



Young Minds Shaping Climate Action & Disaster Mitigation for a Sustainable Future

Child-Led Studies on the Lived Experiences &
Perspectives of Children in East Asia

This report, “Young Minds Shaping Climate Action & Disaster Mitigation for a Sustainable Future: Child-Led Studies on the Lived Experiences and Perspectives of Children in East Asia,” is the result of the dedication and hard work of children aged 12-18 years old who are currently engaged with World Vision East Asia through the Young Minds CAMP (Child-Led Actions, Mobilizations & Partnerships) platform. This project commenced in June 2024 and culminated in the launching of the regional and country-level child-led research reports. The presentation of material throughout the report do not imply the expression of any opinion whatsoever on the part of World Vision International concerning the legal status of any country, territory, city or area, or of its authorities, or concerning its frontiers or boundaries. All reasonable efforts have been made to ensure the accuracy of the data referred to in this report, including through data verification. Unless otherwise stated, this report does not refer to data or events after October 2024. This report has been produced without generative AI tools.

The photographs included in this report were taken by staff who supported children/youth researchers during their fieldwork or in-person data collection in their communities.

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The Young Minds CAMPers proudly showed their paintings about climate change and happily posed for a group photo with their adult mentors and staff of World Vision East Asia during the Young Minds CAMP face-to-face workshop held at Holiday Inn, Bangkok, Thailand from June 4 to 7, 2024. (Photo by Winnai Sittinukulchai)

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BACKGROUND



Context

East Asia, which is home to approximately over 354 million children,¹ is considered as the most disaster-prone and hardest hit by climate and disaster risks within the Asia Pacific region. From 2016 to 2021, approximately 19 million children in East Asian countries have been displaced due to severe flooding, storms, and droughts². Furthermore, just recently, Vietnam, Myanmar, Laos and Thailand was also badly hit by a strong typhoon (Typhoon Yagi).³ During the first quarter of the year, about 243 million children in the region also became vulnerable to chronic respiratory and cardiovascular illnesses due to record-breaking heat waves.⁴

In Cambodia, Laos, Vietnam and Thailand, in particular, heavy rainfalls and extreme heat are the most pressing climate and disaster risks, while in Mongolia, the extreme heat has led to desertification and the “Dzud”⁵ or severe winter conditions and intense cold temperature have led to rampant coal burning, consequently polluting the air and poisoning and killing 500 people in the last four years. Vietnam has also suffered from prolonged heavy rains causing landslides in many communities during the summer season.

The 2021 United Nations Children’s Fund (UNICEF)’s report, “The Climate Crisis is a Child Rights Crisis”, also showed that East Asian countries have high Children’s Climate Risk Index (CCRI) scores, which meant that children in these nations get exposed not only to climate and disaster risks but also become vulnerable to poverty, malnutrition, poor sanitation and hygiene, disease outbreaks and other health issues, and disruptions to learning and education (see table below).

Table 1. East Asian nations in the top 50 list of countries with the highest children’s climate risk index (UNICEF, 2021)

CCRI Rank	Country	Climate and Environmental Factors	Child Vulnerability	Children’s Climate Risk Index
31	Myanmar	8.3	5.4	7.1
37	Vietnam	8.8	3.0	6.8
40	Laos	7.5	5.8	6.7
46	Cambodia	7.2	5.6	6.5
50	Thailand	8.4	2.3	6.2
101	Mongolia	5.2	3.1	4.2

1. Forecasted data on the number of children under age of 18 for year 2023 in each country was drawn from the UNICEF Data Warehouse: https://data.unicef.org/resources/data_explorer/unicef_f/?ag=UNICEF&df=GLOBAL_DATAFLOW&ver=1.0&dq=VNM.DM_POP_U18_T&startPeriod=2014&endPeriod=2024
2. United Nations Children’s Fund. (2023). New UNICEF analysis shows that East Asia and the Pacific accounts for the most weather-related child displacements in the world. Available at: <https://www.unicef.org/eap/press-releases/new-unicef-analysis-shows-east-asia-and-pacific-accounts-most-weather-related-child>
3. World Vision East Asia (2024). Typhoon YAGI Response: Biggest storm in 30 years: YAGI devastates East Asia Available at: <https://www.wvi.org/eastasia/typhoon-yagi-response>
4. United Nations Children’s Fund. (2024). Sweltering heat across East Asia and the Pacific puts children’s lives at risk - UNICEF. Available at: <https://www.unicef.org/eap/press-releases/sweltering-heat-across-east-asia-and-pacific-puts-childrens-lives-risk-unicef>
5. “Dzud” (sometimes spelled “zud”) is Mongolian term that describes severe winter conditions or refers to a cold-season disaster in which anomalous climatic (i.e., heavy snow and severe cold) and/or land-surface (snow/ ice cover and lack of pasture) conditions lead to reduced accessibility and/or availability of forage/pastures, and ultimately leads to high livestock mortality during winter–spring. Severe dzuds (high mortality) result from a combination of growing-season drought and severe weather conditions.

Objectives

Over the past few years, we, the 28 young researchers ages 12-19 years coming from Cambodia, Laos, Mongolia, Myanmar, Thailand and Vietnam, have personally experienced the intense impacts of disasters such as heat waves, prolonged heavy rains, devastating floods and landslides. These calamities have disrupted our daily lives, including our schooling and our family's livelihoods, and have also caused us, our peers and our families to experience many health issues.

Our experiences in recent years have prompted us to conduct our own research on the impact of climate change and disasters within our communities. With the support of the World Vision East Asia Young Minds CAMP (Child-Led Actions, Mobilizations and Partnerships) and our mentors, we were able to design and conduct our data collection between July and August 2024. We present in this report our key findings and recommendations, in the hopes of contributing to climate action and disaster risk reduction efforts in our communities and countries.

Specifically, we wanted to gain a better understanding of the following:

- The climate change and disasters children in our communities have personally experienced in recent years
- The impacts of climate change and disasters on different aspects of their lives
- Their current level of knowledge or awareness of climate change and disasters
- Their level of preparedness for disasters
- Their sources of information and preferred information platforms

Methodology

We had our first training during the YMC face-to-face workshop held in Bangkok, Thailand, in June 2024, where we learned the basics of child-led research and research methods. We then had a series of online meetings via Zoom to finalize our methods and key survey/interview/focus group discussions (FGD) questions.

After completing our materials for the data collection and meeting ethical and safeguarding requirements, we proceeded to conduct our surveys/interviews/FGDs and interacted with a total of 678 child participants ages 8-17 years, and 83 adults (coming from Cambodia, Mongolia, Myanmar, Thailand, and Vietnam) who are community leaders/teachers/parents. We chose to interact with participants in communities which have been constantly hit by disasters and participants who have firsthand experiences with climate and disaster risks.

Four young researchers in Laos specifically conducted an online and in-person survey among 147 children in four schools via the online quantitative tool, KOBO. Meanwhile four young researchers in Cambodia opted to conduct qualitative interviews/focus group discussions among 71 children and 27 adults within their communities. Meanwhile the young researchers in Mongolia, Myanmar, Vietnam and Thailand employed mixed methods. Four Mongolian young researchers conducted an online survey among 100 children and focus group discussions (FGDs) among 20 child leaders and 20 community leaders in two provinces. Eight Burmese young researchers also conducted an online survey among 81 children and two focus group discussions (FGDs) among 36 children and 20 community leaders residing in 5 provinces.

Table 2: Methods and Profile of Young Researchers Per Country

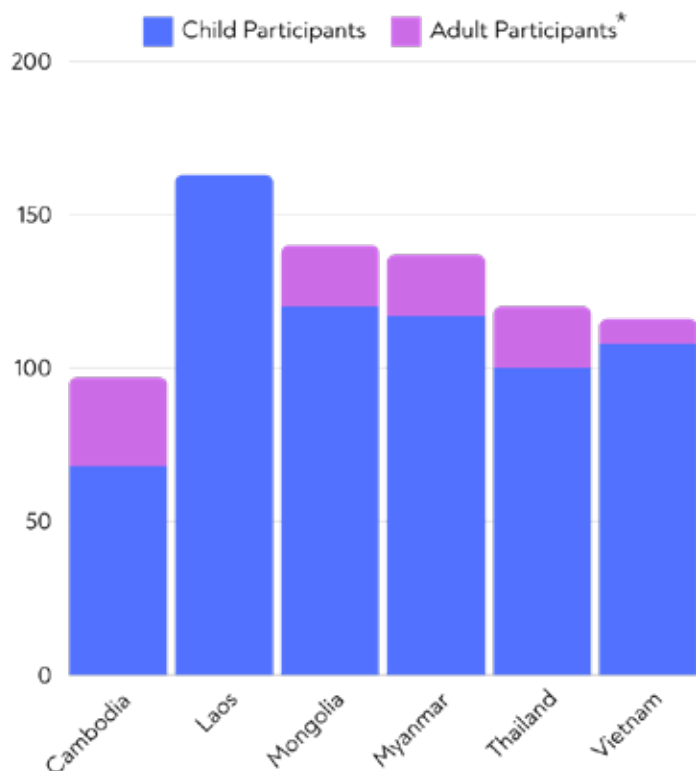
Country	Child Researchers' Profile	Methods Employed
Cambodia	2 males and 2 females (aged 17 years), from rural areas	Focus group discussions (FGDs) & interviews
Laos	1 male and 3 females (aged 18-19 years old), from rural areas	Online and in-person survey via KOBO
Mongolia	1 male and 3 females (aged 16-17 years), two from rural and two from urban areas	Paper-based and online survey & FGDs
Myanmar	4 males and 4 females (2 are aged 18 years and above and 6 are aged 17 years and below), from rural areas	Online survey through Google Forms & FGDs
Thailand	2 males and 2 females (aged 17 years), from rural areas	Paper-based survey and interviews
Vietnam	2 males and 2 females (aged 12-16 years), one from urban and three from rural areas	Paper-based survey and interviews

Four Vietnamese young researchers conducted paper-based surveys among 100 children and in-depth interviews among 8 child leaders and 8 community members in four districts, and four Thai young researchers conducted paper-based surveys among 100 children and in-depth interviews among 12 youth and 8 adults within four provinces in their country.

In terms of making sense of our data, the young researchers from Laos used the KOBO tool analysis while those from Myanmar used the automatically generated charts and graphs from Google Forms. Meanwhile, Thailand, Vietnam and Mongolia used an excel sheet to tally the responses and obtain percentages of responses for each question.

Cambodia, Mongolia, Thailand, Vietnam and Myanmar, also used a saturation grid (created through Microsoft Excel) to track the most common and dominant responses and list down the most striking quotes from their interview/FGDs.

Figure 1. Number of Child/Adult/Youth Participants in the Child-Led Research Across Six Countries



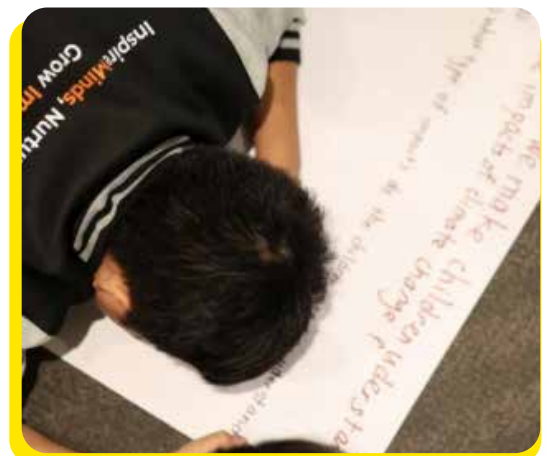
*The 29 adult participants in Cambodia are community leaders, teachers, parents and other community members.

The 20 adult participants in Mongolia are community leaders including the chairman and representatives from the governor's council, social workers, policy specialists, and legal specialists.

The 20 adult participants in Myanmar and the 8 adult participants in Vietnam are community leaders.

The 8 adult participants in Thailand are community leaders, school directors, and teachers.

The Young Minds CAMPers came up with their initial research questions during the child-led research session of the Young Minds CAMP face-to-face workshop held in Bangkok, Thailand on the 6th of June 2024. (Photo by Winnai Sittinukulchai)





In Cambodia, the four young researchers conducted interviews and FGDs with a total of 98 participants coming from three provinces: Kampong Chhanang, Banteay Meanchey and Kampong Thom. 71 of them are children while 27 are community leaders, teachers, parents and other community members

In terms of gender, 64 of the participants are females and 34 are males. In terms of age, the 71 child participants are ages 8 to 17 years.

