



Advocates of Change

Asia Pacific Children and Youth's Voices & Perspectives
on Climate Action and Disaster Risk Reduction



This report, “Advocates for Change: Asia Pacific Children and Youth’s Voices & Perspectives on Climate Action and Disaster Risk Reduction”, is the result of the collaboration between partners from different development organizations. This project commenced in May 2024 and culminated in the launch of the report in October 2024 by the Asia Pacific Coalition for School Safety (APCSS). The findings, interpretations, conclusions and recommendations expressed herein do not necessarily reflect the views of World Vision East Asia and the partners. 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. We regret, however, any data errors that may remain. 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 and/or those who conducted the consultations in their country offices.

Editorial, review and production team

Report Writing: Justine Kristel Villegas
Report Layout: Justine Kristel Villegas and Diane Papilleras

World Vision International – East Asia Office

7th Floor, 809 Soi Suphanimit, Pracha Uthit Road, Samsen Nok, Huai Khwang,
Bangkok 10310 Thailand
Tel : (662) 022-7050 Fax : (662) 022-7051 Web: www.wvi.org/eastasia

Acknowledgements

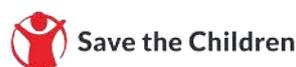
This report is a joint effort of many individuals across national and regional offices of World Vision, Plan International, Save the Children and UNICEF, as well as communities and national partner organizations.

We would like to thank all the key actors and stakeholders who participated in the different research and consultation activities across various countries in the Asia-Pacific region, including children, youth, community members and leaders, and government representatives.

We would also like to express our appreciation for the staff from Field Offices of Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, the Philippines, the Pacific countries (including Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Sri Lanka, Thailand, Timor Leste, and Vietnam, for their time, expertise and dedication towards supporting the child and youth researchers and/or conducting the consultations.

A special thank you to the United Nations Major Group for Children and Youth (UNMGCY), United Nations Office for Disaster Risk Reduction (UNDRR), Sendai Stakeholders Children and Youth Group and Asia Pacific Coalition for School Safety (APCSS) for their support in the child and youth-led research and consultation activities.

We appreciate your time, efforts, enthusiasm and commitment, and we hope that we can all continue to work together to effectively amplify the voices of children and youth in Asia Pacific.



Acronyms

APCSS	Asia Pacific Coalition for School Safety
APMCDRR	Asia-Pacific Ministerial Conference on Disaster Risk Reduction
CSO	Civil Society Organization
C&Y	Children and Youth
DRR	Disaster Risk Reduction
FGD	Focus Group Discussion
INGO	International Non-Governmental Organization
NGO	Non-Governmental Organization
PLAN	Plan International
UNICEF	United Nations Children's Fund
UNESCAP	United Nations Economic and Social Commission for Asia & the Pacific
UNMGCY	United Nations Major Group for Children and Youth
SFDRR	Sendai Framework of Disaster Risk Reduction
WV	World Vision
YMC	Young Minds CAMP (Child-Led Actions, Mobilizations & Partnerships)



Table of Contents

Executive Summary	1
Background	4
Key Questions & Methods	6
Key Finding 1: Climate change impacts and disasters experienced by children and youth	11
Key Finding 2: Aspects of children and youth's lives impacted by climate change and disasters	12
Key Finding 3: Level of knowledge/awareness on climate change and prepared for disasters	16
Key Finding 4: Knowledge of and commitment to climate action & mitigation practices	17
Key Finding 5: Sources of information & preferred platforms for learning about climate change & disasters	20
Asia Pacific Children & Youth's Specific Recommendations	22
Conclusion	24
Annexes	26



Executive Summary

Approximately 42% of the four billion people living in Asia Pacific are children and youth under 24 years who continue to face overlapping environmental, health and socioeconomic risks due to the worsening impacts of climate change and disasters. Their participation in climate adaptation and disaster risk reduction is therefore important to ensure that initiatives effectively protect them from the multiple threats posed by the climate crisis. A significant platform that provides young people with the opportunity to contribute to climate and disaster mitigation efforts is the Asia-Pacific Ministerial Conference on Disaster Risk Reduction (APMCDRR), which brings together key actors to track and accelerate the region's progress in reducing disaster risks.

In line with the underlying goals of the 10th APMCDRR which focuses on the theme, "Surge to 2030: Enhancing ambition in Asia Pacific to accelerate disaster risk reduction", World Vision and other members of the Asia Pacific Coalition for School Safety (APCSS) and United Nations Major Group of Children and Youth (UNMGCY) worked together to support research and consultation activities that amplify the voices and perspectives of 2,735 children and youth aged 12-34 years across Asia and the Pacific on interrelated climate and disaster-related issues. The partners supported 28 children in six countries (Cambodia, Laos, Mongolia, Myanmar, Thailand and Vietnam) and five researchers in Indonesia to lead their own research projects and data collection activities within July to August 2024. Partners from 15 countries (Bangladesh, Indonesia, Nepal, Pacific countries including Solomon Islands, Fiji, Tuvalu, Palau, Marshall Islands, Federated States of Micronesia, Vanuatu, Samoa and Kiribati, The Philippines, Sri Lanka, Timor Leste) had national consultations with selected children and youth to provide them a platform to articulate their views. Three online regional consultations with children and youth from 21 countries were also conducted to validate the outcomes from the child/youth-led research and national consultations.

Key Findings

- 1 Participants experienced unpredictable weather patterns and intense disasters in their communities in recent years, including water-related disasters such as heavy rainfalls/typhoons/cyclones, flooding, landslides, extreme heat and drought.
- 2 Participants underscored the adverse impacts of climate change and disasters on different aspects of their lives. Most of them reported experiencing increased vulnerability to illnesses/injuries and anxiety and depression, as climate change and disasters cause food shortage and water scarcity and put a strain on their families' income and communities' livelihoods. They also had notable concerns about how climate change and disasters damage their schools, disrupt their education, and reduce their ability to learn and perform well in school. Most of the participants also expressed frustration and sadness over the loss of playgrounds and inability to freely go outside or pray at their places of worship. Overall, participants expressed fear for their survival and anxieties about their future owing to the impacts of the climate crisis and associated disasters.
- 3 Young people have a low to moderate level of knowledge/awareness on how to respond to climate change and disaster impacts, and low to moderate level of preparedness for disasters, with most of them receiving disaster preparedness training at school or in the community.
- 4 Most participants are highly motivated to contribute to climate action and disaster risk reduction efforts, but a significant number feel unsure about how to take action due to lack of knowledge and financial and mentorship support.
- 5 Most participants obtain information from social media sites and classes in school, and some responses also point to the indispensability of traditional print and broadcast media, informal conversations with friends and family, school and community clubs and government and NGO campaigns as channels for information dissemination.



Key Recommendations

1

The low to moderate knowledge on the climate crisis and associated disasters and low level of disaster preparedness among a significant number of young people call for the need to increase climate education efforts and disaster preparedness within schools and communities. This could also be done by leveraging digital technology and social media channels which were found to be participants' top sources of information or preferred platforms for learning about the climate crisis. Digital technology and social media could also help improve information dissemination and early warning systems.

While the research and consultation activities showed that there are children and youth who are highly aware of the impacts of the climate crisis and the importance of disaster preparedness, there is still a significant portion of young people who have limited knowledge or have yet to undergo disaster preparedness training. Child and youth researchers and participants specifically call for governments and educational institutions to integrate climate action and disaster risk reduction in school curricula, to ensure that students at all levels are well-informed and equipped for when disasters hit their communities. They also call on governments and partners to fund and support education/awareness-raising and disaster preparedness training programs and activities, especially those which are child/youth-led. Participants also urge governments and partners to invest in the development of innovative child and youth-friendly learning tools to creatively engage and effectively reach young people of all ages in both formal and informal spaces of learning such as schools, homes, community clubs and peer groups. In line with this, they also call for governments and partners to invest in technological enhancements and maximize social media channels to provide child and youth-friendly climate and early warning information, especially for vulnerable groups such as those with disabilities. They also suggest optimizing digital applications and social media sites to create and update community hazard maps and emergency response plans, and to alert people about current disaster risks and predictions.

