

NAME: Colorful Road
Siga walking on colorful road
numbers. It's lesson to verify, Siga,
walking on attention road
stronger hand to stay alive,
Endangered, surely they survive.
The world has changed.
"Climate change" means much in love.

Thailand

Child-led Research



“Impact, Understanding, and Development of Children and Youth Participation in Climate Change and Disaster Action”

Thailand Child-Led Research Report



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CHILD AND ADULT SAFEGUARDING CONSIDERATIONS. World Vision Foundation of Thailand, ensured the safe and ethical participation of girls, boys, men and women, adhering to World Vision's Safeguarding policy and protocols on data collection and World Vision's Code of Conduct. World Vision Foundation of Thailand support staff were trained on Psychological First Aid (PFA) and interviews' ethical and safe management. Names of participants have been anonymized to ensure confidentiality. Participant consent and parental consent were obtained prior to data collection. All participants were oriented on the possibility of withdrawing from the interview process at any moment.





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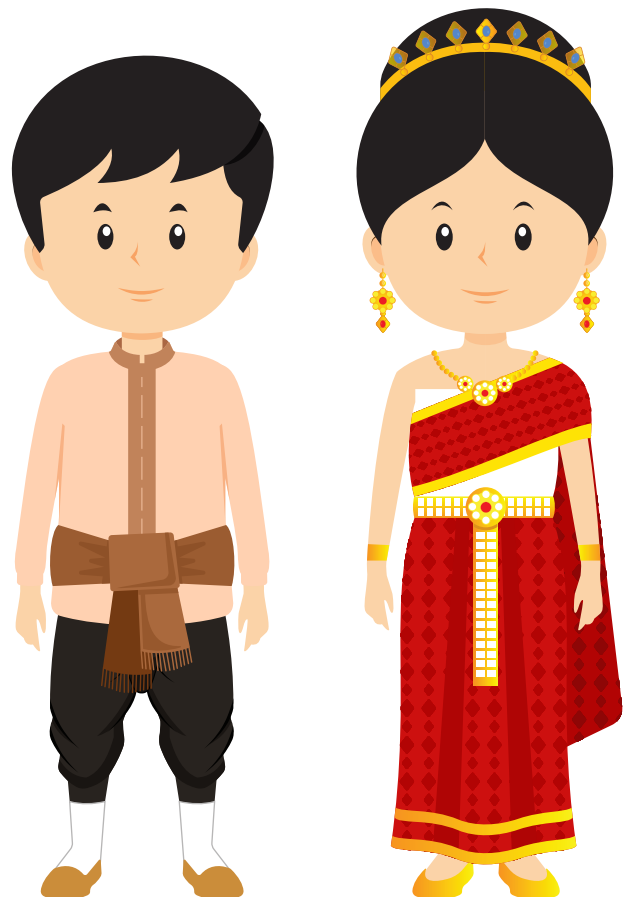
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INTRODUCTION

We are a group of young researchers in Thailand who conducted a study to better understand how climate change and disasters affect children in our communities. We come from four regions in our country:

Northern Region: Mr. Chairat Diphon, 18 years old

Central Region: Mr. Thi Ha Soe, 18 years old

Northeastern Region: Miss Sasi Phothisan, 18 years old

Southern Region: Mr. Tawan Duangkaew, 17 years old

Note that all of us researchers were below 18 prior to the completion of this report.

Through this research, we hope to contribute to the raising of awareness on the impacts of climate change and disasters in our communities. In recent years, our country has experienced severe heat waves due to climate change. This interrupts our daily activities, including our schooling and our families' livelihood, and has also caused us children and adults alike to experience many health problems.

The specific objectives of our research are as follows:

1. To determine the climate change and disaster risks and environmental problems children from different regions face and how they feel or perceive these issues.
2. To find out how children or people in the community cope with the challenges they face due to climate change and disasters

With the support of World Vision East Asia through the Young Minds CAMP (Child-Led Actions, Mobilizations & Partnerships) platform and our advisors and staff of World Vision Thailand, we were able to design and implement our research project between July and August 2024.



In collecting the data, we targeted the following areas in the four regions in Thailand:

1. Northern Region: Chiang Mai Province Om Koi District
2. Central Region: Kanchanaburi Province, Sangkhla Buri District
3. Northeastern: Bueng Kan Province, Bueng Khong Long District
4. Southern Region: Phang Nga Province Kuraburi District



Our target groups include children, youth groups, and adults in the area for the following reasons:

1. We chose young **people at the high school level** to participate in face-to-face key informant interviews. These students have been affected by environmental issues or have participated in initiatives that address these issues. They are also living in our community or are members of school organizations.
2. For **young people aged 12-17 years old**, they will participate using the survey method. This is because they are a group that can explain how they are experiencing environmental crises and disasters, and how they contribute to solving these problems.
3. We chose adults in our community and schools to participate in one-on-one key informant interview. These adults include the following:
 - a. Community leaders: They have lived in the community for a long time. They have experiences and memories that can explain the changes and play a role in leading people in our community to solve environmental problems and disasters.
 - b. School administrators and teachers: We and our friends are studying in school and we spend most of our time there

with them. The school also plays a huge role in ensuring the protection of our environment.