In Laos, the four young researchers conducted a paper-based survey and online survey through KOBO Toolbox among a total of 147 children coming from four schools across four villages in Sam Neua District, Houaphanh Province.

In terms of gender, 64 of the participants are females while 83 are males. In terms of age, four of the participants are ages 8 to 11 years, 140 of them are ages 12 to 17 years, and three participants are ages 18 to 25 years.



In Vietnam, the four young researchers engaged with a total of 116 participants. They conducted a paper-based survey among 100 children and interviews among 8 child leaders and 8 community leaders.

The participants come from Dak R'Lap, Hai Lang, Muong Cha, and Son Tra districts.

The child participants are ages 8 to 17 years.



In Mongolia, the four young researchers engaged with a total of 140 participants. They conducted a paper-based survey among 100 children and FGDs among 20 child leaders and 20 community leaders. The participants come from Songinokhairkhan (urban area) and Tuv Area Program (rural area).

In terms of gender, 80 of the child respondents are females while 54 are males (six did not disclose their genders). In terms of age, 21 of the child participants are ages 8 to 11 years while 99 participants are ages 12 to 17 years. 70 of the participants come from the rural area while 70 of them come from the urban area.



The FGD participants, meanwhile, are parents and community leaders, and some are chairman and representatives from the governor's council, social workers, policy specialists, and legal specialists.

In Myanmar, the eight young researchers engaged with a total of 137 participants. They conducted an online survey via Google forms among 81 children and FGDs among 36 children and 20 community leaders.

The participants come mostly from the Yangon province and a number are from the provinces of Mandalay Mon, Magway, Ayeyarwaddy.

In terms of gender, 89 of all participants are females while 48 are males. In terms of age, five of the survey respondents are ages 8 to 11 years, while 76 are ages 12 to 17 years.





In Thailand, the four young researchers engaged with a total of 123 participants. They conducted a paper-based survey among 103 children and interviews among 12 youth and 8 community leaders coming from four provinces: Chiang Mai in the North, Kanchanaburi Province in the Central region, Bueng Kan Province in the Northeast region and Phang Nga Province in the South.

In terms of gender, 66 of the participants are females while 37 are males. In terms of age, one participant is aged 8 to 11 years, while 102 participants are aged 12 to 17 years.

As for their interview participants, 12 are youth and 8 are adults, including 2 school directors, 3 community leaders, and 3 teachers.



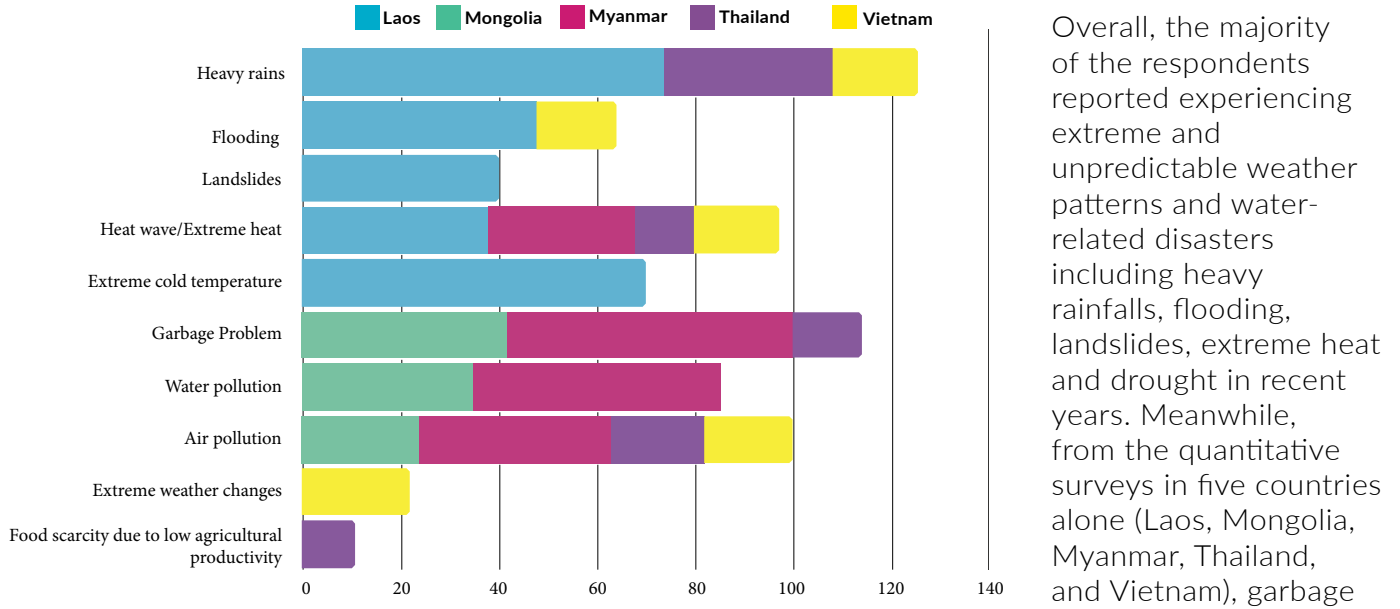
FINDINGS



Key Finding 1

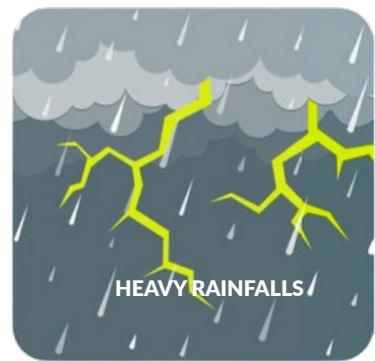
Climate change issues and disasters experienced by children

Figure 2. The most significant climate change problems and disasters children experience



Overall, the majority of the respondents reported experiencing extreme and unpredictable weather patterns and water-related disasters including heavy rainfalls, flooding, landslides, extreme heat and drought in recent years. Meanwhile, from the quantitative surveys in five countries alone (Laos, Mongolia, Myanmar, Thailand, and Vietnam), garbage

problems, air pollution, heavy rains and extreme heat are the issues that were the most cited by the participants. Severe flooding, landslides, and drought were also more salient in the interviews and FGDs which were conducted in Cambodia, Mongolia, Myanmar, Thailand and Vietnam, while Thai participants also mentioned food scarcity due to land degradation and low agricultural productivity.

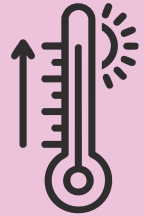


72%

of child respondents in Myanmar said that extreme heat is the most significant issue in their communities

Whenever it gets too hot, I'm worried about my parents. Since they're getting old I'm afraid they'll get heat strokes and be in undesirable situations."

(FGD participant,
Yangon, Myanmar)



55%

of Thai child respondents said that air pollution is the most significant issue in their communities

"The problem is smog, dust and hot weather. The accumulated smoke and dust make the air worse and worse."

(17-year-old male participant from the
Northern region, Thailand)



27%

of children who participated in the survey in Laos reported experiencing landslides in their communities more frequently

"My friend died when a landslide buried him while he was riding his motorcycle to school during the rainy season"

(Female participant, 18, Laos)



25%

of Mongolian child respondents and said that flooding is the most significant issues in their communities

"Floods, including flash floods, have been on the rise. As a result, houses are getting flooded, and power outages are becoming more common during heavy rainfalls."

(16-year-old male
participant, Mongolia)



17%

of Vietnamese child respondents said that heavy rains brought by storms is the most significant issue in their communities

“Climate change and natural disaster issues include storms, irregular weather, and floods. Storms usually last for half a month or up to 20 days. They typically happen in October and November every year.”

(Female, 14 years old,
Hai Lang, Vietnam)



Recently, due to extreme heat, it has become difficult for us to travel to school, attend gatherings, do business, and it affects crops, causing death and water shortages

Youth Leader,
Kampong Thom
province, Cambodia

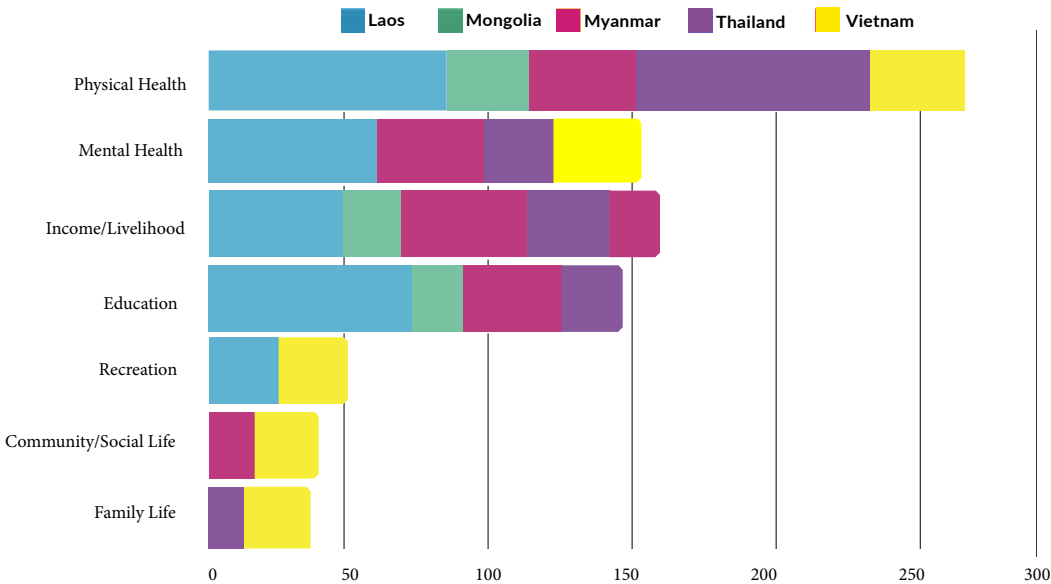
“This year, the extreme heat has lasted a long time and has had serious effects, leading to plant and animal deaths, low family income, and insufficient food consumption. Moreover, I can’t travel out of my house or go to school because of the heat wave. The extreme heat harms children’s health, especially some children who have had to suspend school due to high temperatures”

(16-year-old Female child club leader, Kampong Thom province, Cambodia)

Key Finding 2


Impacts of climate change and disasters on different aspects of children's lives

Figure 3. The aspects of children's lives most heavily impacted by climate change and disasters




The aspects of children's lives that have been most heavily impacted by climate change and disasters are their physical health, their family's livelihood, their mental health and their education. In Vietnam, participants also noted that their social/community and family life and recreation is also


affected. Lao participants also reported experiencing disruptions to their recreational activities while Burmese participants mentioned having interrupted community/social lives.

82% 


of child respondents in Thailand said that their physical health is the most negatively impacted by climate change and disasters

59% 


of child respondents in Laos said that their physical health is the most negatively impacted by climate change and disasters


56% 

of child respondents in Mongolia said that their physical health is the most negatively impacted by climate change and disasters

72% 

of child respondents in Myanmar said that their family's livelihood/income is the most negatively impacted by climate change and disasters



37% 

of child respondents in Vietnam said that their physical health is the most negatively impacted by climate change and disasters

On physical health

“The extreme heat caused me to experience fever, cough, and dizziness. The heat also affects our health, causing us to experience flu more frequently, and makes us feel uncomfortable in the classroom because it is too hot.” (FGD child participant, Kampong Chhnang province, Cambodia)

“Children and adults are getting sick more often because of the frequent changes in weather.” (17-year-old female participant, Thailand)

“I am very worried because we have to breathe air every day. If the air is like this, it will continue to affect our health, especially newborns who have to grow up in this kind of weather.” (17-year-old male participant, Thailand)

“I have air allergies, and they are quite frequent, which affects both my health and my family’s expenses.” (17-year-old female participant, Northern region, Thailand)

“During the winter, when temperatures drop to extreme lows, families burn coal in order to heat their homes. Unfortunately, this leads to a significant increase in air pollution and impacts the health of children.” (16-year-old female participant, Mongolia)

“My younger sister was sick and stayed at the hospital last spring due to air pollution. Her immune system is very weak on cold days because of this pollution, and it hurts my heart all the time.” (15-year-old female participant, Mongolia)

On family’s livelihood & income



“Due to the extreme heat, crops die and delays agricultural work, leading to food shortages for some children’s families. Because of the extreme heat wave, our family cannot plant or raise livestock. It led to low family income, a lack of food supply, and affected our family members’ health.” (FGD participant, Cambodia)

“The heavy rains and floods have affected our rice fields, reducing our income and making it difficult to have nutritious food on the table” (Male child survey respondent, Laos)

“Because of the strong winds or floods, some of our neighbors’ shelters were damaged, which has a negative impact on their household economy.” (14-year-old male participant, Mongolia)

“Because of floods, our parents can’t go to work and at these times our livelihood gets affected too.” (child participant, 14, Myanmar).