2

Participants call for governments to build more resilient and inclusive communities through economic empowerment, investment in climate and disaster resilient infrastructures, and enhancement of disaster preparedness and response efforts and long-term climate adaptation actions.

Child and youth participants call for governments and partners to economically empower marginalized populations such as children and youth and their families, women and the elderly, and persons with disabilities, so they could better prepare and protect themselves from the impacts of extreme weather events and also have stronger recovery capabilities. Similarly, they urge governments to provide eco-friendly and sustainable livelihoods to populations in disaster-prone areas. They also demand financial support for populations most affected by the climate crisis, such as farmers, to help them recover from their losses. They also call for governments to establish local child/youth-friendly shelters, increase the disaster resilience of schools and public infrastructures, and promote climate smart agriculture, the use of renewable energy, and the establishment of green businesses and initiatives.

3

Young people's eagerness to lead projects and significantly contribute to climate action and disaster risk reduction must be complemented with sufficient financial and mentorship support from adults.

The findings highlight children and youth's willingness and high level of interest to contribute to climate-related and disaster risk reduction efforts. However, the lack of financial resources and knowledge hinder their active participation and ability to lead or implement their own projects. They therefore call for governments to provide funding and increase support for child and youth-led organizations in communities and schools. Furthermore, they also desire for their perspectives to be integrated into community and national climate action and disaster risk reduction plans. Finally, the participants also demand for more opportunities to directly influence the development of local policies, and to participate in national and international consultations and in disaster management committees within their communities.

Background Key Questions Methods



Background

The Asia-Pacific region, which is home to over four billion people, is the most vulnerable to climate impacts and disasters on the planet.¹ Approximately 42% or 1.7 billion of the people living in Asia Pacific countries in 2020 are children and youth below 24 years who continue to experience increased vulnerabilities to multiple environmental, health and socioeconomic risks, as climate change and disasters worsen in recent years.² Furthermore, annually, the lives of about 200 million children in the region get interrupted by the devastating consequences of disasters.³ Just recently, for instance, about six million children in Southeast Asia alone have struggled to access food, clean water, shelter, education and healthcare, as Typhoon Yagi continued to wreak havoc and cause floods and landslides to occur in different areas in the region.⁴

Within East Asia and the Pacific alone, which is considered as the most disaster-prone and hardest hit by climate and disaster risks within the region, about 19 million children have been displaced from 2016 to 2021 due to severe flooding, storms, and droughts, with children living in China and the Philippines and small island states such as Vanuatu, Fiji, Palau and the Northern Mariana Islands, being the most heavily affected.⁵ During the first quarter of 2024, East Asia and the Pacific had also experienced record-breaking heat waves which put about 243 million children in the region at risk of chronic respiratory and cardiovascular illnesses.⁶

In 2021, the United Nations Children’s Fund (UNICEF)’s report, “The Climate Crisis is a Child Rights Crisis”, also revealed that 14 Asia-Pacific nations are in the top 50 of the list of countries with the highest children’s climate risk index (CCRI) (see Annex 1 for details). A higher CCRI indicates that children in a particular country have a significant level of exposure to disasters and environmental hazards (i.e. floods, droughts, heat waves and pollution) which is compounded by a high vulnerability to factors such as poverty, malnutrition, poor sanitation and hygiene, disease outbreaks, and disruptions to learning and education. Being in the top 50 therefore implies that the children in these Asia Pacific countries are ultimately at a greater risk of being affected by the impacts of climate change and disasters compared to children in other areas.⁷

These alarming statistics and recent reports call for stronger multi-sectoral initiatives and efforts to help protect children and youth in the region from the worsening impacts of disasters and climate-related events. As one of the most vulnerable groups bearing the brunt of the climate crisis, children and youth’s right to participate in climate and disaster risk reduction efforts are well-recognized, for instance, through the “United Nations Committee on the Rights of the Child (UNCRC) General Comment No. 26 (GC26)” published in August 2023, which is the first document that comprehensively guides governments on the fulfillment of children’s rights to a clean, healthy and sustainable environment, through mainly the addressing of the adverse impacts of climate change, disasters and environmental degradation.⁸ The “Sendai Framework for Disaster Risk Reduction (SFDRR) (2015-2030)”⁹; which also provides member-states guidance on how to protect populations from disaster risks, also recognizes children and youth as agents of change. In 2017, a child-friendly version of the framework was published to encourage children’s participation in climate change adaptation and disaster risk reduction.¹⁰

1 Asian Development Bank. (2012). Addressing climate change and migration in Asia and the Pacific. Available at: <https://www.adb.org/sites/default/files/publication/29662/addressing-climate-change-migration.pdf>

2 United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP). (2023). Engaging youth in climate action: Hope for the region’s sustainable future. Available at: <https://www.unescap.org/blog/engaging-youth-climate-action-hope-regions-sustainable-future>

3 Save the Children. (2016). Education disrupted: Disaster impacts on education in the Asia Pacific region in 2015. Available at: <https://reliefweb.int/report/world/education-disrupted-disaster-impacts-education-asia-pacific-region-2015>

4 United Nations Children’s Fund (UNICEF). (2024). Nearly 6 million children affected as floods and landslides devastate Southeast Asia in the wake of Typhoon Yagi. Available at: <https://www.unicef.org/press-releases/nearly-6-million-children-affected-floods-and-landslides-devastate-southeast-asia>

5 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/eqp/press-releases/new-unicef-analysis-shows-east-asia-and-pacific-accounts-most-weather-related-child>

6 United Nations Children’s Fund (UNICEF). (2024). Sweltering heat across East Asia and the Pacific puts children’s lives at risk - UNICEF. Available at: <https://www.unicef.org/eqp/press-releases/sweltering-heat-across-east-asia-and-pacific-puts-childrens-lives-risk-unicef>

7 United Nations Children’s Fund. (2021). The climate crisis is a child rights crisis. Introducing the Children’s Climate Risk Index. Available at: <https://www.unicef.org/reports/climate-crisis-child-rights-crisis>

The Asia-Pacific Ministerial Conference for Disaster Risk Reduction (APMCDRR), a biennial event which brings together international leaders and practitioners to track the region’s progress in reducing disaster risks, also provides children and youth an opportunity to share their concerns and ideas regarding the climate crisis and associated disasters. In preparation for the 10th APMCDRR this year which focuses on the theme, “Surge to 2030: Enhancing ambition in Asia-Pacific to accelerate disaster risk reduction,” World Vision and other members of the Asia Pacific Coalition for School Safety (APCSS) and United Nations Major Group of Children and Youth (UNMGCY) worked together to support research and consultation activities that amplify the voices and perspectives of 2,735 children and youth aged 12-34 years across Asia and the Pacific on interrelated climate and disaster-related issues. 28 children and five youth from seven countries were supported to implement their own research projects and collect data within their communities, while partners from 15 countries conducted national consultations to provide young people a platform to articulate their views. There were also three online regional consultations held via Zoom, which brought together child and youth representatives from 21 countries across Asia Pacific.

This report aims to comprehensively highlight the diverse voices and perspectives of Asia-Pacific children and youth on how climate change and disasters have affected their lives and how the climate crisis could be tackled more effectively for the benefit of present and future young populations. After a brief discussion of the key questions addressed and methods employed for the child/youth-led research and national and regional consultations, this report presents the consolidation of the five key findings, followed by specific recommendations from the child and youth participants. The report concludes by summarizing the key findings and young people’s demands for transformative actions.