For this research work, we have chosen to use an integrated research methodology (**mixed methods**):

1. **Key informant interviews (KIIs).** A total of 20 people were selected to participate in KII. Five people in each region were purposively selected. The final participants include 12 youth and eight adults, comprising two school directors, three community leaders, and three teachers.
2. **Surveys:** We collected a total of 100 survey responses, with 25 responses coming from each of the four regions. We conducted an online survey with children aged 12-17. A total of 103 people from four regions participated, using a specific sampling method. The participants were divided by education levels: one person in elementary school, 33 students at the junior high school level, 65 students at the high school level, 3 students at the vocational level, and 1 person in higher education. In terms of gender distribution, 64% of our respondents are female and 36% are male.



OBJECTIVES

In preparing this research, we worked with friends from six countries and the World Vision Foundation staff to set our research objectives and questions. We chose to study the effects of climate change and disasters in our communities because we have experienced these effects ourselves. We also want to understand the experiences and opinions of children and child leaders, and their ideas for mitigating the effects of climate change and disasters.

Specifically, we want to gain a better understanding of:

- The climate change and disasters are experienced by children in Thailand
- The impacts of climate change and disasters on children in Thailand
- The children's level of knowledge on climate change and disasters
- The children's level of preparedness for disasters
- The children's sources of information and preferred platforms for learning more about climate change and disasters?
- The children's knowledge of existing initiatives and involvement in climate change and disaster mitigation activities

METHODOLOGY

We developed a questionnaire consisting of 18 questions, using Google Forms as the main data collection tool. Friends from six countries and a team of mentors supported our work. The data collection was carried out by each research team across four regions, covering one school in one province of each region in Thailand. A total of 25 responses were collected per region, resulting in a total of 100 responses. Each participant took about 5-10 minutes to answer the questions.

In collecting data, we have divided the target areas for data collection into four areas in Thailand:

- Northern Region: Chiang Mai Province, Om Koi District Om Koi Village, Omkoi Wittayakom School
- Central Region: Kanchanaburi Province, Sangkhla Buri District, Wangka Village, Udomsitsuksa School
- Northeast: Bueng Kan Province, Bueng Khong Long District Ban Nong Saeng Pattana Community, Thadok Kham Wittayakom School
- Southern Region: Phang Nga Province, Kuraburi District Village, Soi Tha Chao Nam Moo 9, Kuraburi Chai Pattana Pittayakhom School

In addition, we conducted one-on-one key informant interviews to strengthen our understanding of the research issues we wanted to study. The interviews were conducted with youth and adult groups, involving 20 people representing all four regions of Thailand.

Each interview lasted about 10-20 minutes per person. It began with asking for the interviewee's consent to be interviewed and ensuring confidentiality and non-disclosure of personal information. The



objectives of the interview are described for about 5 minutes. This is followed by the interview which aimed to gain insight into the experiences and opinions that align with the survey questionnaire. We concluded the interviews by thanking our interviewees for their time.

Prior to both the survey and interviews, WVFT conducted a child participation risk assessment and followed safeguarding protocols, including obtaining the informed consent of respondents and parents and ethical participation of children.

In terms of data analysis, after closing the survey form, all data collected in Google Forms is automatically generated in the form of a spreadsheet. The data were systematically counted and grouped based on the main variables of location, gender, and age group of the respondents, to effectively summarize the preliminary data and cover all issues related to the objectives of the study.

As for the interviews, the research team collected and analyzed the most prominent answers to each question, by selecting and recording them in a saturation table. This table recorded the clearest and most frequent answers for qualitative data analysis. The research team also collected important and relevant quotes from the responses. These quotes were referenced and used to provide a more accurate and clearer picture of the children's situation in the four regions.