“Because of the off-season flood, our family has lost the rice crop. So there is not enough food to eat...” (Male participant, 13, Vietnam)

“It has a very heavy impact. The heavy rain has deprived my family of income because it has damaged the rice fields and we cannot cut the rubber.” (Female participant, 6, Northeast region, Thailand)

On education

“The cold weather caused our school to suspend classes, and I haven’t been able to go to school for one week.”

“Due to the harsh winter, some classmates missed school because they lacked warm clothes, which also prevented them from avoiding some infectious diseases.” (14-year-old male participant, Mongolia).

“We couldn’t continue our education for months because our whole village was flooded” (Child participant, 17, Myanmar).

“Our classes got suspended because of the danger of floods. We can’t go to school. Moreover, all the schools were flooded” (Child leader, 14, Vietnam).

“I feel worried about my future. I don’t know if I can continue to go to school or not?!” (13-year-old participant, Vietnam)

“My opportunities are fewer compared to my peers in other regions. They attend school year-round, but here, our education can be interrupted by flooding.” (Female, 14 years old, Hai Lang, Vietnam)

“Children and adults are getting sick more and more because of the frequent weather changes, sometimes they have to stop go to school because they will catch a cold with their friends” (17-year-old female participant, Central Region, Thailand)

“During the rainy season, heavy rains cause landslides, making it impossible for students to go to school.” (17-year-old female participant, Central Region, Thailand)

“The problem of wild water flowing has caused the route to be closed, and people in the community cannot travel. Children can’t come to school” (16-year-old male participant, Central Region, Thailand)

“Wild water flows caused landslides, resulting in schools sometimes being closed or having to stop classes during the rainy season due to landslides.” (16-year-old male participant, Central Region, Thailand)

On mental health/community life and re-creation

“We feel stressed and we can’t sleep well because it’s often dangerous.” (14-year-old child participant, Myanmar).

“The effect of the very hot weather is that sometimes you can’t go out at all because it’s so hot that you feel like your skin is burning.” (16-year-old female participant, Northern region, Thailand)

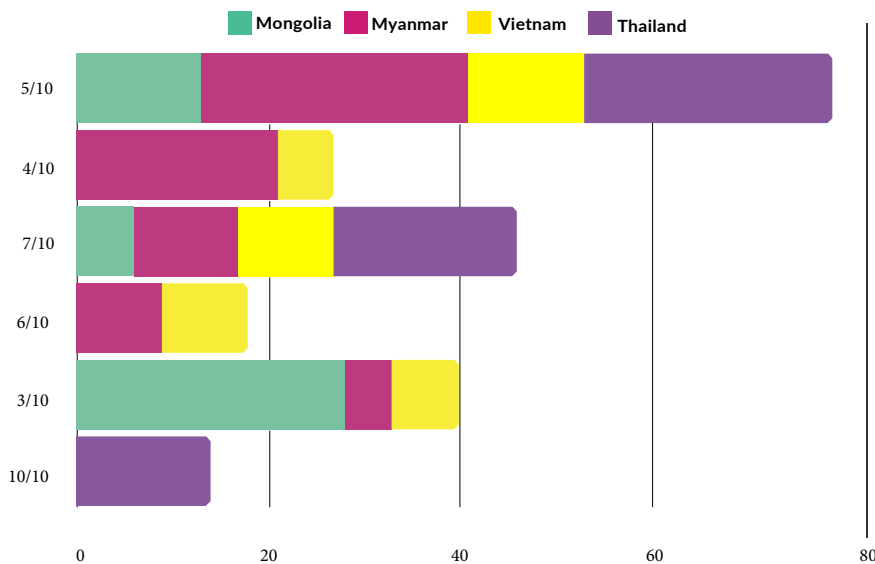
“I have allergies, every time there is pollution, I get sick and I can’t go out and live a normal life, both going to school and meeting friends.” (17-year-old female, Central Region, Thailand)

“Due to the effects of extreme weather, very few businesses or commercial establishments come here to invest. As a result, children in my community have fewer opportunities to experience and explore new things. This may lead to feelings of inferiority, and they may not feel as carefree and

Key Finding 3

Children's self-reported level of understanding/awareness of climate change and disaster impacts

Figure 4. The children's self-reported level of knowledge on climate change and disasters (0 indicating having no knowledge and 10 indicating being very knowledgeable)



The general trend based on both survey and interview/FGD findings is moderate level of knowledge on climate change and disaster impacts, with most respondents rating their knowledge as 5-7 out of 10. In Mongolia, however, the majority of children responded rated their knowledge as 3 out of 10.

The young researchers from Mongolia also said that they noticed that children are concerned about climate change but they do not know what to do and have little information about disasters, indicating a need to improve their current knowledge on the climate crisis.

35%

of child respondents in Myanmar rated their level of knowledge on climate change and disasters as moderate (5 out of 10).

28%

of child respondents in Mongolia rated their level of knowledge on climate change and disasters as low (3 out of 10).

26%

of child respondents in Thailand rated their level of knowledge on climate change and disasters as moderate (5 out of 10).

12%

of child respondents in Vietnam rated their level of knowledge on climate change and disasters as moderate (5 out of 10).

Meanwhile, in Cambodia, twelve out of 26 respondents feel that they have enough knowledge about climate change and disasters. However, nine of them reported having little knowledge, admitting that they still do not understand some aspects of climate change and disasters.

“I am aware of the factors of climate change and the average environment because the threat of climate change is a regular occurrence in my daily life”

(Child participant aged 12-17 years, FGD, Banteay Meanchey province, Cambodia)

“I think I have little knowledge about climate change and disasters. I need to learn more about it.”

(Child participant aged 6-11 years old from Banteay Meanchey province, Cambodia)

“We are children; we do not understand and have no knowledge about climate change and disasters.”

(Child participant, 9 years old, Banteay Meanchey province, Cambodia)

In Thailand, some interview participants also shared their thoughts about their level of knowledge on climate change and disasters:

“I am aware of climate change and trying to find out about it, but I’m not sure how much I know.”

(17-year-old female participant, Central Region, Thailand)

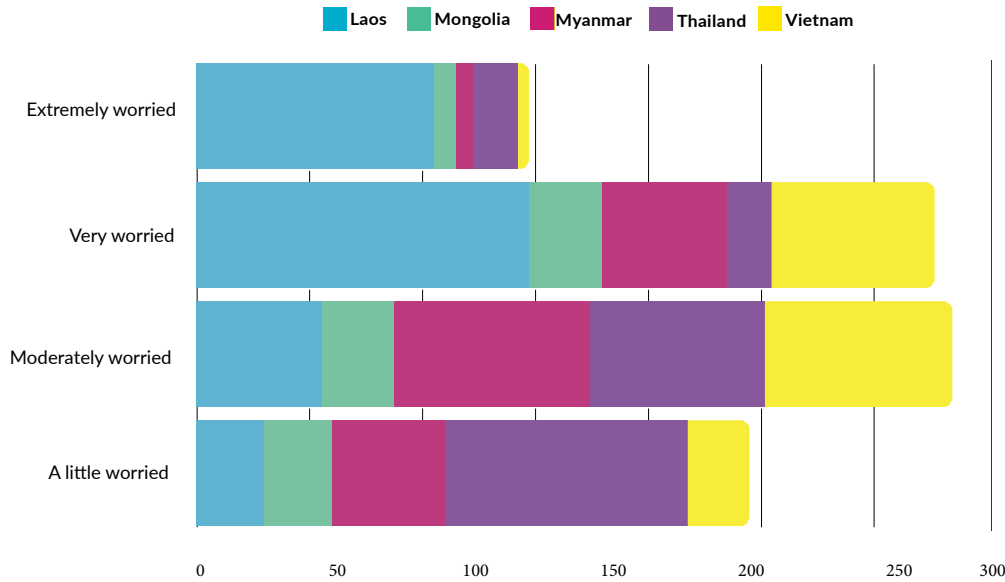
“I probably know what the problem is, but why it came and what to do. I don’t know.”

(16-year-old female participant, Northern region, Thailand)

Key Finding 4

Children’s emotions associated with climate change and disasters

Figure 5. Children’s level of worry over climate change and disasters.



Based on the survey and FGD/interviews, most participants are moderately worried about climate change and disasters. The children’s anxieties or worries pertain to how climate change and disasters threaten different aspects of their lives.

43%
of child respondents in Myanmar said that they are moderately worried about climate change and disasters

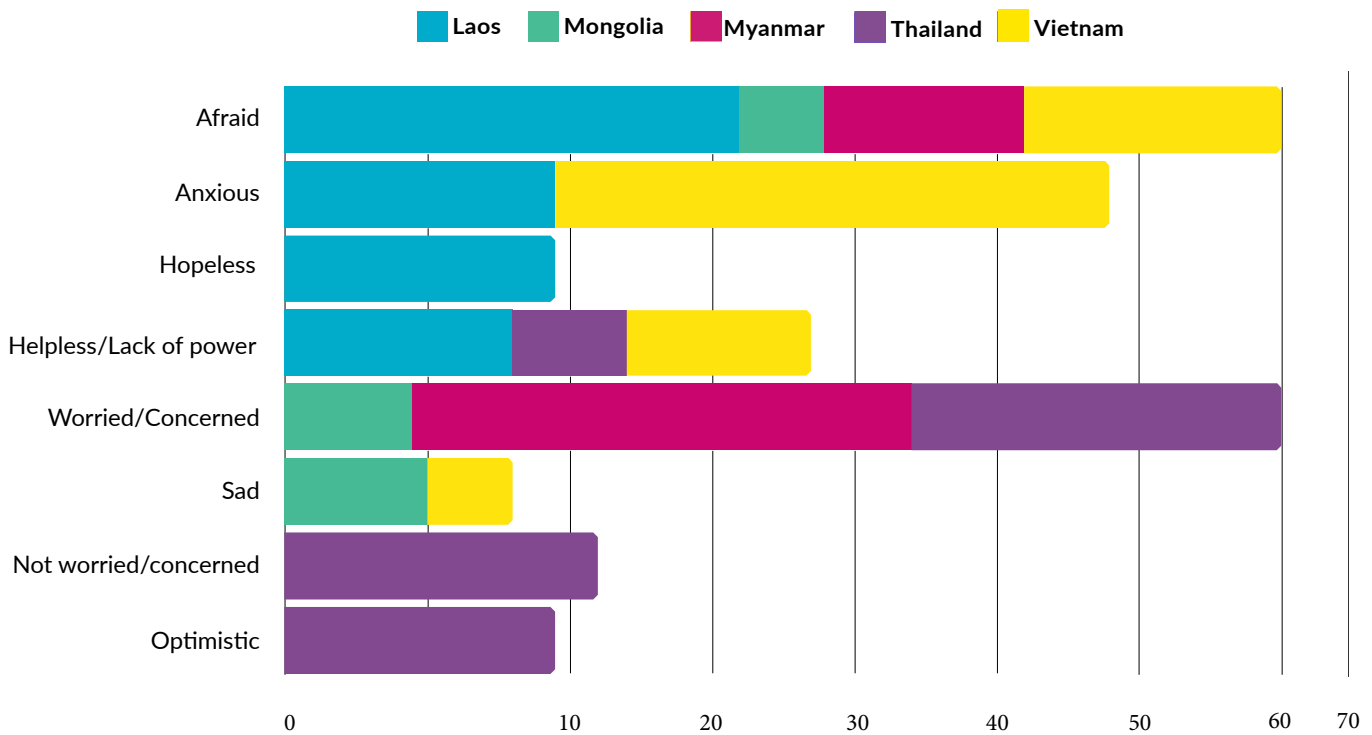
43%
of child respondents in Thailand said that they are a little worried about climate change and disasters.

40%
of child respondents in Laos said that they are very worried about climate change and disasters

33%
of child respondents in Vietnam said that they are moderately worried about climate change and disasters

13%
of child respondents in Mongolia said that they are moderately worried about climate change and disasters

Figure 6. The children on how they feel towards climate change and disasters



When asked about their specific emotions towards the threat of climate change and disasters, most participants responded that they feel afraid, anxious and worried/concerned. Interestingly, in Thailand a number of respondents said that they feel optimistic, while there is also a significant portion who said that they do not feel concerned about climate change and disasters. In Myanmar, participants said that they feel worried/concerned while some Vietnamese participants said they feel sad about the threats posed by climate change and disasters.