8 United Nations Committee on the Rights of the Child (2023). General Comment No. 26 on Children’s rights and the environment with a special focus on climate change. Available at: https://www.ohchr.org/sites/default/files/documents/hrbodies/crc/gcomments/gc26/2023/GC26-Child-Friendly-Version_English.pdf

9 United Nations Office for Disaster Risk Reduction. (n.d.). What is the Sendai Framework for Disaster Risk Reduction? Available at: <https://www.undrr.org/implementing-sendai-framework/what-sendai-framework>

10 Sendai Framework for Disaster Risk Reduction: For Children (2017). Available at: https://reliefweb.int/report/world/sendai-framework-disaster-risk-reduction-children-enkojg?gad_source=1&gclid=Cj0KCQjw5q3BhCIARIsAJCfuZl10_pa0nXM_TQAmtbuA3HvhC6X3PEJAOc6DVOXwKsW7Uso2GiEppgAmzkEALw_wcB



30 children participated in the national consultation in Bangladesh jointly conducted by the country offices of World Vision, Save the Children and Plan International on August 12, 2024. (©World Vision)

Key Questions & Methods

The research and consultation activities sought to highlight children and youth’s voices and perspectives on the general topics listed below:

- Climate risks/disasters experienced by children and youth in recent years
- Impacts of climate change and disasters on children and youth’s lives
- Children and youth’s level of awareness, concern and preparedness for climate and disaster risks
- Children and youth’s knowledge of & commitment to climate action & disaster risk reduction practices
- Children and youth’s sources of information & preferred platforms for learning about climate change & disaster impacts
- Children and youth’s recommendations to enhance climate action and disaster risk reduction efforts

These topics were initially formulated by 17 children aged 12-18 years who participated in the face-to-face session on child-led research as part of their engagement with World Vision East Asia’s child participation platform, Young Minds CAMP (Child-Led Actions, Mobilizations & Partnerships) (YMC). During their succeeding online sessions for YMC, these children added sub-questions under each key topic. The final set of topics and questions formulated by these children were then shared with the partners who opted to conduct national consultations. Majority of the national consultations adopted the topics and sub-questions but some chose to remove a number of questions due to varying priorities or local/cultural sensitivities. The specific questions under each topic also address the three pillars of the 10th APMCDRRM, namely: (1) practical solutions to enhance disaster risk reduction financing; (2) leaving no one behind: gender responsive and inclusive disaster risk governance; and (3) localization and urban and rural resilience (see Annex 2 for more details).

Child-Led/Youth-Led Research

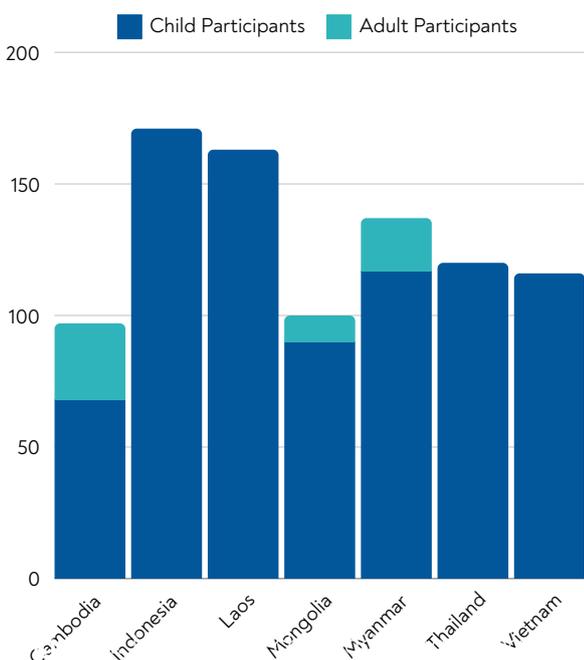


Figure 1. Number of child/adult participants in the child/youth-led research across seven countries

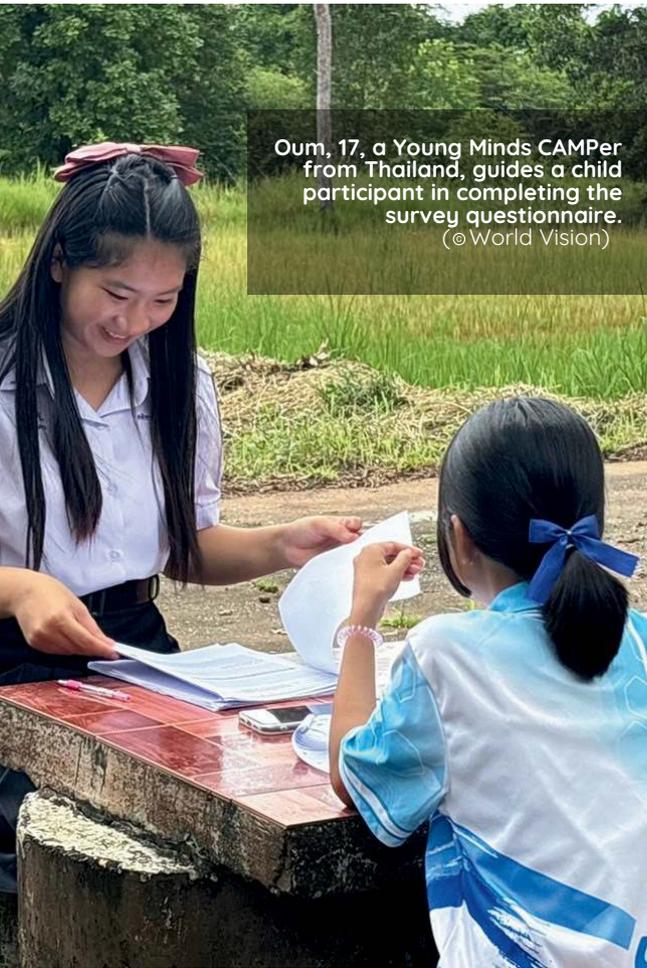
Within July to August 2024, World Vision East Asia supported 28 children aged 12-18 years in Cambodia, Laos, Mongolia, Myanmar, Thailand and Vietnam to implement research projects as part of their engagement in YMC. After an initial orientation and training during the YMC face-to-face workshop held in Bangkok, Thailand in June 2024, a series of online meetings via Zoom to finalize the key topics, subquestions, methods and key survey/interview/FGD questions, and meeting ethical and safeguarding considerations, the child researchers proceeded to conduct data collection and interacted with a total of 733 participants. Plan International supported five youth researchers aged 20-24 years to collect data from among 178 participants coming from 22 provinces in Indonesia.

Overall, the child and youth researchers engaged with a total of 911 participants who come from a total of 41 provinces across these seven countries. 852 of these participants are children below 24 years, while 59 (coming from Cambodia, Mongolia and Myanmar) are community leaders/teachers/parents/other community members. Indonesia and Vietnam also had participants who belong to indigenous groups or who have disabilities (26 in Indonesia and four in Vietnam) (for more details, please see Annex 3).

**911 PARTICIPANTS FROM 7 COUNTRIES
SUPPORTED BY 2 ORGANIZATIONS**



¹¹ In Laos, however, 16 of the forms had errors, and so only 147 responses were included in their final country report, making the final total responses from children and youth participants across these seven countries as 836.



Oum, 17, a Young Minds CAMPer from Thailand, guides a child participant in completing the survey questionnaire. (©World Vision)

Country	Number of Child Researchers	Methods Employed
Cambodia	2 males and 2 females	Focus group discussions (FGDs) & interviews
Indonesia	3 males and 2 females	Online survey through Google Forms & FGDs
Laos	1 male and 3 females	Online and in-person survey via KOBO
Mongolia	1 male and 3 females	Paper-based survey & FGDs
Myanmar	4 males and 4 females	Online survey through Google Forms & FGDs
Thailand	2 males and 2 females	Paper-based survey and interviews
Vietnam	2 males and 2 females	Paper-based survey and interviews

Table 1. Methods and number of researchers in countries which conducted child/youth-led research

National consultations

Within May to August 2024, 1,825 children and youth participated in the national consultations conducted across 15 countries in Asia Pacific. Specifically, adult-facilitated face-to-face consultations with children/youth were conducted by diverse development partners in 12 countries (Bangladesh, Indonesia, Philippines and Pacific countries including Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati). The Pacific countries also complemented their in-person consultations with an online survey via UNICEF’s U-Report Poll platform. An adult-facilitated online consultation with children was conducted via Zoom in Sri Lanka. A survey was also conducted by some partners from Nepal, Fiji and Tuvalu, while partners from Timor-Leste conducted adult-led mixed methods research (a combination of quantitative survey, interviews, FGDs and external desk review) (for more details, please see Annex 4).