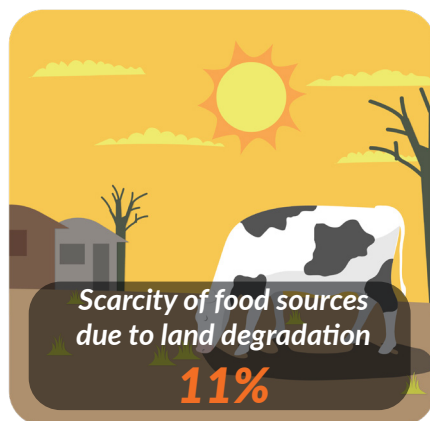
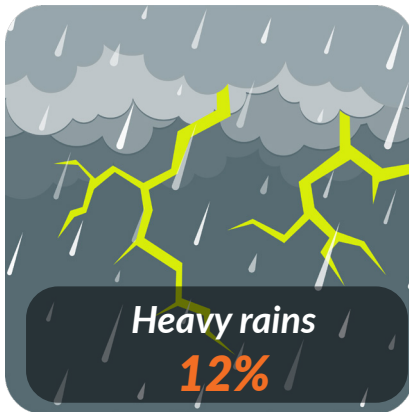
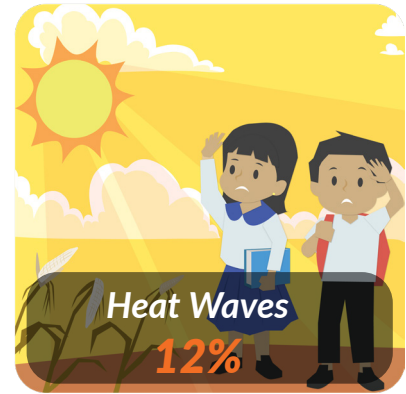
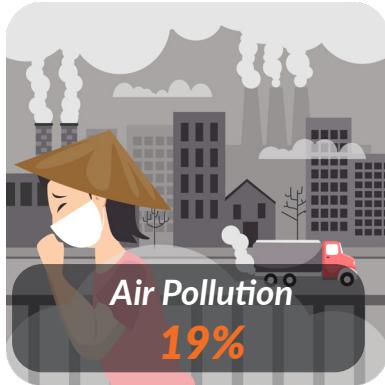
The overall experience of gathering information was exciting and challenging for us. We faced obstacles such as rainy weather, which made the roads slippery but still passable. Despite these challenges, the interviewees were very cooperative. Additionally, this research allowed us to develop our potential in terms of research skills, data analysis skills, and critical thinking skills. Regarding disasters, we explored how the children we interviewed were affected and how these impacts could be addressed or managed.



FINDINGS

A. Climate Change and Disaster Risks Experienced by Children

The top most important climate change issues and disasters experienced by children in our communities are as follows:



These problems not only affect the environment, but also affect the daily lives and health of people in the community, especially among children with lower immunity than adults. *“Children are allergic to the air, and it is becoming more frequent, which affects both health and family expenses”* said a 17-year-old girl from the North, reflecting the severity of the problem that directly affects health, especially in areas with high rates of forest burning or garbage. Waste was identified as the second most common problem affecting communities (14%), with incorrect waste management resulting in wastewater and clogging of drainage systems causing flooding, which are problems faced by both groups of children and adults in their daily lives.



These are in line with the results of interviews with the child participants:

“I have air allergies, and they are quite frequent, which affects both my health and my family’s expenses” (Female participant, 17 years old from the Northern region).

“The problem is smog, PM 2.5 dust and hot weather. The accumulated smoke and dust make the air worse and worse” (Male participant, 16 years old from the Northern region).

“Waste management in the village is not good enough. No garbage people who are easy to throw on the street will throw garbage on the street, which fills the community” (Male participant, 17 years old from the Northern region).

“During the rainy season, heavy rains cause landslides, making it impossible for students to go to school” (Female participant, 17 years old from the Central Region).

“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” (Male participant, 16 years old Central Region).

“Because it is very far from the city, my house uses tap water and water from the mountains, but because there is not enough tap water, it is not safe to use water from the mountains that is not clean enough to bathe, cook rice, and cook rice” (Male participant, 17 years old from the Northern region).



The adults' responses were also consistent with what the child participants have shared about the significant climate change and disasters they experience in their communities in recent years:



- "10 years ago, there was a flood and a broken bridge. People in the community are affected both physically and mentally" (Community Leader from the Central Region).
- "If it rains and we get caught in the rain, we will immediately catch a cold, and we will have a stuffy nose. I don't know if it's because there are more factories" (Deputy Director of a School from Central Region).



- "In the past few years, there has been a drought due to unseasonal rains, affecting the income of households engaged in agriculture and livestock. It is more difficult for the villagers to live together because the weather is very hot. People are more and more addicted to air conditioning, which has an impact on electricity consumption and pollution" (Teacher from the Central Region).
- "What I am seeing now is that the weather is getting hotter, so hot that it makes me sick, and I have heard the news that people are dying from the heat in some areas" (Teacher from the South).
- "The use of chemicals destroys the soil surface (meaning destroying the integrity of the soil). If they are not healthy, they will immediately feel unwell" (Chairman of the Southern Region Senior Citizen Group).



B. The Impacts of Climate Change and Disasters on Children's Lives

Based on the survey results, the aspects of children's lives that have been most negatively affected by climate change and disasters are the following:



- Physical Health **81 %**
- Family's livelihood, **29%**.
- Mental Health **24 %**
- Education, **21%**
- Community Lifestyle **19%**

From the **103** respondents aged **12-17** years, the areas in their lives most negatively impacted by the consequences of climate change are physical health, family's livelihood, mental health, and education.

The results of the quantitative survey align with the findings from the key informant interviews:

"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" (Female participant, 16 years old from the Northern region).

"Children and adults are getting sick more and more because of the frequent weather changes, sometimes they have to stop going to school because they will catch a cold with their friends" (Female participant, 17 years old from the Central Region).

"I have allergies, every time when there is pollution, I get sick and I can't go out and live a normal life, both going to school and meeting friends" (Female participant, 17 years old from the Central region).

"Wild water flows caused landslides, resulting in schools sometimes being closed or having to stop classes during the rainy season due to landslides" (Male participant, 16 years old from the Central region).