These findings might indicate the need to further examine how children feel about the climate crisis and what factors they think could make them feel hopeful, concerned or indifferent towards the issue. This is because their emotions could shape their actions towards climate change and disasters. Furthermore, there may be a possible link between children’s level of understanding or awareness and the general level of concern that they have about the climate crisis, as those who may have limited understanding or awareness may demonstrate disinterest in the issue. This is best summed up by a 14-year-old participant in Vietnam, who said, “...We think we can work with everyone to improve this problem. However, according to my observation, there are some who are still not interested in this issue. Because they lack knowledge and lack confidence.”

In Cambodia, some participants also expressed their fears and worries about climate change and disaster impacts:

"I feel afraid because the disasters are becoming more serious each year"
(Child participant, Kampong Thom, Cambodia).

"All children are worried about their lives, education, and play if climate change is more serious from year to year"
(Child participant, Kampong Thom, Cambodia).

"I feel sad because animals and plants are dead. Another participant said, "I feel sad because I can no longer play like before and worry about disasters. I hope that things can return to normal"
(Child participant, Kampong Thom, Cambodia).

In Thailand, participants expressed varied emotions towards climate change and disasters:

"I feel sad but not hopeless, because I think we still have solutions that can help make it better"
(17 year-old female participant, Central Region, Thailand).

"I feel hopeless because my family's source of income comes from farming and cutting rubber, so we have no income"
(16-year old female participant, Northeast region, Thailand).

"I am very worried because we have to breathe every day. If the weather continues like this, it will continue to affect our health, especially newborn children who have to grow up in this climate"
(17-year-old male participant, Northern region, Thailand).

"I am very worried about the climate, even if it's dormant, because it's getting worse every year. I saw on the news that the polar ice was melting. The level has increased, and many things. I'm worried about what the world is going to do next, because it's so hot"
(17-year-old female participant, Central Region, Thailand).

In Vietnam, a participant shared his concern about his future

I feel worried about my future. I don't know if I can continue to go to school or not?"
(13-year-old male participant, Vietnam)

Key Finding 5 Children’s level of preparedness for disasters

In terms of level of preparedness for disasters, the majority of the participants in Laos (26%), Myanmar (30%), Thailand (24%), and Vietnam (14%) rated themselves as 5-6 out of 10 or moderately prepared. There were also some Vietnamese, Lao and Thai child participants who rated themselves as 10/10 or highly prepared for disasters, while most of the Mongolian participants (25%) rated themselves low (3/10) in this aspect.

Most of the participants in Laos (50%), Mongolia (43%), Myanmar (62%), Thailand (60%) and Vietnam (30%) also reported receiving disaster

preparedness training in school, while others had family emergency plans or received training in their communities. There are also 69 children across these countries who said that they have not yet received any form of disaster preparedness training at all, which means there is a need to increase training activities for children at school and in the communities.

Meanwhile, in Cambodia, most FGD and interview participants said that they are prepared for disasters, with many of them obtaining training on climate change and disaster in school and community clubs. A few also received training relating to disaster or community relocation plans and some had evacuation drills in school and family emergency plans.

Figure 7. The children’s self-reported level of preparedness for disasters

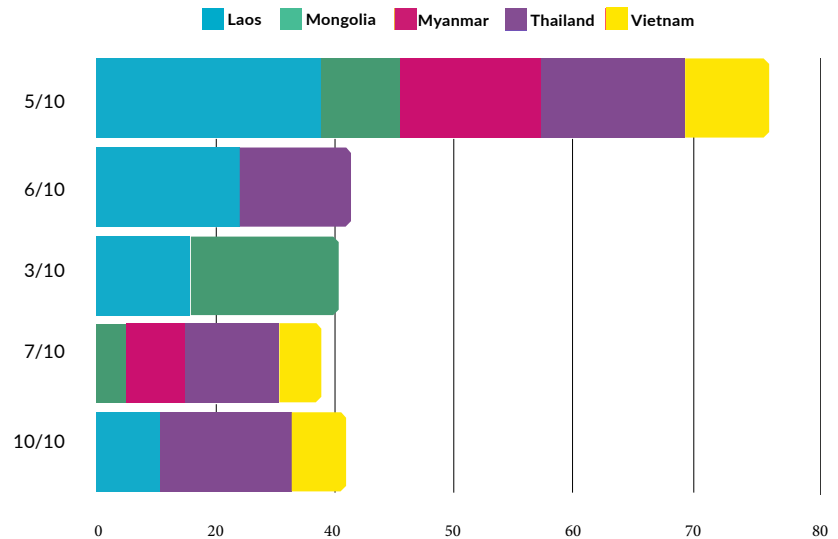
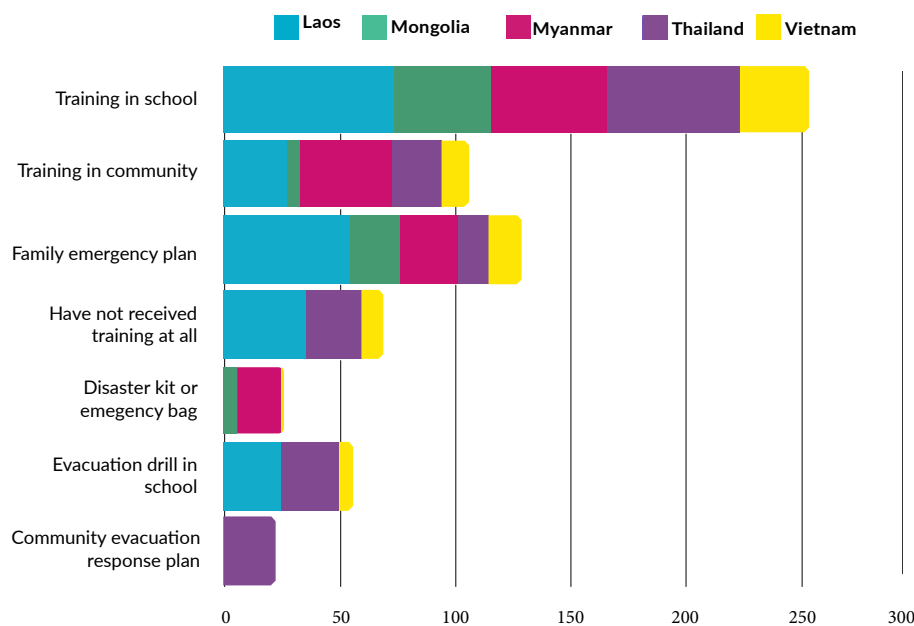


Figure 8. Tools or training children have/had in preparation for disasters

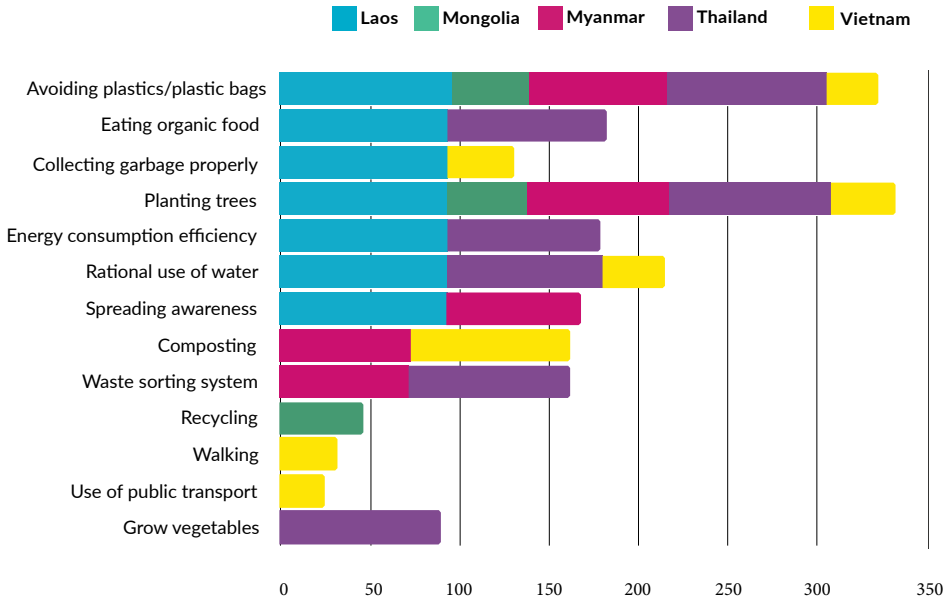


“I have been trained by the World Vision Foundation of Thailand in responding to disasters in schools.”
(17- year-old female participant, Central Region, Thailand)

Key Finding 6


Knowledge of climate action and mitigation practices

Figure 9. Mitigation solutions that children perceive have big impacts



Planting trees, avoiding plastic bags and rational use of water are the practices that most of the participants think have the most positive impact in their daily lives in terms of mitigating climate and disaster risks. Child participants in Myanmar and Laos also cited awareness-raising activities as a significant mitigation solution, while child participants in Laos and Thailand mentioned


organic food and energy consumption efficiency and those from Vietnam mentioned walking and using public transportation. In Thailand and Myanmar, participants also cited composting and waste sorting systems as significant practices. Growing vegetables was also mentioned by participants from Thailand.

97% 

of child respondents in Thailand said that growing vegetables is the mitigation practice that has the most significant impact

65% 

of child respondents in Laos said that avoiding plastic bags is the mitigation practice that has the most significant impact

46% 

of child respondents in Mongolia said that recycling is the mitigation practice that has the most significant impact

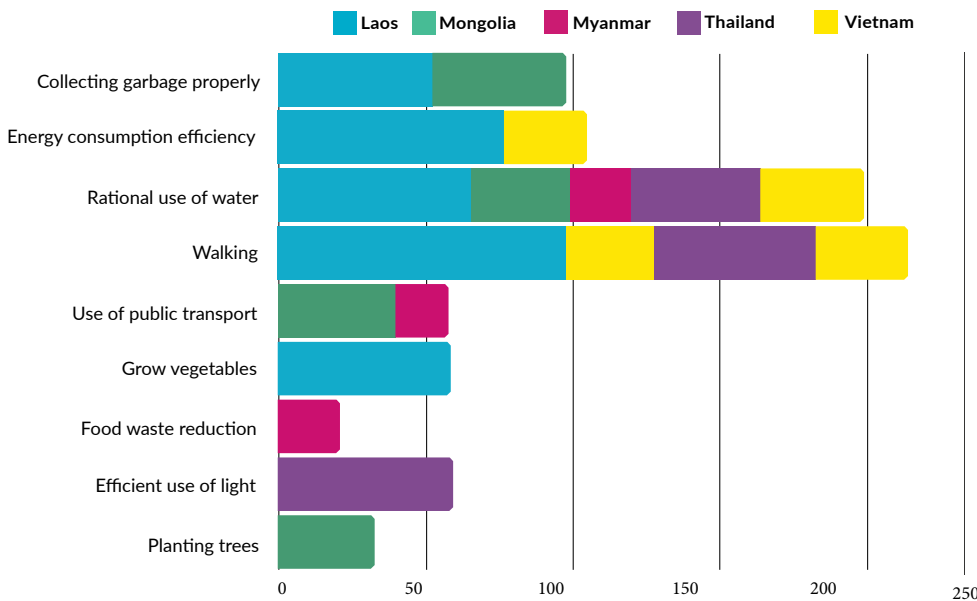
43% 

of child respondents in Myanmar said that planting trees is the mitigation practice that has the most significant impact

38% 

of child respondents in Vietnam said that collecting garbage properly is the mitigation practice that has the most significant impact

Figure 10. Mitigation solutions that children are personally practicing



Some child participants also shared that there are mitigation practices that they are personally doing at present, such as walking, using water rationally, and ensuring energy consumption efficiency. Meanwhile, Mongolian and Vietnamese participants mentioned that they use public vehicles while Cambodian participants said they use bicycles as these are more

environment-friendly modes of transportation. Burmese participants also mentioned reducing food wastes while Mongolian participants said they contribute to planting more trees in their communities.

In Cambodia, some participants also shared how they are currently contributing to the addressing of climate-related issues in their communities

“My contributions to climate change are planting vegetables and planting trees. People in the community grow some fruits and vegetables at home through reduced chemical farming and more organic farming.”