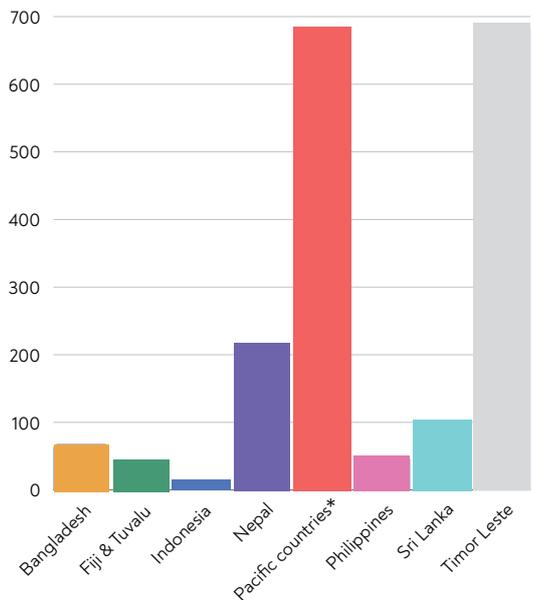


Figure 2. Number of participants during the national child and youth consultations conducted across 15 countries

*The Pacific countries include: Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Vanuatu, Samoa, Kiribati, and Tuvalu

1,825 PARTICIPANTS FROM 15 COUNTRIES FACILITATED BY 6 ORGANIZATIONS

A climate change specialist facilitates the discussion on the impacts of climate change and disasters among the 15 Indonesian children who participated in the national consultation conducted by World Vision Indonesia on July 4, 2024. (© World Vision)



Regional consultations

Three online consultations via Zoom were conducted with a total of 74 children and youth aged 12 to 34 years from 16 countries. 41 children and youth participated in the first consultation held on August 31, 2024, while 33 children and youth participated in the second and third consultations held on August 30 and September 7, 2024, respectively. These regional consultations were facilitated by youth leaders and/or representatives and officials of World Vision, UNICEF East Asia Pacific Regional Office (EAPRO)'s Young People's Action Team (YPAT), Save the Children, Plan International and a number of national government agencies. The consultations enabled participants to further express their insights and perspectives on the climate crisis.

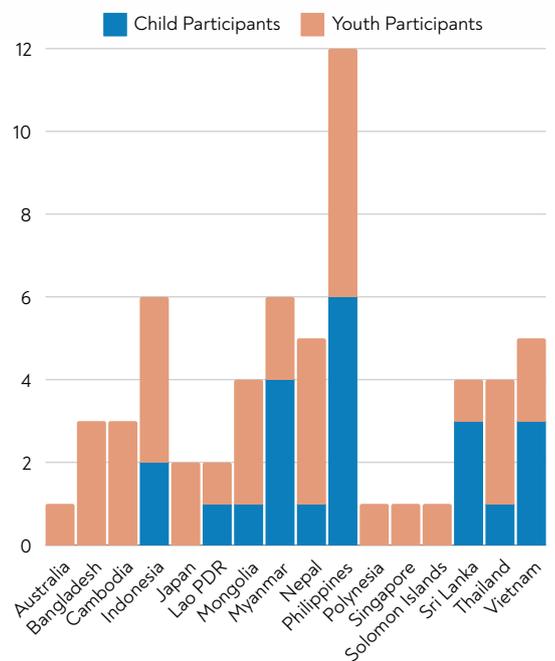


Figure 3. Number of participants during the online regional child and youth consultations (participants come from across 16 countries)

**74 PARTICIPANTS FROM 16 COUNTRIES
FACILITATED BY 4 ORGANIZATIONS**



Save the Children

World Vision



Scope & Limitations

The main aim of both the research and consultation activities is to get a better understanding of the impact of climate change and disasters on children and youth in Asia Pacific countries. Therefore, the child and youth researchers and the national and regional consultations purposively selected participants who had firsthand experience with disasters or those who reside in disaster-prone communities or areas. The child and youth researchers also chose research methods (i.e. online/paper-based surveys/interviews/discussions which enabled them to easily interact/communicate with their participants and collect data within a set time frame (as majority of them conducted their activities during or nearing their school break). The national and regional consultations also employed methods (i.e. online surveys or discussions) which would enable children and youth participants to easily articulate their views.

However, due to the varied nature of the data submitted by participating countries, the only possible way to consolidate the findings is to highlight the most salient responses to each key topic/question across all countries. For instance, all possible responses to each question were placed on a matrix and each country was listed down across each response if they were cited by majority of the participants in that specific country. The most dominant responses are the ones which were cited in all or the most number of participating countries.

Most of the data were also not disaggregated according to age and gender, and so it is not feasible to compare and analyze all the responses according to these identity markers. Furthermore, the majority of the research projects and consultations covered most of the key questions under the six main topics but opted to remove a number of questions due to varying focus or priorities of the data collection/consultation activities, as well as in recognition of local or contextual sensitivities. There was also a variety in the framing of each question under each topic, which made it challenging to consolidate all responses. Similarly, the nature of the responses also varied, with some reports having in-depth and nuanced answers from participants while many more others having straightforward and less detailed insights.

All of the participating countries also included children under 18 years, while 11 countries included participants who are 19 up to 34 years old (Indonesia, Nepal, Pacific countries, and Timor Leste). There are only five countries which had participants aged less than 10 years (Cambodia, Laos, Mongolia, Myanmar and Vietnam).

Despite these limitations, the findings in this report offer a clear picture of the impacts of climate change and disasters on the lives of children and youth in Asia Pacific. The report serves as a significant stepping stone towards gaining a better understanding of children and youth's experiences and present and potential roles in climate action and disaster risk reduction. It also accounts for striking stories and unique perspectives and points towards issues worthy of further examination.

Safeguarding Considerations

In terms of upholding safeguarding protocols, the staff from the field offices who supported the child and youth researchers and conducted the national and regional consultations ensured that thorough risk assessments were implemented before proceeding with the activities. Some staff/adult mentors also personally accompanied and provided hands-on guidance to children and youth who conducted fieldwork/in-person data collection in selected communities. All child/youth and adult participants and parents/guardians of the young participants have also undergone a consenting process and have been sufficiently informed about the scope of the research and consultations to ensure that their participation is purely voluntary. They have also been provided with channels to provide feedback on their experience in participating in the activities. The interview/FGD questions/survey questionnaires have also been adjusted to be more age and gender-appropriate and have been translated to the local language in some countries to ensure sensitivity to participants' culture/local contexts. Finally, the data in the report have also been anonymized, as part of the strict data protection measures to safeguard children and youth's privacy, personal information and identities.

Key Findings



Key Finding 1:

Climate change impacts and disasters experienced by children & youth

Outcomes of the research and consultation activities highlight the extreme and unpredictable weather patterns and intense disasters experienced by children and youth within their communities in recent years. The majority of the respondents reported experiencing water-related disasters including heavy rainfalls/typhoons/cyclones, flooding, extreme heat/drought/ heat waves, and landslides. Rising sea levels was specifically salient in Pacific countries while earthquakes, river erosion, flash floods, and storm surge were also cited by young people in a number of participating countries. Furthermore, although not necessarily considered as climate change-related or natural disasters, some children and youth participants also noted and considered garbage problems, air and water pollution and biodiversity loss as significant climate change issues in their communities.