"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 from the Northern region).



The adults also shared about how climate change and disasters affect the lives of children in their communities. They deemed extreme heat and flooding as the most significant climate change and disaster impacts that are causing health and livelihood problems. They said:

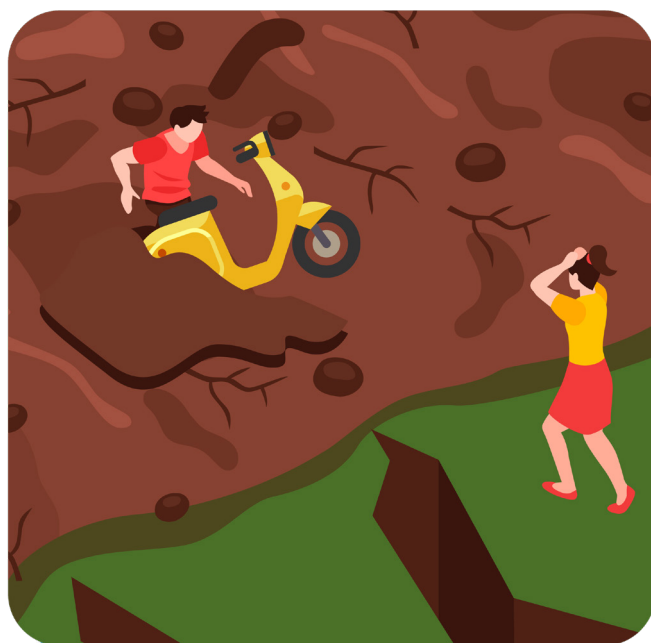
“In the past, rice farmers could dry their rice fields in the sun, but now they can’t do it at all because the weather is very hot” (School Director from the Northern region).

“No, it’s very different, we still go out to farm. There are frogs to eat, rainwater is edible. The water is edible, but nowadays it is just drying in the rain. After a couple of hours, it was already a cold” (Chairman of the Senior Citizens Group from the Southern region).

“The hot weather is very different. When I was a child, when it was hot, I felt cold when I sat under a tree, but now the wind blowing is a hot wind” (Community leaders from the Central region).

“The weather was much better before, the season was as it should be, 10 years ago, there was never a pollution problem” (Teacher from the Central region).

“Floods are becoming more serious and more frequent, and when I was a child, I was one of the victims of car accidents in flowing water and landslides while driving in mountainous areas. At that time, the forest water/mountain torrent and mudslide quickly cut through the path. The water is full of mud. Stones, wood chips, blew my family’s car to the end of the road where the valley below. Fortunately, our car was stuck with an electric pole. I was stuck in a car full of floodwaters, unable to open the door. I got out of the car through the window, trying to wade through the water full of rocks, wood chips, up to my neck. I survived, but my body was covered in bloody wounds” (Deputy Director of Schools from the Southern region).



C. Children's Level of Concern Over Climate Change and Disasters



- A little worried **42%**
- Moderate worried **30%**
- Not worried **12%**
- Very worried **8%**
- Extremely worried **8%**
- This affects my work/life **1%**

The majority of survey respondents reported being slightly worried about climate change, followed by 30% who expressed moderate concern.

This finding was also reflected in the interviews:

"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" (Male participant, 17 years old from the Northern region).

"I'm 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" (Female participant, 17 years old from the Central region).

D. How Children Feel about Climate Change and Disasters

In terms of their emotions towards climate change and disasters, a combined 59% of the survey respondents or majority expressed negative feelings about these. Interestingly, a combined 41% of the respondents said they do not feel worried and feel optimistic about the issue.



- Worried **26%**
- Not worried **22%**
- Optimistic **19%**
- Lack of power **8%**
- Fear **7%**
- Desperate **6%**
- Sad **6%**
- No way out **3%**
- Angry **2%**
- Depression **1%**

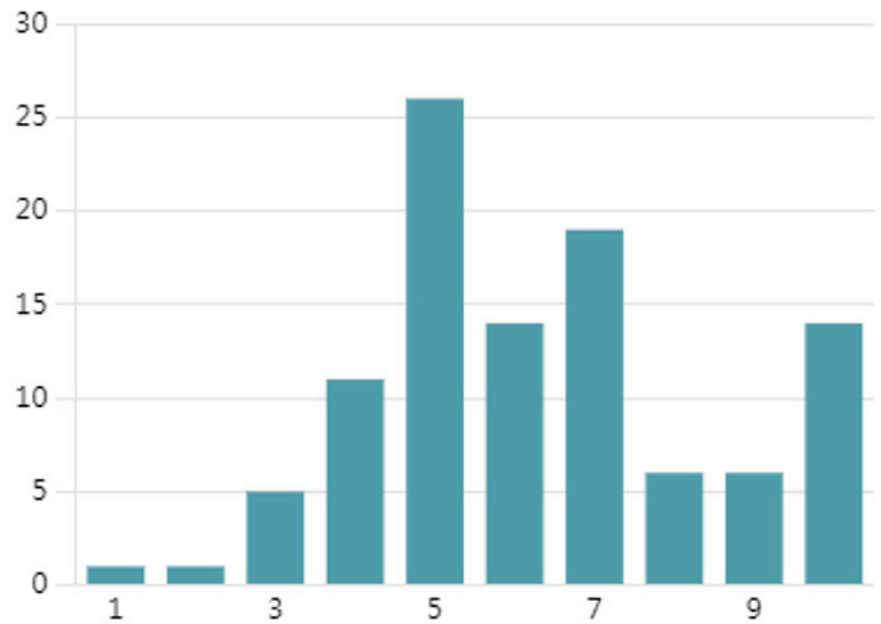


These varying emotions are also reflected by some responses from the interviews:

- “I feel sad but not hopeless, because I think we still have solutions that can help make it better” (Female participant, 17 years old, from the Central region).
- “I feel hopeless because my family’s source of income comes from farming and cutting rubber, so we have no income” (Female participant, 16 years old, from the Northern region).

E. Children’s Level of Knowledge on Climate Change and Disasters

6.32
Average rating



Based on the survey results, majority of the respondents rated their knowledge of climate change and disasters as moderate or at an average of 6.32 points out of 10.

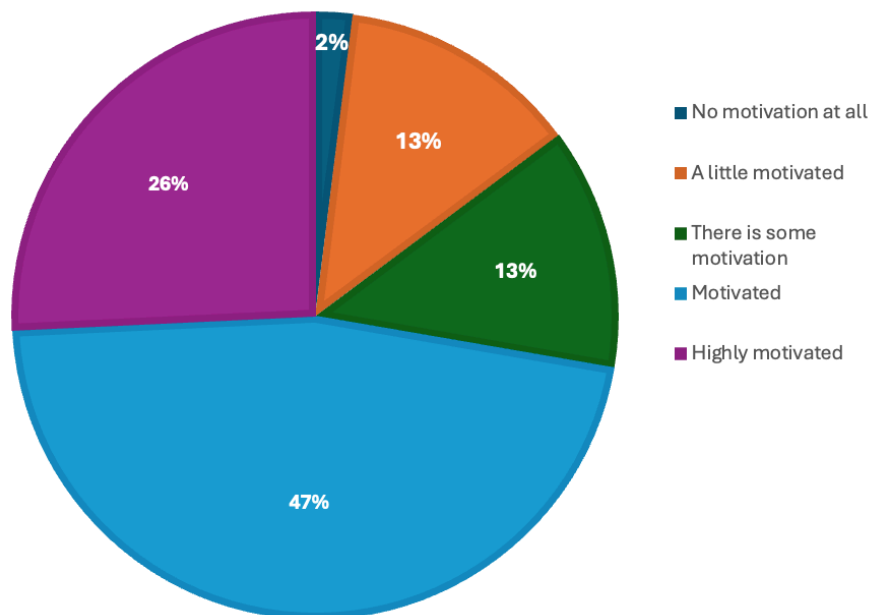
“I’m aware of climate change and trying to find out about it, but I’m not sure how much I know.” (Female participant, 17 years old from the Central region).

“I probably know what the problem is, but why it came and what to do. I don’t know it.” (Female participant, 16 years old from the Northern Region).

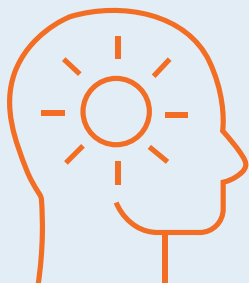


F. Children's Motivation to Participate in Environmental Activities

Children's level of motivation to take part in environmental activities



47% of the respondents said they are motivated to participate in environmental protection activities, while 26% said they are highly motivated to do so.



- Love of plants and trees **56%**
- Love of Wildlife **39%**
- Setting an example **33%**
- Fun and Leisure **29%**
- Future career **24%**
- Solving a specific problem **19%**
- Socialization **15%**
- Upgrading personal knowledge **14%**
- Personal beliefs **8%**

Their sources of motivation to take action on climate change and disasters include love of plants and trees, love of wildlife, setting an example, fun and leisure, and for future career.



Some of the highlights from our interviews are as follows:

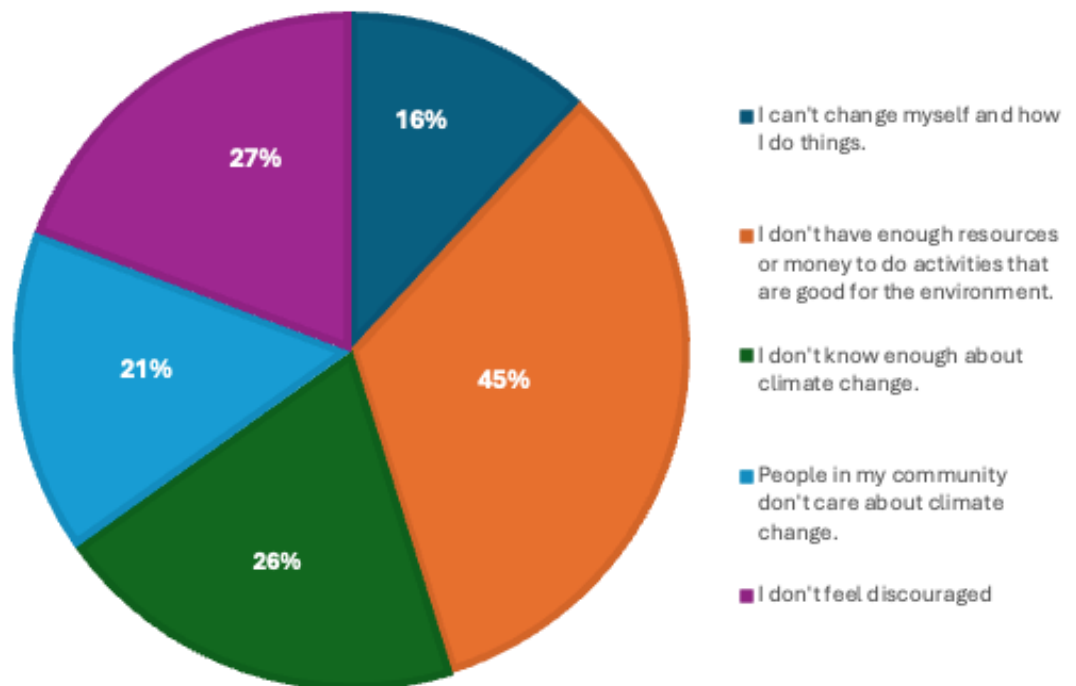
"There is a lot of encouragement with the current pollution, if there is a change, it will have a positive impact on ourselves and the people around us. I don't want to see my community, people around me have been sick repeatedly, and it's sad to see that it happens repeatedly" (Male participant, 17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

"I don't want it to get worse, because I can't live anymore" (Female participant, 17 years old from the Northern region).

"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." (Female participant, 17 years old from the Central region).

"It is a fight for the family" (Female participant, 17 years old from the Northern region).

Sources of demotivation



Majority of the participants also said that they feel demotivated to take action when they do not have enough money or resources to participate in environmental activities.

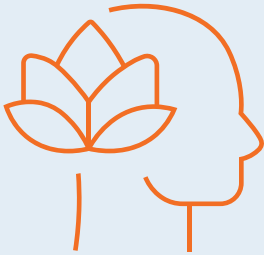


G. Children's Knowledge of Addressing and Mitigating the Impacts of Climate Change and Disasters

Majority of the respondents said that the following are the practices that have the most significant impact in terms of mitigating the effects of climate change and disasters:



- Vegetable Growing/Tree Planting **90%**
- Reduce the use of plastic bags, waste separation by **90%** (same score for both methods)
- Waste collection and composting **89%** (same score for both methods)
- Efficient use of water **87%**
- Energy Efficiency **86%**



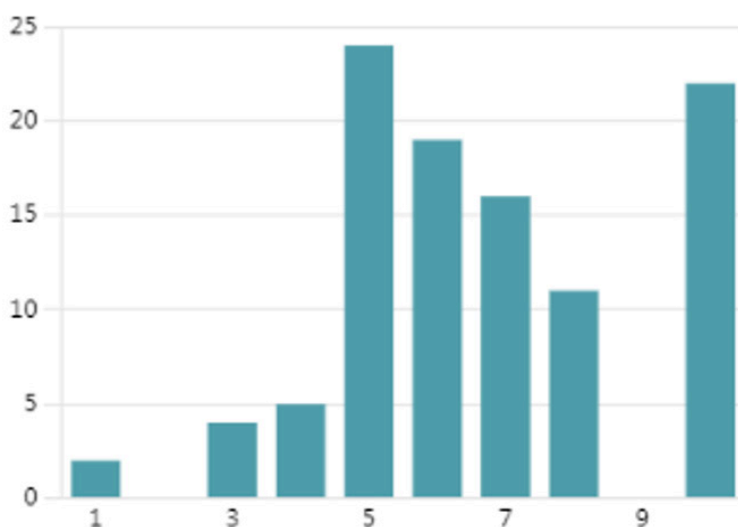
Below are the types of activities that young people do to help reduce/solve environmental problem on a regular basis:

- **60%** more efficient walking and energy consumption
- **55%** more efficient walking and energy consumption
- Efficient water use **44%**

The ones they rarely do the most are the following:

- Composting **45%**
- Public transportation use **42%**
- Firewood consumption **36%**

H. Children's Level of Preparedness for Disasters



6.68

Average rating

Majority of the survey respondents rated their level of preparedness for disasters as moderate or at an average of 6.68 points out of 10.



“I have an emergency plan for my family, my family is saving money for disasters” (Female participant, 17 years old from the Northern region).

“I have been trained by the World Vision Foundation of Thailand. In responding to disasters in schools” (Female participant, 17 years old from the Central region).