(FGD with children ages 12-17 in Kampong Thom province, Cambodia)

“My community has reduced their use of plastic bags through the activities of children in the community who have been involved in activities to reduce the use of plastic bags, which are a major source of environmental damage”

(FGD with children ages 12-17 in Banteay Meanchey province, Cambodia)

“I go to school by bicycle to get rid of pollution instead of motorcycles to reduce climate change. Children in the community participate in garbage collection on a regular basis, and this group of children regularly collects garbage on the streets, schools and public places.”

(Child participant, Banteay Meanchey, Cambodia)

In Mongolia, one of the participants shared:

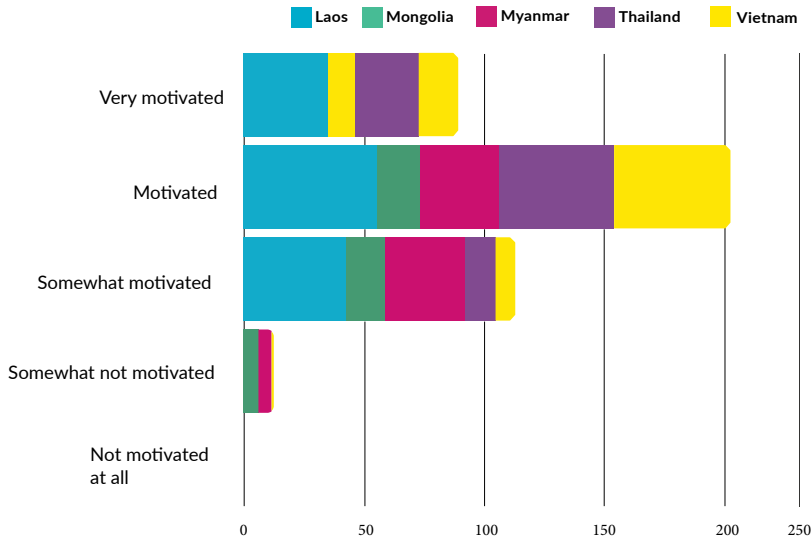
“I think providing awareness about soil pollution, sorting out the trashes and recycling are helpful for children to reduce the effects climate change”

(16-year-old male participant, Mongolia).

Key Finding 7


Level of motivation and sources of motivation to take action

Figure 11. The children's level of motivation to engage in environmental activities




The majority of the child participants in Laos (38%), Mongolia (23%), Myanmar (33%), Thailand (47%) and Vietnam (49%) shared that they are motivated to act on climate change and disasters. Meanwhile, in Cambodia, a participant in the FGD in Kampong Chhnang province shared, "I am strongly encouraged to participate in activities that contribute to climate change because I want to see the community grow." Another said, "I am very encouraged to participate in environmental activities to address climate change. I need to learn more about the concepts of planting trees, plastic management, and pesticide use." The participants' main sources of

motivation to take action include: providing a better life for future generations, love of plants, and upgrading one's personal knowledge. Some also want to set an example to others and cited love of wildlife as their motivation to take action on climate change and disasters.




73%

of child respondents in Myanmar said that their desire for a better life for future generations is their main source of motivation




56%

of child respondents in Thailand said that they are motivated to take action on climate change and disasters due to their love of plants




44%

of child respondents in Vietnam said that they are motivated to take action on climate change and disasters to upgrade their personal knowledge



35%

of child respondents in Mongolia said that their desire for a better life for future generations is their main source of motivation



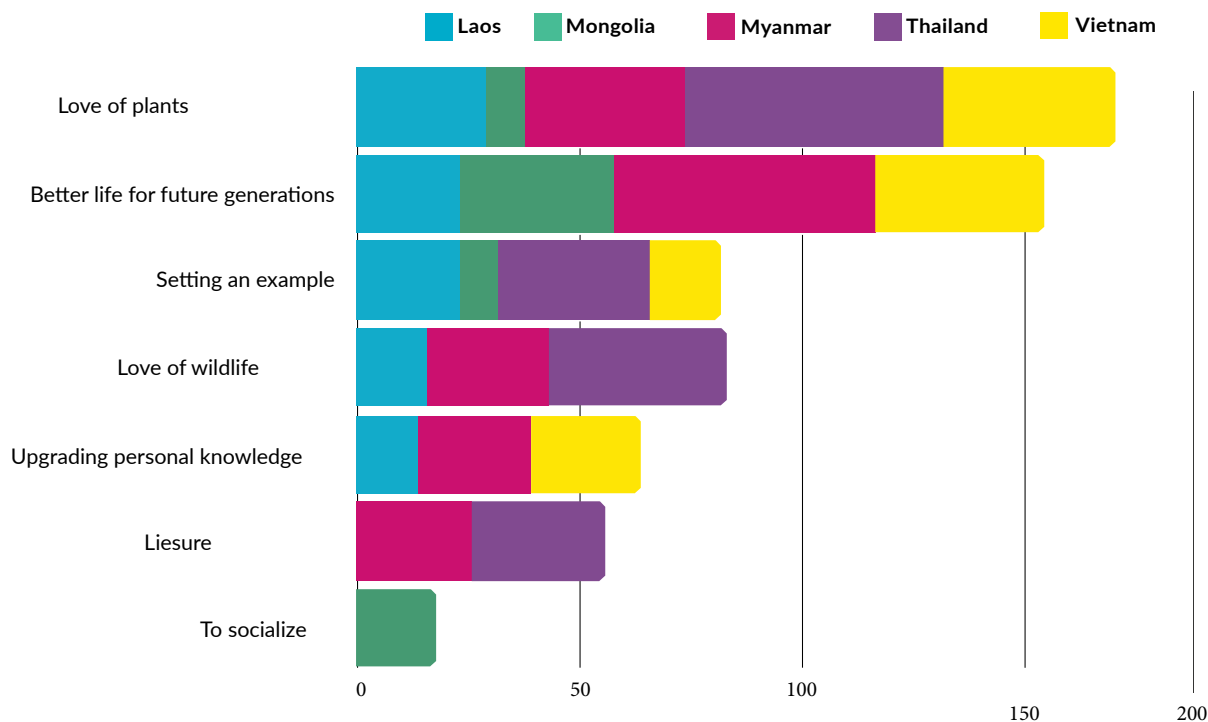
20%

of child respondents in Laos said that they are motivated to take action on climate change and disasters due to their love of plants

Conversely, they feel demotivated to act on climate change and disaster risks when they observe a lack of concern among other members of the community and when they perceive a lack of motivation among leaders to take action.

Other sources of their demotivation include lack of knowledge about the issue and lack of financial resources to participate or implement activities.

Figure 12. The children's sources of motivation to engage in environmental activities



"I have a problem to solve, which is the deforestation in my community. I participate to reduce chemical use in rice and vegetable farming, plant trees, reduce plastic use, and clean the village. I participate in community activities such as village clean-up campaigns, promoting the use of plastic bags, and reducing littering. I have developed a habit of participating in reducing environmental pollution, which comes mainly from self-motivation, and also from family and community motivation, which is a source of encouragement for me."
(FGD with children ages 12-17 years, Kampong Thom province, Cambodia)

"I love green environments; my preference is for planting, especially trees. I love planting vegetable, and trees at my house, my school and along the road in the village. I am always involved in cleaning and planting trees in my communities." (Interview with a child participant, Kampong Thom province, Cambodia)

"I want to be a role model for my community on climate change action. I participate in community activities such as village clean-up campaigns, promoting the use of plastic bags, and reducing littering."
(FGD with children ages 12-17 Kampong Chhnang province, Cambodia)

"There is a lot of encouragement with the current pollution, if there is a change, it will have a positive impact on ourselves and the people around us. I don't want to see my community, people around me have been sick repeatedly, and it's sad to see that it happens repeatedly."
(17-year-old male participant, Northern region, Thailand)

"I don't want it to get worse, because I can't live anymore if it worsens."
(17-year-old female participant, Northern region, Thailand)

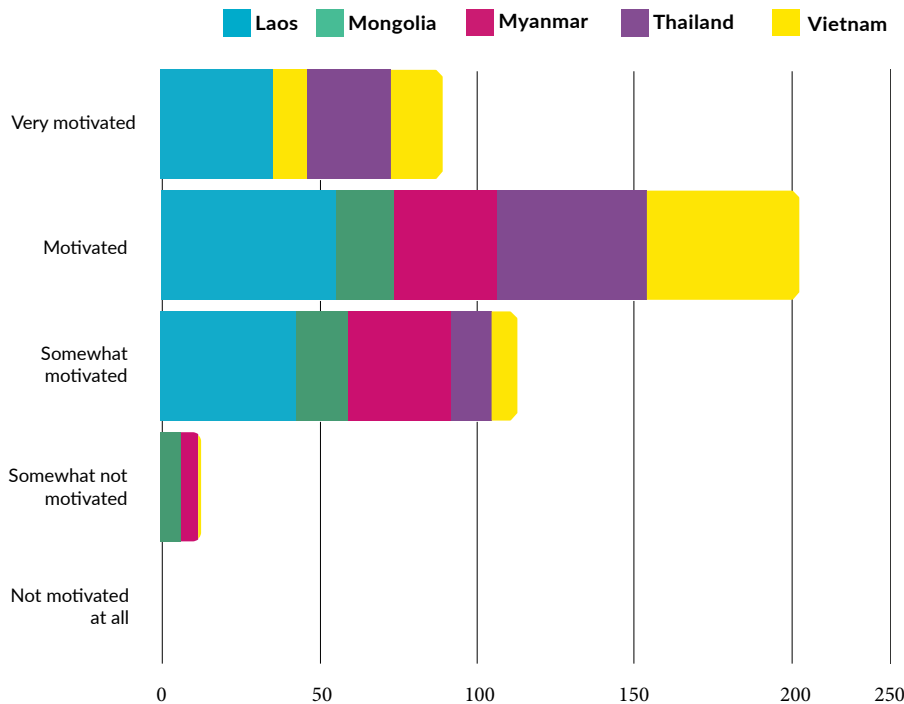
"We want to be the people who make the world a better place because we can start on our own, and we want everyone to help change the world together."
(17-year-old female participant, Central Region, Thailand)

"It is a fight for the family" (17-year-old female participant, Northeast region, Thailand)

Key Finding 8

Sources of information and preferred platforms

Figure 13. The children's top sources of information on climate change and disasters




Social media and classes in school are the top sources of information on climate change and disaster impacts among the majority of the participants. Cambodian, Burmese, and Mongolian participants also said that they find children and youth clubs within their schools and communities helpful in learning about climate change.


In Laos and Myanmar, TV news channels are also considered as significant sources of information. Thai and Lao participants also get information from talking with their friends and from podcasts, respectively. Lao, Mongolian and Burmese participants also find textual or visual platforms such as books, newspapers and comics as helpful sources. Interestingly, discussions with family were also cited by participants from Myanmar and Vietnam.