	Cited by participants in
 Heavy rainfalls/ typhoons/cyclones	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Philippines, Sri Lanka, Thailand, Timor Leste, Vietnam
 Flooding	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Philippines, Sri Lanka, Thailand, Timor Leste, Vietnam
 Extreme heat/ drought/ heatwave	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Philippines, Sri Lanka, Thailand, Timor Leste, Vietnam
 Landslides	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Philippines, Sri Lanka, Thailand, Vietnam
 Rising sea levels	Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati)
 Air pollution	Indonesia, Laos, Mongolia, Myanmar, Thailand, Vietnam
 Garbage problems	Cambodia, Laos, Mongolia, Myanmar, Thailand, Vietnam
 Water pollution	Cambodia, Laos, Indonesia, Myanmar, Thailand, Vietnam
 Earthquakes	Nepal, Philippines
 River erosion, flash floods, storm surge	Bangladesh
 Biodiversity loss/extinction of animals/plants	Indonesia

Key Finding 2:

Aspects of children & youth's lives impacted by climate change & disasters

The research and consultation activities reveal that young people's physical and mental health, education, and their families' livelihoods and income are the most heavily impacted by climate change and disasters. Some participants also noted concerns about their safety and how the climate crisis affects their recreational activities and spiritual lives, as they lose their playgrounds or become unable to freely visit their places of worship. Across the different countries, many children and youth also shared their anxieties or worries and specific stories about how climate change and disasters have affected their lives (see boxed quotes/stories starting on the next page).

Aspect of young people's lives	Specific impacts	Cited by participants in
 <p>Physical Health</p>	 <p>High exposure to diseases (i.e. dengue, malaria, cholera, diarrhea)</p>	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Philippines, Sri Lanka, Thailand, Timor Leste, Vietnam
	 <p>Increased risk of injury/disability</p>	Nepal, Sri Lanka
	 <p>Food shortage</p>	Cambodia, Indonesia, Laos, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Sri Lanka, Vietnam
	 <p>Lack of clean water</p>	Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Thailand, Vietnam Saline water intrusion as the leading cause of water scarcity was cited by participants in Bangladesh and Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati)
 <p>Mental Health</p>	 <p>Anxiety and/or depression</p>	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Sri Lanka, Thailand, Vietnam
	 <p>Feeling unsafe</p>	Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Timor Leste, Vietnam
 <p>Education</p>	 <p>Damage to schools and roads leading to class disruptions</p>	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Philippines, Sri Lanka, Thailand, Timor Leste, Vietnam
	 <p>Difficulty concentrating & reduced academic performance</p>	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Sri Lanka, Thailand, Vietnam

Aspect of young people's lives	Specific impacts	Cited by participants in
 <p>Families' livelihoods</p>	 <p>Loss of income due to declining agricultural production</p>	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Sri Lanka, Thailand, Vietnam
	 <p>Loss of income due to disruptions at work/declining productivity</p>	Cambodia, Indonesia, Laos, Mongolia, Myanmar, Thailand, Vietnam
	 <p>Decrease in economic opportunities</p>	Nepal, Vietnam
	 <p>Property loss/damages</p>	Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Sri Lanka, Timor Leste
 <p>Recreational activities</p>	 <p>Loss of playgrounds</p>	Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Sri Lanka, Thailand, Vietnam
	 <p>Not being able to play with friends</p>	Cambodia, Indonesia, Vietnam
 <p>Spiritual life</p>	 <p>Not being able to pray at places of worship (i.e. mosque)</p>	Indonesia
 <p>Safety</p>	 <p>Displacement, unsafe migration, abuse & exploitation during disaster emergencies</p>	Philippines
	 <p>Mobility challenges</p>	Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati)



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 participant, Kampong Chhnang province, Cambodia)

“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.” (Male participant, 17, Thailand)

“The drought made it difficult for me to maintain hygiene during menstruation. I even had to buy bottled water to clean my menstrual blood.” (FGD participant, Indonesia)



Physical Health

"...But the issue around sea level rise does not end here. It is even worse with the current drought conditions affecting FSM. Pingelap is a small island and there are no rivers where people could fetch water from. They only have wells and rainwater. When there is no rain, they depend on wells, and saltwater intrusion is impacting access to drinking water from the wells. Children and families now rely on coconuts as a source of drinking water, but due to the worsening impacts of climate change, I am worried that in another ten years, these coconut trees may not be able to produce enough for people to depend on." (Male participant, 17, Federated States of Micronesia)

"Every year during the rainy seasons, there's floods in our area and it usually lasts about one to two months. Our village faces this problem on a yearly basis. Our house becomes flooded and some of us have to go to monasteries as temporary shelter. Many children face diseases at these times too." (Hanni, 13, Myanmar)

"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." (Erdenesuren, 16, Mongolia)



Mental Health

"We feel stressed and we can't sleep well because it's often dangerous." (Thant, 14, Myanmar).

"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 mentally at ease as other children." (Village leader, Hai Lang, Vietnam)

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

"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, Myanmar)



Education

"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." (14-year-old female participant, Hai Lang, Vietnam)

"Sometimes, we have to stop going to school because we might catch a cold with our friends." (Female participant, 17, Thailand)

"We couldn't continue our education for months because our whole village was flooded" (Nyein, 17, Myanmar).

"With such extreme weather, going to school is harsh, and it's very hot for us." (Participant, 14, Vietnam)



Phuong, 17, (on the right wearing an orange shirt), a Young Minds CAMPer from Vietnam, guides a child participant in filling the survey form. (©World Vision)



Munguu, 17 (on the right), a Young Minds CAMPer from Mongolia, facilitates a focus group discussion (FGD) with some child participants. (©World Vision)



Families' Livelihoods

“Because of floods, our parents can't go to work and at these times our livelihood gets affected too.” (Thant, 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)

“...when I was 11 years old, the front part of my house collapsed because of the king tides and a big storm, and our entire belongings flooded. We had to move. I remember waking up to my parents ordering me and my little sisters to help pack what remained of our things, as we were moving to Grandma's. No one explained to me what was happening, and I ran out to see what happened to the house of my friend, who was also my neighbor. I won't forget that day as I was so scared, and felt like my home was taken away from me because of the waves...” (Male participant, 22, Vanuatu)

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 impact was severe. The heavy rain caused my family to lose income because the rice fields were damaged and we could not tap rubber.” (Zoey, 17, Thailand)

“The dry season brings prolonged heat, while the summer sees heavy rains. Frequent landslides during the rainy season prevent my mother from getting to work.” (Participant, 14, Vietnam)

“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.” (Namkhaidorj, 16, Mongolia)



Spiritual Life

“Climate change hinders daily activities such as praying at the mosque. The unfavorable weather makes me have to pray at home, even though in Islam, which I believe in, a man is required to pray at the mosque.” (Male FGD participant, 15, Indonesia)



Recreational activities

“All children are worried about their lives, education, and chance to play outside, since climate change becomes more serious from year to year.” (FGD participant, Cambodia)



Suoy, 17, (wearing an orange shirt), a Young Minds CAMPer from Cambodia, explains their research to some community members. (©World Vision)

Indonesian children who participated in the national consultation facilitated by World Vision explain their perspectives on climate change and disaster impacts to their peers. (©World Vision)



Key Finding 3:

Level of knowledge/awareness on climate change & disaster preparedness

The general trend among the research and consultation participants is low to moderate level of knowledge on how to respond to climate change and disaster impacts, and high level of concern about the impact of climate change and disasters on their communities and countries. While most participants demonstrate a good understanding of climate change and disasters based on the discussions during the research and consultation activities, some responses from a number of interviews/FGDs point to the reality that there is still a significant portion of young people who have limited knowledge, feel disinterested or feel uncertain about their grasp of the issue or how to take action on climate change and disasters.

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 a moderate understanding or awareness may demonstrate higher levels of concern or interest in learning more about or taking action to mitigate climate change and disasters. 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.**
”

A child researcher from Mongolia also remarked, “We also noticed that children are concerned about climate change but don't know what to do and have little information about disasters.” These findings therefore point to the need for strategies that more effectively reach, engage, and educate young people of all ages, to enable them to increase their knowledge and better grasp the value of taking action on climate change and disasters and how they could be involved in such efforts.