The following are the tools/trainings they have received to prepare for potential natural disasters:



- Received school training on disaster preparedness **58%**
- Evacuation drills in school **25%**
- No **23%**
- Received community training on disaster preparedness **22%**
- Community Disaster Evacuation Response Plan **22%**
- Have a family emergency plan **13%**
- Emergency kits or emergency bags are available **4%**

I. Children’s Sources of Information and Preferred Platforms for Learning about Climate Change & Disasters

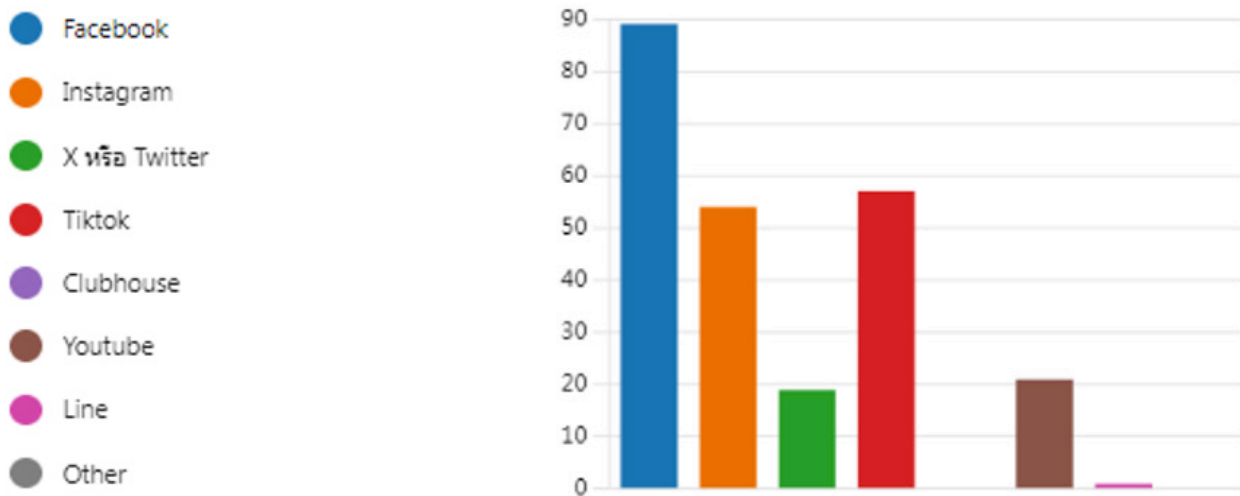
Based on the survey, the children’s top sources of information on climate change and disasters are social media, school curriculum/content, talking to friends, TV news programs and talking to family. The top three social media applications where they receive the most information about climate change and disasters are Facebook (89%), Tiktok (57%), and Instagram (54%).

Below are the top 10 sources of information on climate change and disasters:

- Social Media **65%**
- School curriculum/content **43%**
- Talking to friends **37%**
- TV news programs **36%**
- Talk to your family **29%**
- School Clubs Youth Club **13%**
- Talking to community groups **13%**
- Radio FM AM **10%**
- Community Children’s Clubs **9%**
- I don’t have resources on climate change and natural disasters **8%**



Social media applications where children have received the most information about climate change and disasters



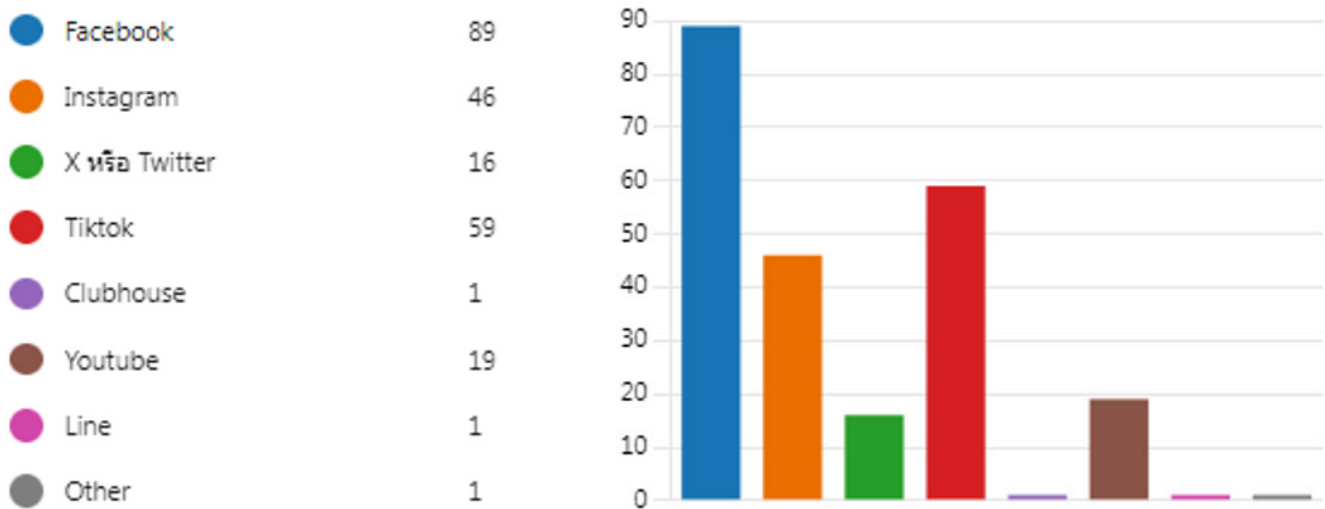
The top three applications where young people receive the most information about climate change and disasters from social media or online media are Facebook 89%, Tiktok 57%, and Instagram 54%.