76% 

of child respondents in Laos said that their main source of information on climate change and disasters is social media

68% 

of child respondents in Thailand said that their main source of information on climate change and disasters is social media

64% 

of child respondents in Myanmar said that their main source of information on climate change and disasters is TV news channels

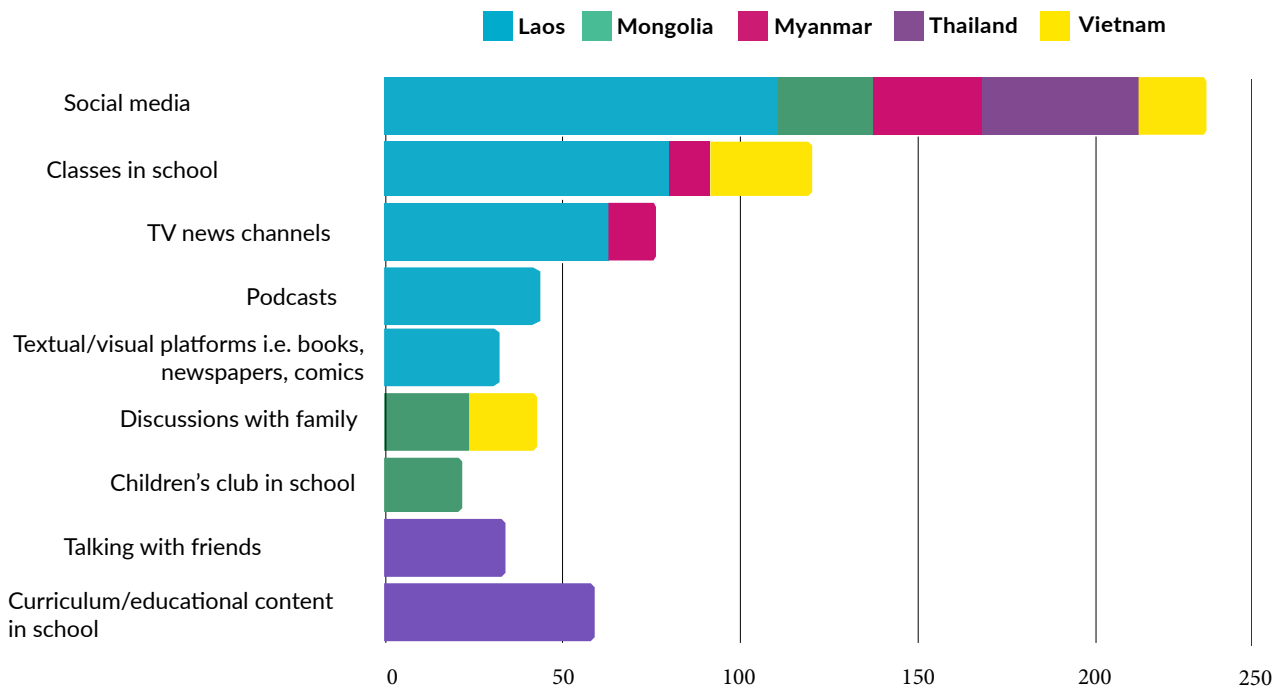
29% 

of child respondents in Vietnam said that their main source of information on climate change and disasters is classes in school


26% 

of child respondents in Mongolia said that their main source of information on climate change and disasters is social media


Figure 14. The children's preferred platforms for learning about climate change and disasters




Meanwhile, in terms of preferred platforms for learning about climate change and disaster impacts, most participants across the six countries also cited social media and school classes. There are also preferred platforms specific to each country, such as in Vietnam, where child participants mentioned government and NGO campaigns; in Thailand, where child participants preferred school curricular content and talking with friends; and in Laos and Myanmar, where children preferred TV news channels.

76% 

of child respondents in Laos said that their preferred platform for learning about climate change and disasters is social media

57% 


of child respondents in Thailand said that their preferred platform for learning about climate change and disasters is educational content in schools

37% 

of child respondents in Myanmar said that their preferred platform for learning about climate change and disasters is social media

28% 

of child respondents in Vietnam said that their preferred platform for learning about climate change and disasters is classes in schools

27% 

of child respondents in Mongolia said that their preferred platform for learning about climate change and disasters is social media

"We prefer social media because, along with other members in our community, we check information about climate change and disaster through Facebook. It is fast and easy for our communities to understand"
(Child participant aged 12-17 years, FGD in Kampong Thom province).

Key Finding 9

Knowledge of existing initiatives, child-led efforts, and support children need to participate in climate action and disaster mitigation

Existing initiatives and child-led efforts

Interview/FGD participants from Cambodia, Mongolia and Vietnam shared that there are ongoing awareness-raising activities on climate-related issues in their communities. In Cambodia, in particular, community leaders mentioned that they conducted awareness-raising on reducing plastic, replanting trees, and storing garbage properly with children and youth in person.

In Mongolia, community leaders said that communities receive regular information about climate change and natural disasters through various activities. The country has also successfully implemented a campaign for planting trees, where trees were planted in public areas and natural environments. The country has also constructed an artificial lake and park in Jargalant Village, rural community. Through collaboration with NGOs and the private sector, waste sorting bins were established in public areas.

Advocacy efforts were also organized in commemoration of World Water Day, where approximately 1,500 elementary school children and over 100 teachers participated in discussions about global water scarcity. Additionally, around 300 views were generated through the creation of related video content. During the winter season, students also launch a campaign to assist herders by providing household packages to 45 families across 121 rural centers. During the spring and autumn, environmental waste is also sorted properly, and 6th to 12th graders participate in cleanup efforts. At the children's assembly, they also advocate for recycling initiatives, which yield positive results.

Furthermore, last winter, during the Dzud, the "Against Disasters" campaign was organized. School groups and class leaders collected donations through internal communication channels, and approximately 1,200 children participated. As a result, herders affected by the snow received assistance in the form of food and livestock supplies to help them endure the winter.

In Thailand, community leaders and children shared about children's involvement in the mitigation of climate change impacts in their communities, such as recycling and promoting the use of reusable bags and general awareness through the children and youth clubs. Community leaders also shared that they have been running a social media campaign about the rational use of water and planting trees. This was complemented by a children's social media campaign on Facebook. One village leader said this campaign was helpful, but it would be more beneficial to have face-to-face interaction, "We have a good engagement with them and we can say that it has been successful, although social media is helpful, I think it would be best to support more children's clubs in the community so that the children can talk and act on their own together."

Planned initiatives and support children need

In terms of planned initiatives, Cambodian community leaders talked about conducting more disaster preparedness training and awareness-raising campaigns on different issues, while Mongolian community leaders shared about plans to construct and enhance flood dams in their communities utilize social media for informative campaigns and collaborate with external organizations in implementing various projects and programs.

There is also a plan to develop an initiative that will encourage children to get actively involved in tree-planting through small project grants. Meanwhile, Vietnamese child participants have heard about a planned project to protect water sources from pollution and to construct a green campus in their community.”

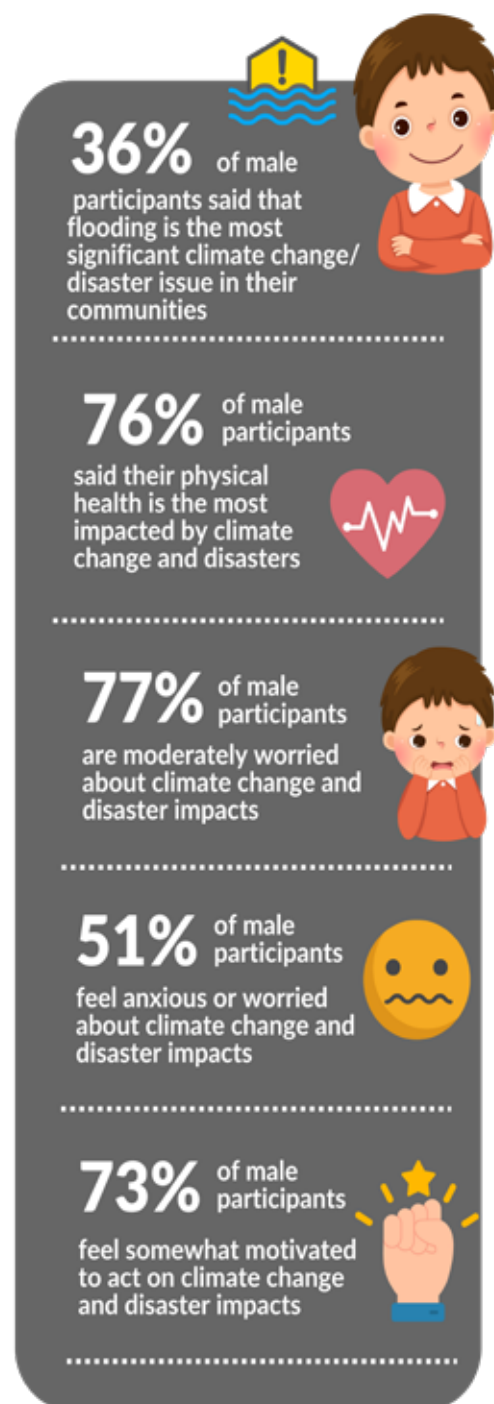
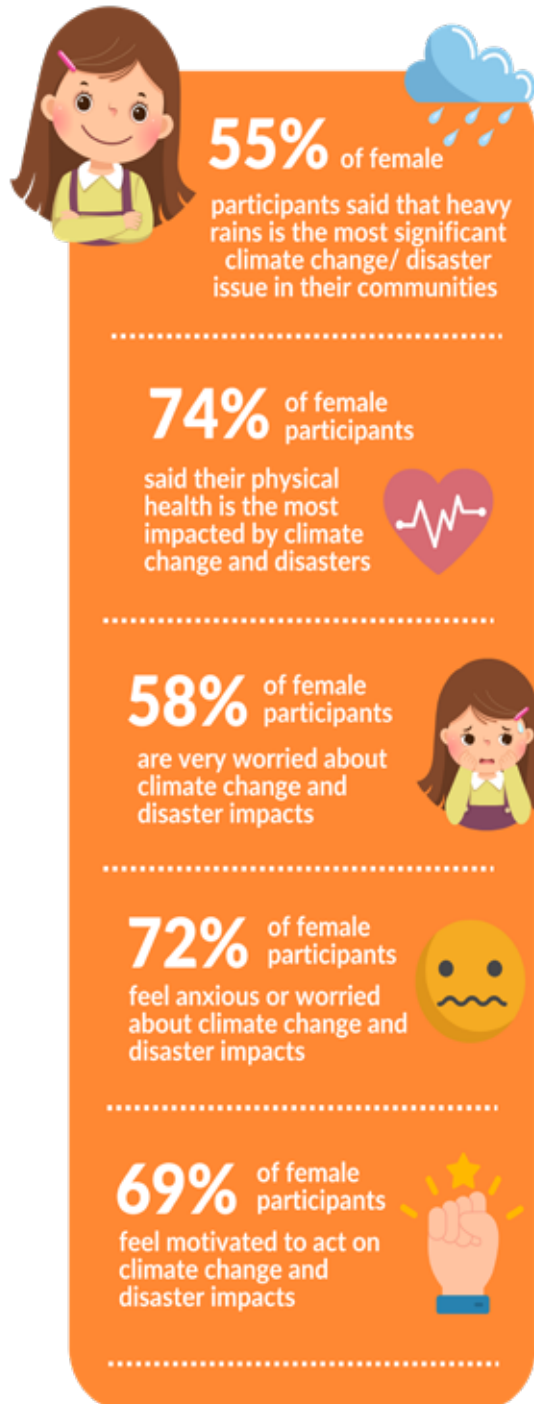
In terms of support that children need, both community leaders and child leaders in Cambodia said they need materials and financial support to conduct more environmental activities that contribute to the mitigation of climate change and disaster impacts.

In Thailand, both community leaders and children also cited financial support. One of the village heads said that it was difficult to maintain the project without financial support, *“We need capital to ensure that we cover all costs for materials, resources, food, and logistics, and to get children involved in projects together. It would be great if we could have the funds for that, so the children’s ideas will be integrated into the design and implementation of these projects.”* At the same time, one of the children’s leaders cited the importance of child-friendly information, *“We need information that we can easily understand. We cannot participate in the conversation without child-friendly information. We hope that adults will take these into account so that we can do more in our community.”* Community leaders also acknowledged that they need to conduct more training to prepare children for disasters. *“They are the most vulnerable group in this type of disaster, and we need to support them so that they do not face more risks,”* one of them said.

Similarly, child leaders in Mongolia emphasized the need for financial support to start projects, and capacity building and enabling environments to successfully implement them. For instance, a 17-year-old child leader, said, *“I aim to combat desertification and climate change by planting a significant number of trees. However, this undertaking requires various resources such as funding, financial support, knowledge, experience, advice, and training.”* Adults who were interviewed, meanwhile, expressed their commitment to support children by providing financial assistance, mentorship and guidance, materials and equipment, and even venue for events, for them to successfully establish eco-clubs, lead volunteer clubs and organize activities.



Some Key Findings by Gender





66% of female

participants said they are motivated to act on climate change and disasters to provide a better life for future generations

59% of female participants

said they feel demotivated to act on climate change and disasters when they do not have the resources or money to be able to practice environment-friendly activities



21% of female participants

rated themselves as 5 out of 10 or moderately prepared for disasters



42% of female participants

received disaster preparedness training in school



56% of female participants

said their top source of information on climate change and disasters is classes in school



41% of female participants

said their preferred platform for learning about climate change and disasters is social media.



96% of male

participants said that their personal beliefs is their source of motivation to act on climate change and disasters

63% of male

participants said that they feel demotivated to act on climate change and disasters when they feel that they cannot change themselves and they way they do things



28% of male participants

rated themselves as 5 out of 10 or moderately prepared for disasters



46% of male participants

received disaster preparedness training in their school



58% of male participants

said their preferred platform for learning about climate change and disasters is social media.



59% of male participants

said their preferred platform for learning about climate change and disasters is social media.



RECOMMENDATIONS



Key Recommendation 1

Strengthen (formal and informal) climate education

Educate us
and our
communities!