The general trend among the participating countries who had data on young people's disaster preparedness¹² is low to moderate, with most participants reporting that they have received disaster preparedness training in school, while others had family emergency plans or received training in their communities. It is also worth noting that there are 69 children from across five countries (Laos, Mongolia, Myanmar, Vietnam and Thailand) who said that they have not yet received any form of disaster preparedness training at all, which underscores the need for more capacity building efforts to ensure that young people of all ages have sufficient knowledge and will be able to take appropriate actions and protect themselves and their families during disaster emergencies.



Overall, although the research and consultation activities underscore a general awareness and understanding of climate change and disaster impacts, they also point to the need to strengthen climate education and disaster preparedness training initiatives. An enhanced understanding of the climate crisis is essential for equipping children and youth with the knowledge and skills for disaster response and undertaking climate actions for long-term environmental sustainability and resilience.

¹² These were from the child-led research conducted in Cambodia, Laos, Mongolia, Myanmar, Thailand and Vietnam.

Key Finding 4: Knowledge of & commitment to climate action & mitigation practices

The research and consultation activities show that planting trees, proper garbage collection, avoiding plastic bags and climate education are the practices that most participants think have the most positive impact or are the most essential in terms of mitigating climate and disaster risks in the long term.

Most participants also perceived building local safe house areas with child-friendly spaces, sufficient water and food as the most effective way to protect young people and to meet their specific needs during disaster emergencies. They also cited disaster and climate-proofing infrastructures and improving water supply as important actions to protect children from the adverse impacts of disasters. In Pacific countries, mangrove tree planting and community clean-ups were also cited as important climate action and disaster mitigation efforts.

Some child participants also shared that they are already personally doing some mitigation practices at present, such as walking, using water rationally, ensuring energy consumption efficiency, and using public vehicles and bicycles. Many also expressed their personal commitment to consuming food in moderation to avoid food waste, increasing use of renewable energy and practicing recycling. Some also expressed commitment to actively equipping themselves with knowledge, as well as getting involved in awareness-raising campaigns in their communities.

In terms of their motivation to contribute to climate action and disaster risk reduction, most participants said that the desire to provide a better life for future generations is their main source of motivation. A number said that their love for plants and wildlife, desire to upgrade their personal knowledge and to set an example for others are also good sources of motivation. On the contrary, participants feel demotivated to take action when they see a lack of concern among other people in their community, and when they lack knowledge, mentorship support or financial resources to participate in or implement initiatives.

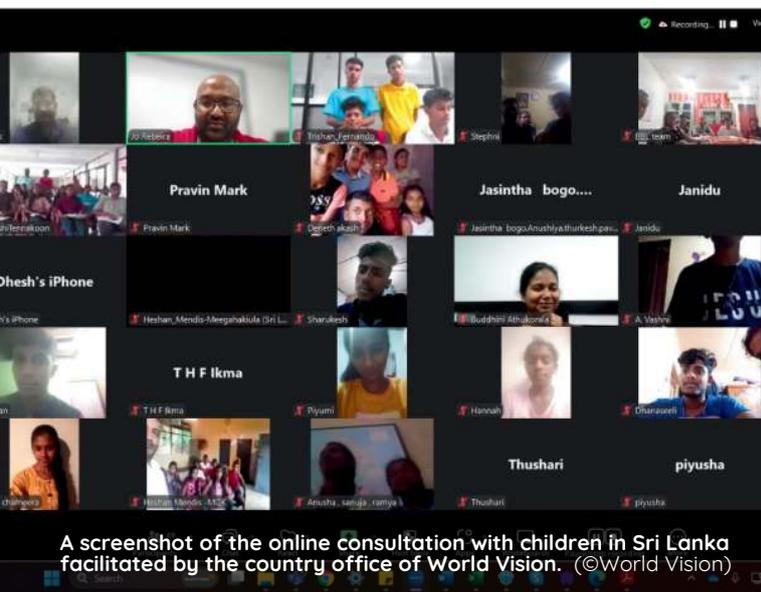
Overall, the research and consultation activities highlight the need to further strengthen young people’s knowledge and participation in immediate and long-term climate action and disaster risk reduction initiatives. Their commitment and enthusiasm to contribute to climate action and disaster risk reduction also need to be met with more opportunities for capacity building and more avenues for them to directly shape relevant climate and environmental actions at the community, local and even national levels.

Mitigation practices that young people think are effective/have significant impact	Cited by participants in:
 Planting trees	Cambodia, Laos, Mongolia, Myanmar, Thailand, Vietnam
 Proper garbage collection	Cambodia, Laos, Mongolia, Myanmar, Thailand, Vietnam
 Avoiding plastics	Cambodia, Laos, Mongolia, Myanmar, Thailand, Vietnam
 Building local safe house areas with child-friendly spaces, sufficient water and food	Cambodia, Fiji, Laos, Mongolia, Myanmar, Nepal, Sri Lanka, Thailand, Tuvalu, Vietnam

Mitigation practices that young people think are effective/have significant impact	Cited by participants in:
 Climate-proofing/ strengthening the disaster resilience of infrastructures	Cambodia, Fiji, Laos, Mongolia, Myanmar, Nepal, Philippines, Sri Lanka, Thailand, Tuvalu, Vietnam
 Climate education & disaster preparedness training	Cambodia, Laos, Mongolia, Myanmar, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Philippines, Thailand, Vietnam
 Mangrove planting	Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati)
 Community clean-ups	Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati)
 Improvement of water supply	Fiji, Nepal, Sri Lanka, Tuvalu
 Improvement of waste management	Fiji, Nepal, Philippines, Sri Lanka, Tuvalu
 Awareness-raising activities	Laos, Myanmar, Philippines
 Energy consumption efficiency	Laos
 Recycling	Bangladesh



Children and youth in Myanmar participate in FGDs and surveys facilitated by child researchers of World Vision East Asia's Young Minds CAMP. (©World Vision)



Key quotes from Laos on how children can contribute or what support they need to get involved in climate action and disaster risk reduction

“Children can contribute to the cleanup in a variety of ways and in many ways, whether it is throwing garbage into the right bins, reducing the use of plastic bags, using public transportation, and we also can be a leader in leading children and young people alike to create change.” (Male survey respondent)

“Educate children about the effects of climate change disasters and teach them how to cope or prevent disasters through fun games and activities.” (Male survey respondent)

“In my opinion, children are an indispensable part of the future and they will also be the changers of the future. Children should be equipped with knowledge, skills and information on emerging issues so they can find solutions to climate change” (Female survey respondent)

Key quotes from the online regional consultations on what support children and youth need when it comes to disaster risk reduction



“There are a lot of measures to prevent damages, especially in Japan, where earthquakes and tsunamis often happen. So we have to understand in advance what to do. I've heard a lot of sad news due to lack of deep understanding on where to evacuate or what we have to do when disaster happens. I think education is important to know how we can protect ourselves from disasters.” (Female youth participant)

“As future leaders, children should be equipped with knowledge to better address and mitigate the effects of climate change and ensure a healthier planet for new generations to come.” (Male child participant)

“Involve communities including children and youth in planning and decision-making processes to ensure adaptation measures are culturally-appropriate and effective.” (Female youth participant)

Key Finding 5:

Sources of information and preferred platforms for learning about climate change and disasters

The research and consultation activities reveal that social media is the top source of information and preferred platform of young people for learning more about climate change and disasters. This finding highlights the effectiveness of online and multimedia platforms such as Facebook, Twitter/X, Instagram, Youtube, WhatsApp, and Tiktok in engaging younger age groups. Other popular sources of information and preferred platforms include classes in school, television channels, cartoons, newspapers, books, comics, and textbooks, suggesting that in this digital age, formal education and traditional print and broadcast media remain as indispensable platforms for disseminating information about relevant topics such as climate change and disasters.

Organizations such as children and youth clubs within schools and communities, NGO and government campaigns/agencies, street dramas, rallies, meetings and seminars, were also cited as helpful sources and preferred platforms in a number of countries. Informal conversations with family and friends were also mentioned by some participants, highlighting the diversity and potential of both informal and formal spaces to better engage children and youth on climate-related issues.

