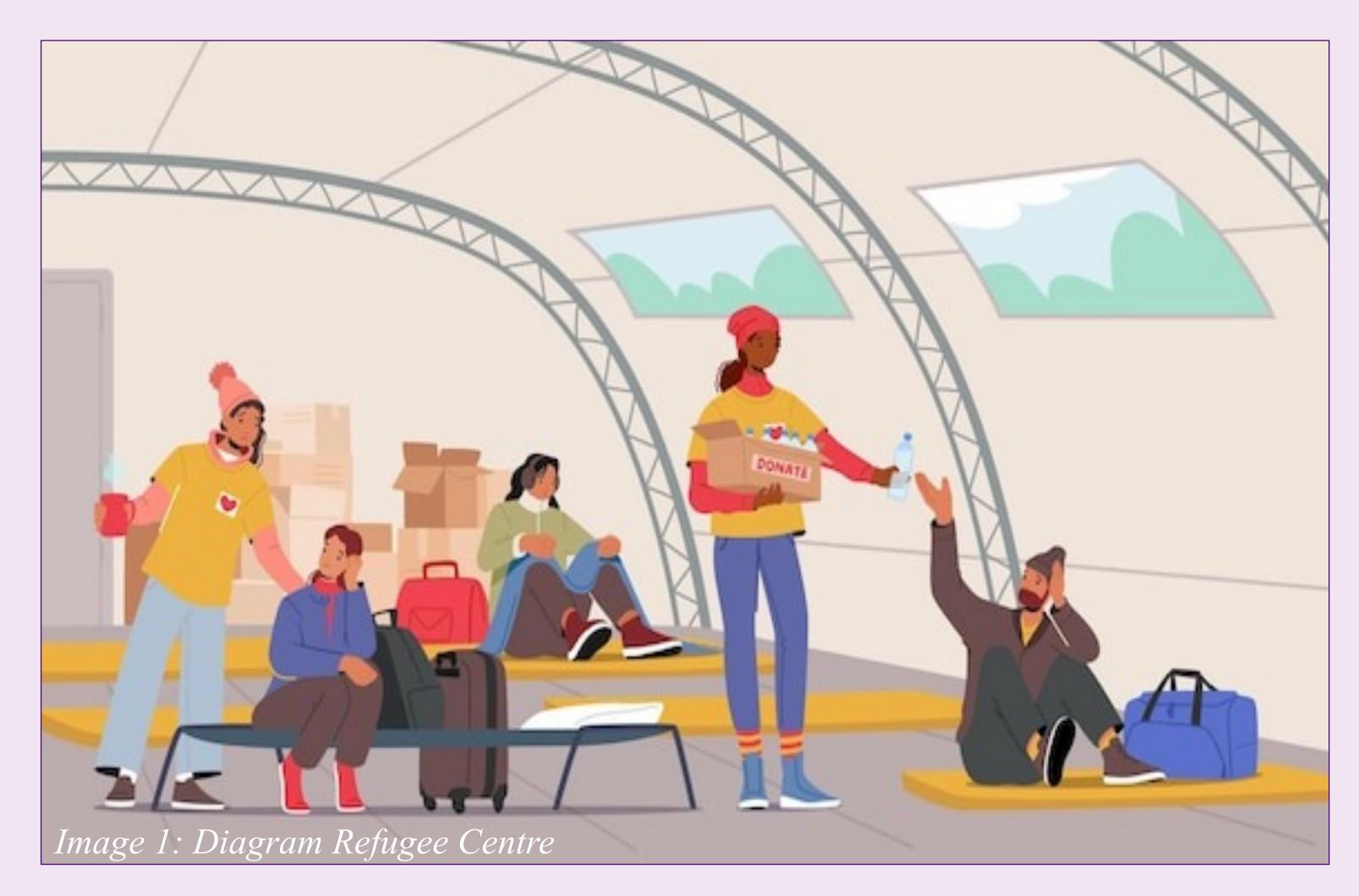
The Sendai Framework for Disaster Risk Reduction calls for the recognition of migrant knowledge, skills, and capacities in preparedness and response to disasters, as well as the need for their inclusion in disaster risk management and policies (UNDRR, 2015).



The Early Warnings for All initiative calls for everyone to have access to early warnings by 2027 (WMO, 2022). Warnings are an effective way to reduce damage and loss of life, but inclusive and appropriate design is essential for warnings to be wellreceived and acted on.



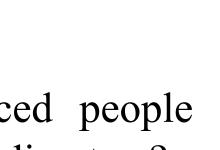
Translators Without Borders (2021) calls for inclusive modes of communication, such as videos or posters in different languages, for asylum seekers and refugees as they lack access to critical information and resources.



### Research Aim and Questions \( \mathbb{\beta} \)



This study aims to understand individuals' experiences of natural hazards, disasters, and warnings whilst seeking asylum or with refugee status.



- 1. How have/do forcibly displaced people experience natural hazards and/or disasters?
- 2. How have/do forcibly displaced people experience warnings of natural hazards?
- 3. How have/do forcibly displaced people acted in preparedness and/or response to warnings of natural hazards?

# Methodological Approach and Case Study

The methodological approach for this study is Constructive Grounded Theory (Charmaz, 2017). This approach focuses on marginalized voices, actions, and stories. Moreover, Grounded Theory allows for the flexibility of drawing on, exploring, and integrating local epistemologies and deriving theories directly based on individuals' experiences. This study will be conducted in London, UK, over 12-18 months framed by the Case Study approach (Yin, 2012). Purposive and convenience sampling will be used to recruit participants. The data will be collected using the three methods (below) and coded using NVivo to then be triangulated to derive wider findings and theories.