The respondents also expressed preference for the following platforms:

The top five child-friendly channels for educating and communicating to children about climate change and disaster prevention are school curriculum/content (57%), social media (43%), talking to friends (33%), TV news programs (24%), and school youth club (23%).



They also said that Facebook is the social media channel that is the most suitable platform for learning about climate change and disasters. Other sites they mentioned are described in the chart below.



Some of the highlights from our interviews in relation to this finding are as follows:

“Recognize social media only, the right channel for children should be YouTube TikTok because children are already using it in their daily lives” (Female participant, 17 years old from the Northern region).

“The curriculum and school content, and family preparedness are the most appropriate things to prepare for disasters and environmental problems” (Female participant, 17 years old from the Central region).

J. Children’s Involvement in Climate Action and Disaster Mitigation

Community leaders and children shared that children are getting involved in mitigating the effects of climate change in their communities, such as through practicing recycling, using reusable bags, and spreading awareness via children and youth clubs. Community leaders also mentioned running a social media campaign about the rational use of water and planting trees, complemented by a children’s social media campaign on Facebook. One village leader noted that while this was helpful, face-to-face interaction would be more beneficial, “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.”



Other relevant quotes from our interviews describing children's involvement in climate change and disaster mitigation are as follows:

"The involvement of children in schools has a group of young people who come to organize activities and are a voice in this matter." (Community Committee Member from the Central region).

"The school has prepared a waste separation project and reuse waste, including planting forests to raise awareness by working with the community" (Teacher from the Central region).

K. Additional Support Children Need to Get More Involved

Both community leaders and children cited the need for financial support. One of the village heads mentioned that it was difficult to maintain the project without financial backing, "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 emphasized 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 this into account so that we can do more in our community."

Community leaders also acknowledged the need for 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.

Other relevant quotes from our interviews describing additional support needed by children to be more involved in climate change and disaster mitigation are as follows:

"Supporting children, if it is a project initiated by children, the school is willing to fully support and cooperate fully" (Teacher from the Southern region).

"Schools are already driving environmental issues according to the policy of the Ministry of Education. The school and the ministry have never abandoned this" (Teacher from the Southern Region).

"I support children to take the initiative, children's ideas are good, if children's ideas are combined with adults, it should go well" (Teacher from the Southern region).



RECOMMENDATIONS

Based on our findings, we recommend that members of our community do the following:

For community leaders and local organizations:

1. Support additional activities and activities to raise awareness about climate change and disasters.
2. Collaborate with more children's clubs and organizations.
3. Support the creation of child-friendly media about climate change and disasters.
4. Community leaders must assign trainers who are experts in climate change and disasters to every village.
5. Local organizations should have disaster and climate change management so that the community can participate in creating change.
6. Prepare a manual to strengthen response and preparedness in the event of climate change and disasters.

For Schools and Teachers

1. Incorporate climate change issues into curriculum and dedicate enough time to discuss in class.
2. Support extracurricular activities related to climate change and disaster mitigation.
3. Support children's clubs that pay more attention to the environment and climate change.
4. Strengthen knowledge and support and promote climate change activities for children and youth so that they could be more informed about how to address climate change and disasters.
5. Implement disaster preparedness projects for children.
6. Organize a class in a week to have one lesson or one hour of training to educate or simulate situations related to environmental issues, climate change and disasters.
7. Support or allocate curriculum activities related to climate change and disasters.
8. Implement psychological rehabilitation activities for students affected by climate-induced changes and disasters.

For children and youth

1. Continuously carry out online and offline advocacy and campaigns that help mitigate the effects of climate change and disasters.
2. Reach out to adults and colleagues for help in participating in and carrying out activities.
3. Engage in activities that help protect the environment to reduce climate change and disasters.
4. Gather with adults and friends to discuss and exchange knowledge and help each other carry out climate change and disaster activities.

For NGOs

1. Expand youth activities in the field of the environment to participate and create more conscious changes.
2. NGOs must 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.



For Government Sector

1. The government must provide remedies/support to farmers affected by climate change
2. The state must provide support to children experiencing respiratory diseases and allergies.
3. The government should promote research on and development of environmentally friendly technologies such as building clean energy systems, efficient waste management systems, and other forms of renewable energy.

For Private Sector

1. The private sector should manage waste and disposal of waste effectively.
2. They must develop a clear waste management plan that focuses on recycling and reusing resources.
3. The private sector must transparently monitor and report on the use of resources and the impact of waste discharged into the environment to the public.

Note: Primarily prepared by WV Thailand YMC Leaders, with support from Adult Mentors.





World Vision is a Christian relief, development and advocacy organization dedicated to working with children, families, and their communities to reach their full potential by tackling the root causes of poverty and injustice. World Vision serves all people, regardless of religion, race, ethnicity, or gender.



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