In sum, the diversity of children and youth's sources of information and preferred platforms for learning about climate change and disasters underscore the need to optimize both digital and conventional avenues for disseminating information and engaging young people.

Source of information/ preferred platform	Cited by participants in:
 Social media (Facebook, Twitter/X, Instagram, Youtube, WhatsApp, Tiktok)	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Tuvalu, Vanuatu, Samoa, and Kiribati), Philippines, Sri Lanka, Thailand, Timor Leste, Vietnam
 Classes in school	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Sri Lanka, Thailand, Vietnam
 TV news channels	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Sri Lanka, Thailand, Vietnam
 Books, newspapers, comics	Bangladesh, Cambodia, Indonesia, Laos, Mongolia, Myanmar, Nepal, Sri Lanka, Thailand, Timor Leste, Vietnam
 Children & youth clubs within schools & communities	Cambodia, Mongolia, Myanmar, Nepal, Sri Lanka, Vietnam
 Government & NGO campaigns/agencies	Bangladesh, Laos, Myanmar
 Talking with friends	Thailand, Sri Lanka
 Talking with family	Laos, Sri Lanka
 Street dramas, rallies, meetings & seminars	Bangladesh
 Museums, information centers	Nepal

Recommendations Conclusion



Asia Pacific Children & Youth's Specific Recommendations

The child and youth participants were asked to provide governments and stakeholders with recommendations for improving climate action and disaster risk reduction and the following are what they have come up with:

1

In light of the evidence of disinterest or limited knowledge on climate change and disasters and low level of disaster preparedness among a significant number of children and youth and young people's inclination to digital technology and social media, participants call for governments and partners to institutionalize child/youth-friendly climate education and disaster preparedness training in schools and communities through:

- Integrating climate education and disaster preparedness in school curricula
- Funding and conducting more awareness campaigns or supporting more events and activities that raise awareness about climate change and disasters among different members of communities
- Providing climate change education to children in rural areas or hard-to-reach communities
- Developing and disseminating child/youth-friendly information on climate change and disasters through funding education programs and the development of innovative tools, such as interactive applications
- Mandating schools to have more discussions on climate change and disaster preparedness during classes
- Capacitate other key actors in the education sector including teachers, parents, school staff and administrators
- Implementing innovative information dissemination strategies through social media channels and creative multimedia formats such as videos to engage younger audiences and make information more accessible and easily understandable to them

2

Drawing on their concerns regarding the worsening impacts of climate change and disaster in recent years, child and youth participants call for governments and partners to build more resilient and inclusive communities through investing in climate and disaster resilient infrastructures, enhancing disaster preparedness and response efforts, and investing in long-term climate adaptation actions. Specifically, they call for leaders and stakeholders to:

- **In terms of investing in climate and disaster resilient infrastructures:**
 - Ensure children and young people's safety to climate change and disaster impacts, through accelerating the development and construction of disaster-resilient schools and infrastructures, the improvement of drainage systems, elevation of roads, and increasing the capacity of bridges and settlements to deal with extreme weather conditions
 - Ensure that local shelters and evacuation areas are protected against all types of disasters, crimes, and violence, by adopting building safety measures
 - Allocate more financial support to rebuilding public schools and homes that were damaged by disasters
- **In terms of enhancement of disaster preparedness and response efforts:**
 - Maximize technology and other innovative tools to update and alert the community about disasters, create community maps and update hazard maps and emergency response plans, inform people about disaster predictions, and provide accessible climate and early warning information, especially for those with disabilities
 - Use digital platforms to develop community support networks that can provide mutual aid in times of need
 - Spread awareness about hazard zones especially in the most disaster-prone areas
 - Invest in technological and human resource enhancements, for instance using high-frequency radio waves and increasing human resources in typhoon/cyclone preparedness programs in coastal regions to ensure a prompt and effective response during disaster emergencies

- Provide local shelters for children especially in rural areas when disasters arise
- Provide hygiene and emergency kits to young people
- Provide medical support to children who are struggling with health problems due to climate change and disasters
- Ensure that those who get displaced are relocated to areas which provide access to basic services such as education and livelihood programs
- **In terms of long-term climate adaptation actions:**
 - Financial support and boosting economic resilience
 - Provide financial support to populations heavily impacted by climate change and disasters, such as farmers
 - Boost the economic resilience of communities by providing alternative eco-friendly and sustainable livelihood solutions that prevent environmental degradation, such as innovative agricultural programs/climate-smart agriculture
 - Allocate sufficient funding for climate action disaster risk reduction initiatives at the community level
 - Implement protective policies and efforts
 - Put an end to investments and implementation of destructive and extractive industries and have stricter policies that hold companies who contribute greatly to climate change accountable
 - Implement policies that protect child and youth climate activists
 - For the private sector, to consider climate taxation and payment of carbon footprints as part of corporate social responsibility
 - Be stricter in implementing punishments on parties that fail to comply with regulations on environmental protection
 - Improve efforts to reduce pollution, especially plastic pollution, through better waste management and implementation of waste segregation and disaster risk reduction (DRR) laws, for instance, by spreading awareness about garbage problems and sanctioning those who do not dispose their wastes properly
 - Prioritize sustainable environmental management including in urban spatial planning and natural resource management, to reduce disaster risk and maintain ecosystem sustainability
 - Implement green initiatives
 - Support green initiatives, for instance, by ensuring funding and incentivizing green business and urban gardening initiatives that not only address the adverse impacts of climate change and disasters but also offer sustainable livelihood alternatives
 - Promote the use of sustainable and renewable energy
 - Support and promote research on climate sustainability and disaster risk reduction to inform other initiatives

3

In light of the evidence on young people’s willingness and high interest to participate in climate action and disaster risk reduction initiatives but lack of established platforms and insufficient support for them to do so, participants call for governments and partners to do the following:

- Establish and support more children and youth-led school/community clubs or organizations focusing on climate change and disaster risk reduction
- Provide financial and mentorship support to children and youth so they could successfully lead or implement their own projects
- Facilitate children and youth’s participation in the development of policies and emergency preparedness and response plans
- Actively involve children and youth in disaster management committees at the community and local levels
- Ensure young people’s participation in national and international consultations relating to disaster risk reduction and climate action
- Integrate children and youth’s perspectives on climate action and disaster risk reduction into community or government plans so children can directly influence policies and programs and shape higher levels of decision-making
- Allocate funding to ensure the participation of children and youth in DRR-related planning at the community, local and national levels
- Provide more funding to CSOs, NGOs and INGOs working with C&Y so they could better support the implementation of child and youth-led initiatives in different communities

Conclusion

The voices and perspectives of children and youth highlighted in the child-led/youth-led research and national and regional consultations conducted across 22 Asia-Pacific countries within April to August 2024 have brought to light the worsening impacts of climate change and disasters and the threats these pose on different aspects of young people's lives. As weather and temperature patterns become more extreme and disasters become even more tragic and devastating, children and youth's vulnerability to interconnected physical and mental health, economic, and safety risks also intensifies and makes young populations fearful or worried not only about their future but also their mere survival.

Overall, the findings and recommendations of the children and youth who participated in the research and consultation activities underscore the collaborative efforts required to comprehensively improve climate action and disaster risk reduction in the region. Their call for inclusivity, innovation, and accountability also point to the need to ensure that communities and vulnerable populations such as young people are sufficiently informed, well-provided for and protected in the face of the worsening impacts of climate change and disasters. Ultimately, the voices and perspectives of children and youth highlighted in this report call for leaders and stakeholders to guarantee that policies and programs respond to the needs of both present and future generations and align with young people's aspirations for a more inclusive, sustainable and resilient planet.