For community and local leaders:

- Conduct more awareness campaigns on climate change and disasters (recommended by young researchers from Cambodia, Vietnam, Myanmar and Laos).
- Support additional activities and activities to raise awareness about climate change and disasters (recommended by young researchers from Thailand).
- Collaborate with more children's clubs and organizations (recommended by young researchers from Thailand).
- Support extracurricular activities related to climate change and disaster mitigation and the implementation of disaster preparedness projects for children and other members of the community, through for instance, capacity building initiatives in every village (recommended by young researchers from Thailand).

For schools:

- Provide climate change education to children in rural areas and in particular, "Help the children understand what the sources of the problems we see in our surroundings and environment are, and motivate them to help in making a change" (recommended by young researchers from Myanmar).
- Provide climate change education to children through websites and clubs in school (recommended by young researchers from Mongolia).
- Develop and disseminate child-friendly information on climate change and disasters (recommended by young researchers from Thailand, Vietnam and Laos).
- Classes in schools should provide more time for discussions on and learning about climate change and disasters (recommended by young researchers from Cambodia, Thailand). Young researchers from Cambodia, in particular, said, "As children mentioned that classes in school are more effective in education and raising awareness on climate change education, school time should have more climate change and disaster preparedness sessions."
- Organize a class in a week to have 1 lesson or 1 hour as a training to educate or simulate situations related to the environment, climate change and disasters (recommended by young researchers from Thailand).

For child-focused organizations:

- Continue to educate, advocate and encourage the climate change and disaster risk reduction activities among the public, especially children and youth in hard-to-reach communities, through their preferred platforms namely social media, school classes, TV news channels, podcasts and informal discussions with family (recommended by young researchers from Laos).
- Fund and hold more events and activities to help people learn about climate change and disasters (recommended by young researchers from Laos).
- Prepare a manual to strengthen response and preparedness in the event of climate change and disasters (recommended by young researchers from Thailand).

Key Recommendation 2

Strengthen climate education and disaster mitigation initiatives

Protect us
and our
communities!



- **Disaster preparedness:**

- **For government and school leaders:**

- Implement disaster preparedness projects for children and other members of the community (recommended by young researchers from Cambodia).

- **For child-focused organizations:**

- Start disaster preparedness projects for children and also involve other members of the community in these initiatives (recommended by young researchers from Laos).

- **For schools:**

- Provide information on disaster preparedness to children through websites and clubs in school (recommended by young researchers from Mongolia).

- **Disaster risk reduction**

- **For the government:**

- Promote research for educational institutions in research and development of environmentally friendly technologies such as building clean energy systems, efficient waste management systems, and other forms of energy (recommended by young researchers from Thailand).

- **For community and local leaders:**

- Spread awareness about garbage problems and sanction those who do not dispose of their wastes properly (recommended by young researchers from Cambodia and Myanmar).
 - Promote waste sorting, planting of trees and reusing of plastic products in communities (recommended by young researchers from Mongolia).
 - Construct flood pipes, drains, and ditches according to standards (recommended by young researchers from Mongolia).
 - Advocate for addressing the lack of clean water resources and the placement of purifiers in wells (recommended by young researchers from Mongolia).

- **For the private sector:**

- Manage waste and disposal of waste effectively. There must be a clear waste management plan. It should focus on recycling and reusing resources and requiring the private sector to report on the use of resources and the impact of waste discharged into the environment transparently to the public (recommended by young researchers from Thailand).

- **Disaster response**

- **For the government:**


- Provide support to farmers affected by climate change and disasters (recommended by young researchers from Thailand)
 - Provide support to children suffering from respiratory diseases, and make schools dust-free (recommended by young researchers from Thailand)

- **For community and local leaders:**

- Provide shelters for children in rural areas to take refuge when natural disasters arise (recommended by young researchers from Myanmar)
 - Provide medical support to children who are struggling with health problems due to climate change and disasters (recommended by young researchers from Myanmar)
 - Provide psychological rehabilitation activities for students affected by geographical changes and disasters (recommended by young researchers from Thailand).

Key Recommendation 3

Increase opportunities for meaningful child and youth participation



Let children participate & influence climate action & disaster risk reduction!

For governments:

- The government should implement more child and youth-led initiatives (recommended by participants from Thailand). A member of the research team, Alex, 17, said, “Observations from the data indicate that there are currently no serious environmental and disaster-related activities organized in schools. From interviews with schools and local leaders, they are ready to support any agency interested in working with children. What is lacking is an agency to initiate and provide education.”

For schools:

- Establish more children and youth-led school clubs focusing on climate change and disaster education (recommended by young researchers from Cambodia, Laos and Mongolia).
- School teachers should support children and youth clubs in implementing more climate change activities (recommended by young researchers from Cambodia and Laos).

For community leaders and child-focused organizations:

- Community leaders and child-focused organizations should support children youth clubs and groups and collaborate with relevant government and local authorities to hold climate change and disaster risk reduction activities (recommended by young researchers from Laos).
- Expand youth activities in the field of the environment so children could participate and create more conscious changes. NGOs should build a network of cooperation with cross-organizational organizations, both domestic and international, to exchange knowledge and good practices in environmental conservation, as well as to create cooperative projects with the common goal of solving environmental problems (recommended by young researchers from Thailand)
- Strengthen intergenerational communication and collaborations since there is presence of interest and motivation to implement collaborative activities. “We saw the lack of communication between children and adults, and adults with children. We observed that both parties are willing and able to support each other in the implementation of any project.” (recommended by young researchers from Mongolia).

OVERALL EXPERIENCE IN CHILD-LED RESEARCH



Overall experience in child-led research

Our experience in collecting data was very positive and meaningful. The process made us feel more responsible and proactive, and we also found ourselves becoming more creative in coming up with ideas to collect data as effectively as possible. Throughout this process, we also learned how to persuade others to trust us and be willing to share. When we received enthusiastic cooperation from our peers and the adults in our communities, we felt happy and proud of our increased confidence and assertiveness.

The experience also taught us a lot of lessons that we would never learn just in class at school because we do everything on our own even though the process is really challenging. We are extremely grateful to everyone who supported us and we hope that this research will not be the last

Challenges we faced throughout our research journey:

- It was difficult for some of us to find participants because some of the schools were closed due to summer break.
- It took a lot of patience to wait for the availability of our respondents.
- Some of our respondents did not have their own phones or digital devices and some also had limited internet connection.
- We were worried that some children would not be able to answer the questions.

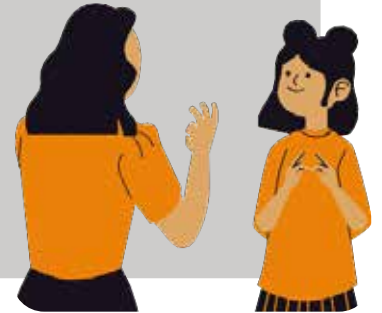


How we dealt with the challenges we encountered:

- We did our best to follow up on the availability of our participants.
- For those who did not have a phone, we let them write down their responses on a paper and then just input the information into the online survey tool later on.
- We sought the approval of the adults in our communities to make sure we have support from them throughout our data collection.
- We asked our mentors to explain in detail the questions so we can make sure we understand them and we can do the interviews/surveys/FGDs properly.
- In our team, we worked together to fulfill our respective responsibilities.
- Some of our friends assisted us in taking notes and saving our data, as well as in contacting people and contacting the results of our data collection activities.

How WV East Asia Staff and adult mentors supported us:

- They checked in on us and did translations for us to ensure that we understand our materials.
- They helped us prepare our documents.
- They cared about our safety throughout the process. They answered our questions clearly.
- They connected us with the people we needed and provided us with a place to conduct research
- They guided us throughout the process, on how to use the analysis tool and how to write a report



What could be done differently in future child-led research project:

- Provide more time for children to do the data collection activities.
- Provide more time for children to do the analysis.
- Include more young researchers.



Our message for future young researchers:

Be confident in your skills and be open minded.

Keep doing and keep trying for the future generations.

Do everything that you are afraid of because you will be able to overcome your fears somehow. I know it will be quite hard but when you overcome it, you will thank yourself that you made the decision to join and participate. You will also gain new skills along the way.

ANNEXES





Child-Led Research in Cambodia

វិជ្ជា និងការចូលរួម

Summary of Findings

Climate change and disaster impacts experienced by children/youth in recent years. Extreme heat/heat waves was the most salient climate/disaster risk experienced by Cambodian participants, followed by frequent flooding and drought. Similarly, the interviewed youth leaders were most concerned about extreme heat/heat waves, drought, and strong typhoons. Community leaders, meanwhile, cited extreme heat/heat waves and strong typhoons, followed by deforestation, garbage problems, and drought.

Impact on different aspects of children's lives. Participants reported that their parents' work is disrupted and their family's overall income/livelihoods suffer (i.e. reduced crop yields). They also often experience food shortage due to reduced crop yields. Participants also reported experiencing physical and mental health issues, such as increased vulnerability to illnesses and feeling anxious or unsafe due to intense weather events. Their academic learning also gets disrupted by climate change and disaster impacts.

On level of knowledge/awareness and concern about climate change and disasters and level of disaster preparedness. Most of the interviewed child participants said they were very worried about climate change and disasters due to its adverse impacts on their livelihoods, education and physical and mental health. Many of them also felt sad because they can no longer freely play with friends outside and some feel afraid that they might get sick or not be able to continue their education due to intense climate and disaster impacts. Many of them also answered that they are prepared for disaster emergencies and that most of them obtained training from their school and community clubs.

On knowledge of and commitment to climate action and mitigation practices. The mitigation practices that most participants think have significant impact are planting trees, proper garbage collection, bicycling and avoiding plastic bags. Meanwhile, the mitigation practices that they already practice include walking, using water rationally, energy consumption efficiency and using bicycles. Their highest source of motivation for taking action on climate change and disasters is solving specific problems, followed by their love of plants, and desire for a better life for future generations. On the contrary, they feel discouraged to take action when they see lack of concern among other people in their community and when they do not have resources to participate or implement initiatives.

On sources of information and preferred platforms for learning about climate change and disasters. Majority of the respondents said that classes in school, clubs in community and social media are their main sources of information. Those who do not have their own phones rely on radio for information. Their preferred platforms for learning about climate change and disasters are also social media, school classes, as well as children and youth clubs within schools and communities.

On existing and future initiatives and support that children need. Community leaders reported conducting awareness-raising on reducing plastic, replanting trees, and on storing garbage properly with children and youth in person. They also talked about their plans to conduct more disaster preparedness training and awareness-raising campaigns on different issues. Both community leaders and child leaders also said that they need materials and financial support to conduct more environmental activities that contribute to the mitigation of climate change and disaster impacts.

On recommendations/call for action. They urge local leaders and key actors and partners to do the following:

- Fund and conduct more awareness campaigns or supporting more events and activities that raise awareness about climate change and disasters
- Provide climate change education to children in rural areas or hard-to-reach communities Develop and disseminate child-friendly information on climate change and disasters.
- Mandate schools to have more discussions on climate change and disaster preparedness during classes
- Spread awareness about garbage problems and sanction those who do not dispose their wastes properly
- Support children youth clubs and groups and collaborate with relevant government and local authorities to hold climate change and disaster risk reduction activities.



Child-Led Research in Laos

Summary of Findings

Climate change and disaster impacts experienced by children/youth in recent years. The five most significant climate change problems and disasters children experience in their communities are the following: heavy rains, extreme cold temperature, flooding, landslides and extreme heat/heat waves. The female respondents cited heavy rains as the most significant climate change problem, as well as extreme cold temperature and extreme heat/heat waves and flooding. For male respondents, the most significant climate change problem/disaster was also heavy rains, followed by extreme cold temperature, air pollution and flooding.

Impact on different aspects of children's lives. Participants said the aspects of their lives that have been negatively impacted by the consequences of climate change and disasters the most are their physical health, education, mental health, family livelihoods and recreational activities.

On level of knowledge/awareness and concern about climate change and disasters. Majority of them are very worried about and feel afraid because of climate change and disaster impacts. Many of them also have a low to moderate level of preparedness for disasters (5-6 out of 10) and received training from school and communities. However, there are a number of participants who reported not having received any form of disaster preparedness training at all.