## Semi-structured Interviews



<u>ئ</u>

Semi-structured interviews will be used as the main method of data collection.

Interviews will be conducted in English or French, however, participants can share phrases in their native language to invite pluralistic experiences and understandings of natural hazards, disasters, and warnings (Chmutina et al., 2021).

## Art & Material Interviewing



Participants will have the option of including material or partaking in a creative activity to support the interview, such as sharing photos, objects, or writing poems (Hall et al., 2021).

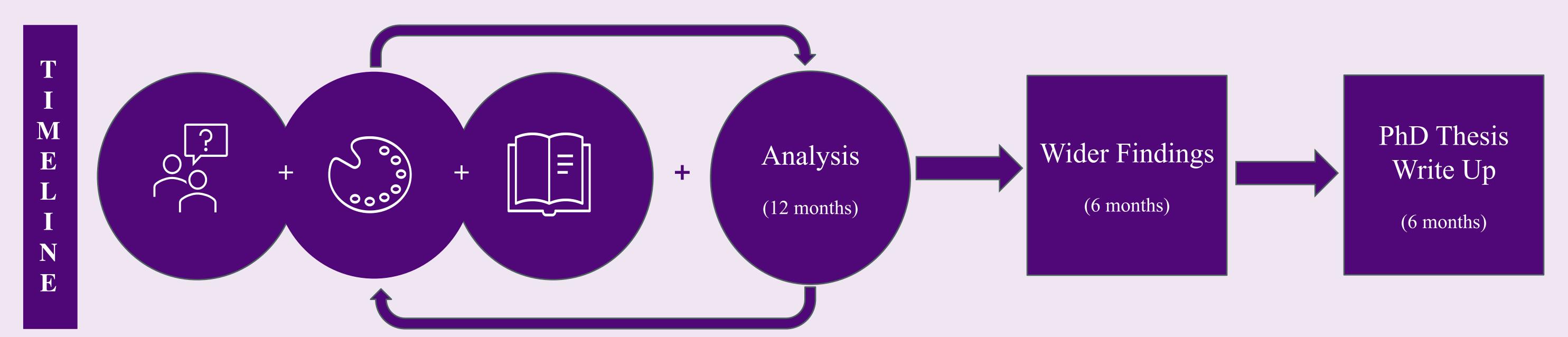
Creative methods can aid in conveying experiences, as stories are carried in words, as well as objects, acts, and places (Massey, 1995).

#### Research Notebook



notebook will be used, drawing on ethnographic tools, to support the data collected from interviews and art material interviewing.

The notebook is important when using Grounded Theory, as memos and observations are used to contextualise the data and keep track of the analysis process (Kitchin and Tate, 2013).



Images; 1: Woodhouse (2022) Premium vector: Volunteers help refugees in shelter characters survive during war conflict people sit on cots and floor Mats Get Food, Freepik. Available at: https://www.freepik.com/premiumvector/volunteers-help-refugees-shelter-characters-survive-during-war-conflict-people-sit-cots-floor-mats-get-food 32954367.htm (Accessed: 08 June 2023). 2: Darco (no date) London+Skyline Images, Adobe Stock. Available at: https://stock.adobe.com/sk/search?k=london%2Bskyline%2Bvector&asset\_id=382609308 (Accessed: 08 June 2023).

#### **Reference List:**

Charmaz, K. (2017) 'Constructivist grounded theory', *The journal of positive psychology*, 12(3), pp. 299–300. Available at: https://doi.org/10.1080/17439760.2016.1262612. Chmutina, K., von Meding, J., et al. (2021) 'How the English Language Dominates Disaster Research and Practice', E-International Relations, pp. 1–3. Available at: https://www.e-ir.info/2021/01/18/how-the-english-languagedominates-disaster-research-and-practice/ (Accessed: 19 April 2023).

Hall, S.M., Sou, G. and Pottinger, L. (2021) 'Ethical considerations in creative research: design, delivery and dissemination', in N. Von Benzon et al. (eds) Creative methods for human geographers. SAGE Publications, pp. 49-60. Kitchin, R. and N.J. Tate (2013) (eds) Conducting Research in Human Geography: theory, methodology, and practice. Oxon and New York: Routledge. Available at: https://doi.org/10.4324/9781315841458. Massey, D. (1995) 'Places and Their Pasts', Workshop Journal, Spring, (39), pp. 182–192. Available at: https://www.jstor.org/stable/4289361 Translators Without Borders (2021) Why we need to collect data on the languages of crisis-affected people. Available at: <a href="https://translatorswithoutborders.org/wp-content/uploads/2021/09/LanguageDataQuestions.pdf">https://translatorswithoutborders.org/wp-content/uploads/2021/09/LanguageDataQuestions.pdf</a>.

UNDRR., (2015). Sendai framework for disaster risk reduction 2015–2030. In Proceedings of the 3rd United Nations World Conference on DRR, Sendai, Japan. WMO (2023) Early warnings for all, World Meteorological Organization. Available at: <a href="https://public.wmo.int/en/earlywarningsforall#:~:text=The%20%22Early%20Warnings%20for%20All,by%20the%20end%20of%202027">https://public.wmo.int/en/earlywarningsforall#:~:text=The%20%22Early%20Warnings%20for%20All,by%20the%20end%20of%202027</a>. Yin, R. K. (2012) Case study methods. [Online]. Washington: American Psychological Association.





mhari.gordon.21

@ucl.ac.uk