On knowledge of and commitment to climate action and mitigation practices. Participants considered the following mitigation practices as having significant impact: planting trees, proper garbage collection, avoiding plastic bags, awareness-raising activities, consuming organic food and energy consumption efficiency. Meanwhile, the following are the mitigation practices they are already practicing: walking, using water rationally, energy consumption efficiency, and using bicycles. Majority of them expressed high motivation to engage in environmental activities. Their sources of motivation for taking action on climate change and disasters include their love of plants, desire to provide a better life for future generations, their love for wildlife and their desire to upgrade their own knowledge. Meanwhile, their sources of demotivation include: lack of concern among other members of the community, perceived lack of motivation among government leaders to take action, lack of knowledge about the issue and lack of financial resources to practice eco-friendly activities.

On sources of information and preferred platforms for learning about climate change and disasters. Social media sites such as Facebook, Instagram, Twitter/X, Youtube are their top sources of information, followed by classes in school, children and youth clubs within schools and communities and TV news channels. Some also mentioned getting information from talking with friends and reading books, newspapers, and comics. Meanwhile, their preferred platforms for learning about climate change and disasters are also social media and classes in school, and a number also expressed preference for government and NGO campaigns and informal conversations with their families.

On recommendations/call for action. They urge local leaders and key actors and partners to do the following:

- Fund and conduct more awareness campaigns or supporting more events and activities that raise awareness about climate change and disasters
- Provide climate change education to children in rural areas or hard-to-reach communities Develop and disseminate child-friendly information on climate change and disasters
- Mandate schools to have more discussions on climate change and disaster preparedness during classes
- Spread awareness about garbage problems and sanction those who do not dispose of their wastes properly
- Support children and youth clubs and groups and collaborate with relevant government and local authorities to hold climate change and disaster risk reduction activities



Child-Led Research in Mongolia

Summary of Findings

Climate change and disaster impacts experienced by children/youth in recent years. Participants reported experiencing heavy rainfalls, flooding, garbage problems, and air pollution in recent years.

Impact on different aspects of children's lives. Participants reported experiencing physical and mental health issues such as increased vulnerability to illnesses and feeling anxious or unsafe. They also said that their parents' work get disrupted and that their family's overall income/livelihoods (i.e. crop production) suffer due to extreme weather events. Many participants also said that their academic learning gets disrupted by disasters.

On level of knowledge/awareness and concern about climate change and disasters and level of disaster preparedness. Most participants rated themselves as having a low level of awareness or knowledge on climate change (3 out of 10) and low to moderate level of preparedness for disasters (3-5 out of 10). Some children are concerned about climate change and disasters but do not know what to do and have little information about disasters, with most of them receiving training from their school.

On knowledge of and commitment to climate action and mitigation practices. Participants think the following mitigation practices have significant impact: planting trees, proper garbage collection and avoiding plastic bags. Meanwhile, the following are the ones they personally practice: walking, using water rationally, energy consumption efficiency and using bicycles. Most of the children answered that they are willing to participate and take action against climate change and disasters. Their motivations are having a better life for future generations, setting an example, and socialization.

On sources of information and preferred platforms for learning about climate change and disasters. Most of the children said social media sites are easily accessible and provide relevant information on climate change and disasters. They also said that their clubs in school are helpful in getting information about climate change and disasters. Majority of them them said they prefer having social media as a platform for learning more about climate change and disasters.

On existing and future initiatives and support that children need. Community leaders said that their constituents receive regular information about climate change and natural disasters through various activities. The country has also successfully implemented a campaign for planting trees. Community leaders also shared plans to construct and enhance flood dams in their communities, utilize social media for informative campaigns and collaborate with external organizations in implementing various projects and programs. There is also a plan to develop an initiative that will encourage children to get actively involved in tree-planting through small project grants. Child leaders in Mongolia, meanwhile, emphasized the need for financial support to start projects, and capacity building and enabling environments to successfully implement them.

On recommendations/call for action. They urge local leaders and key actors and partners to do the following:

- Provide climate change education to children in rural areas or hard-to-reach communities
- Develop and disseminate child-friendly information on climate change and disasters
- Mandate schools to have more discussions on climate change and disaster preparedness during classes
- Strengthen intergenerational communication and collaborations since there is presence of interest and motivation to implement collaborative activities among young people



Child-Led Research in Myanmar

Summary of Findings

Climate change and disaster impacts experienced by children/youth in recent years. Majority of the survey participants perceived garbage problems, water pollution, air pollution and extreme heat as the most significant impacts children experience within their communities in recent years. Meanwhile, FGD participants from the rural areas said that flooding is the most significant climate problem that children commonly experience in their communities.

Impact on different aspects of children's lives. Survey participants said the aspects of their lives that have been negatively impacted by the consequences of climate change the most are their families' livelihoods, physical and mental health, education and community lives. FGD participants said that their parents often could not get to work due to floods, and that they could not continue schooling for months because of severe flooding in their village.

On level of knowledge/awareness and concern about climate change and disasters and level of disaster preparedness. Majority of the participants are moderately worried about climate change and disasters. Many of them also feel concerned and afraid. Most of them rated their level of knowledge/awareness about climate change and disasters and their level of preparedness for disasters as moderate (5 out of 10). Most of them received training in their schools and communities.

On knowledge of and commitment to climate action and mitigation practices. Most of the respondents indicated that the following practices have the most significant impact: planting trees, not using plastic bags, spreading awareness, composting, and waste sorting systems. Meanwhile, the ones that they personally practice include walking, food waste reduction, rational use of water, using public transport, waste sorting and spreading awareness. Most of them expressed motivation to take action on climate change and disasters. Their sources of motivation include their desire for providing better lives for future generations, their love of plants and wildlife, and their desire to upgrade personal knowledge. On the contrary, they feel demotivated when they do not have the resources or money to practice environment- friendly activities, they do not have enough knowledge about climate change, and when they perceive that they cannot change themselves and the way they do things or observe that people in their communities do not care about the issue.

On sources of information and preferred platforms for learning about climate change and disasters. Their top sources of information include: TV news channels, social media, classes in school, children's clubs in the community, textual or video platforms and discussions with family and children's clubs in school. Their preferred platforms are social media, TV news channels, classes in school, audiovisual platforms and children's clubs in the community.

On existing children's contributions and further support needed. Participants said that children in their communities have been practicing recycling, planting trees, conducting knowledge-sharing sessions concerning the use of plastics, and also practicing proper garbage disposal. They said that local leaders need to conduct more effective awareness campaigns on climate change and disasters.

On recommendations/call for action. They urge local leaders and key actors and partners to do the following:

- Provide educational support to children in rural areas regarding climate change
- Spread awareness about garbage problems and how it is negatively affecting communities
- Provide medical support for children who are struggling with health problems because of climate change
- Educate the children about climate change in a more interesting way (e.g. incorporating cartoons or fun animations in teaching)

A photograph of two young people, a male and a female, standing outdoors in front of a building with large windows. They are both smiling and holding a white gift bag filled with various snacks, including instant noodle packets and candy. The male is wearing a traditional black and white patterned Thai garment with purple and white stripes. The female is wearing a blue traditional Thai garment. The background shows a building with large windows and a person standing in the distance.

Child-Led Research in Thailand

Summary of Findings

Climate change and disaster impacts experienced by children/youth in recent years. Participants said that air pollution, waste problems, extreme heat and heavy rains are the most significant climate change and disaster impacts experienced by children in the country in recent years. In the northern part of the country, smog during the summer season, irregular rainfall, and lack of waste management are the most pressing issues. In the southern region, heavy rainfalls and floods are commonly experienced while heavy rains and sudden weather changes are common issues.

Impact on different aspects of children's lives. Participants said that they experience physical health issues including allergies due to worsening air quality and unseasonal rainfall. Their families' income and livelihoods also suffer as crop yields decline and their education also gets disrupted due to extreme heat as well as due to damages to bridges and infrastructures.

On level of knowledge/awareness and concern about climate change and disasters and level of disaster preparedness. Most participants rated themselves as having a moderate level of knowledge/awareness and being moderately prepared for disasters, with many of them receiving training from school. Majority of the participants also said that they are a little worried about climate change and disasters. In terms of their preparedness for disasters, most participants rated themselves as moderately prepared (5 out of 10). Meanwhile, a number of participants said that they never had any form of preparedness training at all.

On knowledge of and commitment to climate action and mitigation practices. The mitigation practices that participants think have significant impact are the following: avoiding plastic bags, planting trees, proper waste segregation, reducing energy consumption, growing vegetables, and efficient water use. The ones that they personally practice include avoiding plastic bags, bicycling and proper waste disposal. Most participants are also motivated to take action on climate change and disasters. Their sources of motivation include their love of plants and wildlife and desire to set an example for others.

On sources of information and preferred platforms for learning about climate change and disasters. The top sources of information and preferred platforms among the participants are social media, educational content in school and talking with friends.

On recommendations/call for action. They urge local leaders and key actors and partners to:

- Expand youth activities in environmental matters to increase participation and foster greater awareness
Provide medical support to children experiencing respiratory diseases and allergies
- Conduct awareness-raising activities on climate change and disaster preparedness Provide assistance to farmers affected by climate change
- Establish an agency that will support the implementation of environmental and disaster mitigation- related activities that will involve children

A photograph showing three young people sitting around a wooden desk in a classroom or office setting. On the left, a young woman with long dark hair, wearing a grey t-shirt, looks towards the center. In the middle, a young man in a black hoodie is writing on a document. On the right, a young woman in a yellow shirt is partially visible, looking towards the man. The desk is cluttered with papers, a smartphone, and several stacks of books and folders. In the background, a red poster with a map and a calendar is visible on the wall.

Child-Led Research in Vietnam

Summary of Findings

Climate change and disaster impacts experienced by children/youth in recent years. According to participants, the issues that children face differ due to varying terrain and weather conditions across different localities. For instance, in Muong Cha, frequent landslides, and floods, extreme weather changes, heavy rainfalls and prolonged dry seasons are commonly experienced. In Hua Lang, frequent floods, air pollution and storms are the most common climate and disaster impacts. In Daklap, extreme weather changes, air pollution and extreme heat/heat waves are experienced by children in their communities.

Impact on different aspects of children's lives. In Muong Cha, in addition to health and mental well-being, many families are also facing economic difficulties. In Hai Lang, there is a decrease in economic opportunities due to the decline in investments owing to the extreme weather and disaster events. Children's education and recreational activities also get interrupted.

On level of knowledge/awareness and concern about climate change and disasters and level of disaster preparedness. The majority of children in their communities feel a sense of concern ranging from moderately worried to very worried. Many participants also feel afraid and helpless in relation to the worsening impacts of climate change and disasters. The majority of young participants rated themselves as having a good understanding of climate change (7-8 out of 10), while a significant number of participants still felt they did not fully understand the issue, rating themselves 3-5 out of 10.

On knowledge of and commitment to climate action and mitigation practices. Most of the respondents indicated that the following practices have the most significant impact: garbage collection, composting, waste sorting, energy efficient lighting and appliances and rational use of water. Meanwhile, the ones that they personally practice include efficient electricity use, rational water use, and walking. Most participants said they feel motivated to take action on climate change. Their sources of motivation include their love for nature, desire for a better life for future generations and desire to improve personal knowledge. However, there were still some who felt insecure due to their lack of deep knowledge on the subject. Meanwhile, the majority of participants rated themselves as moderately prepared for disaster response, with most of them receiving training at school and community or through their household's disaster risk prevention plan.

On sources of information and preferred platforms for learning about climate change and disasters. The main sources through which participants access information about climate change and disaster risks are school lessons, social media, school or community clubs and television programs. Their preferred platforms are school lessons, discussions with family, social media and television programs.

On existing children's contributions. Child leaders reported organizing activities such as collecting plastic and scrap paper to sell, with the proceeds going toward helping underprivileged students buy school supplies, as well as raising awareness about climate change and how to prevent extreme cold in their school, class, and village.

On recommendations/call for action. They urge local leaders and key actors and partners to:

- Organize and support more events to raise awareness about climate change and natural disasters Implement disaster risk reduction projects for children and other community members
- Provide sufficient manpower, materials, and technical tools such as trash bins, gloves, masks, and specialized clothing
- Increase collaboration with clubs and organizations for children to enhance the effectiveness of activities and projects related to environmental protection and disaster prevention
- Develop child-friendly materials on climate change and natural disasters so children can easily understand and engage with these issues
- Allocate sufficient time to discuss climate change issues in the classroom to help students gain a better understanding of environmental and disaster-related issues
- Support extracurricular activities related to mitigating the impacts of climate change and natural disasters
- Increase support for clubs focused on environmental and climate change issues



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