Annexes



Annex 1. Asia Pacific 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
14	Pakistan	8.7	6.4	7.7
15	Afghanistan	7.3	7.9	7.6
15	Bangladesh	9.1	5.1	7.6
26	India	9.0	4.6	7.4
31	Myanmar	8.3	5.4	7.1
31	Philippines	8.9	4.0	7.1
34	Papua New Guinea	5.1	8.3	7.0
35	Democratic People’s Republic of Korea	8.2	5.0	6.9
37	Vietnam	8.8	3.0	6.8
40	China	9.0	2.0	6.7
40	Lao People’s Democratic Republic	7.5	5.8	6.7
46	Cambodia	7.2	5.6	6.5
46	Indonesia	8.1	4.2	6.5
50	Thailand	8.4	2.3	6.2

Annex 2. Pool of key consultation/research questions

Topic	Specific Questions	APMCDRR Pillar Covered
Main Topic 1: Climate risks/disasters experienced by children and youth in recent years	<ul style="list-style-type: none"> • What are the changes in the climate that you have witnessed in your local community in recent years? • What kinds of climate change impacts do children and youth experience in their areas? 	<ul style="list-style-type: none"> • Leaving no one behind: gender responsive and inclusive disaster risk governance • Localization and urban and rural resilience
Main Topic 2: Impacts of climate change and disasters on children and youth's	<ul style="list-style-type: none"> • How do these climate change impacts affect your areas and personal lives? 	<ul style="list-style-type: none"> • Leaving no one behind: gender responsive and inclusive disaster risk governance • Localization and urban and rural resilience
Main Topic 3: Children and youth's level of awareness, concern and preparedness for climate and disaster risks	<ul style="list-style-type: none"> • Describe your understanding of the effects of climate change and disasters, future scenarios, how it will impact you, and how you can contribute to addressing future consequences? • How motivated are you to engage in environmental activities? • Why do children and youth need to understand the different types of impacts of climate change and disasters? • Are you prepared for disasters? • What tools do you have, or training have you received? 	<ul style="list-style-type: none"> • Leaving no one behind: gender responsive and inclusive disaster risk governance • Localization and urban and rural resilience
Main Topic 4: Children and youth's knowledge of & commitment to climate action & disaster risk reduction practices	<ul style="list-style-type: none"> • What mitigation practices do you think have significant impact? • Which of them do you practice/want to commit to? • How do children participate and engage in actions that contribute to disaster risk reduction and environmental preservation and sustainability? • What support do you need to continue these practices that contribute to disaster risk reduction, environmental preservation and sustainability? 	<ul style="list-style-type: none"> • Practical solutions to enhance disaster risk reduction financing • Leaving no one behind: gender responsive and inclusive disaster risk governance • Localization and urban and rural resilience
Main Topic 5: Children and youth's sources of information & preferred platforms for learning about climate change & disaster impacts	<ul style="list-style-type: none"> • Where do you usually get your data and information on the impacts of climate change and disasters, especially on children? • What channels or platforms do children and youth prefer for learning about climate change and disaster risk reduction?) 	<ul style="list-style-type: none"> • Leaving no one behind: gender responsive and inclusive disaster risk governance • Localization and urban and rural resilience
Main Topic 6: Children and youth's recommendations to enhance climate action and disaster risk reduction efforts	<ul style="list-style-type: none"> • What initiatives and activities have been done/or are being done to reduce the effects of disasters to children and youth like you? • What do you know about existing governmental actions to reduce the impact of climate change and disaster impacts? • What is your perception/satisfaction on the current services of the government on disaster risk reduction and climate action? • Are there any gaps in the current services of the government on disaster risk reduction and climate action? • What are your suggestions to improve current services or address the gaps? • What are children and youth's suggestions to governments and policymakers? • What do you expect to happen in the next 10 years or beyond? 	<ul style="list-style-type: none"> • Practical solutions to enhance disaster risk reduction financing • Leaving no one behind: gender responsive and inclusive disaster risk governance Localization and urban and rural resilience

Annex 3. Country-specific summary of methods, participants, and areas covered (child and youth-led research)

Country	Partners	Dates	Total No. of Participants	Methods	Participants	Areas Covered
Cambodia	World Vision Cambodia	August 2024	97	Interviews and focus group discussions (FGDs)	63 females, 34 males 68 participants (ages 8-17) 29 were community leaders, teachers, parents and other community members	Three provinces: Kampong Chhanang, Banteay Meanchey and Kampong Thom province
Indonesia	Plan International Indonesia	Not indicated	178	Online survey through Google Forms and FGDs	112 females, 66 males 73 participants (ages 21-24) 55 participants (ages 18-20) 23 participants (ages 15-17)	22 provinces in Indonesia (specific provinces not indicated)
Laos	World Vision Laos	21st to 24th of August 2024	163* *16 of the forms had errors and so only 147 responses were included in their final report	Online survey through KOBO Toolbox, and paper-based survey	64 females, 83 males 4 participants are ages 8-11 140 participants are ages 12-17 3 participants are ages 18-25	Four schools across four villages in Sam Neua District, Houaphanh Province
Mongolia	World Vision Mongolia	August 2024	100	Paper-based survey and FGDs	68 females, 32 males 19 participants are ages 8-11 61 participants are ages 12-17	50 are from Jargalant Soum, TUV province 30 from Songinokhairkhan district, Ulaanbaatar city.
Myanmar	World Vision Myanmar	August 2024	137	Online survey through Google Forms and FGDs	89 females, 48 males 5 participants are ages 8-11 76 participants are ages 12-18	Participants come mostly from the Yangon province and some are from: Mandalay Mon, Magway, Ayeyarwaddy province
Thailand	World Vision Thailand	August 2024	120	Paper-based survey and interviews	Participants are 8-11 and 12-17 years olds	Four provinces North: Chiang Mai Province Central: Kanchanaburi Province Northeast: Bueng Kan Province South: Phang Nga Province
Vietnam	World Vision Vietnam	August 2024	116	Paper-based survey and interviews	Participants are 8-11 and 12-17 years olds	Dak R'Lap, Hai Lang, Muong Cha, and Son Tra districts
TOTAL			911			

Annex 4. Country-specific summary of methods, participants areas covered (national child and youth consultations)

Country	Partners	Dates	Total No. of Participants	Methods	Participants	Areas Covered
Bangladesh	World Vision Bangladesh	12th of August 2024	30	Three group exercises/discussions	Participants are below 18 years	Not indicated
Fiji and Tuvalu	Medical Service Pacific-Fiji and Live & Learn Tuvalu	August 2024	A total of 44 participants, 42 from Fiji and 2 participants from Tuvalu	Online survey	Participants are ages 10-24 years	Not indicated
Indonesia	World Vision Indonesia	July 2024	15	Group discussions	Participants are ages 14-17 years	Not indicated
Nepal	World Vision Nepal	August 2024	213	Online survey	97 participants are ages 19-24 years 76 participants are ages 16-18 years 29 participants are ages 12-15 years 11 participants are ages 10-12 years	Not indicated
Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Vanuatu, Samoa, Kiribati)	UNICEF Pacific Office	Between March and May 2024	684	Eight face-to-face Pacific Adolescent and Youth Consultations in preparation for the Global Children and Youth Action Summit (CYAS), online survey (U-Report Poll launched on four U-Report platforms in the Pacific)	Participants are ages 14-34 years	Not indicated
Philippines	Makati City Disaster Risk Reduction & Management Office, Humanity & Inclusion, Plan International, Save the Children Philippines, UNICEF, and World Vision Development Foundation Inc.	17th to 18th of July 2024	51	Discussions	15 participants are ages 10-14 years 15 participants are ages 15-17 years 21 are participants ages 18-24 years	18 participants from the National Capital Region 2 participants from Region IV-A CALABARZON 5 participants from Bicol region 9 participants from Central Luzon region 2 participants from Ilocos region 4 participants from BARMM region 1 participant from Central Visayas region 6 participants from Eastern Visayas region
Sri Lanka	World Vision Sri Lanka	8th of August 2024	100	Online consultation via Zoom	Age 10: 1 participant Age 11: 0 participants Age 12: 7 participants Age 13: 8 participants Age 14: 16 participants Age 15: 16 participants Age 16: 11 participants Age 17: 21 participants Age 18: 20 participants	The participants come from across World Vision Sri Lanka's 26 Area Programs
Timor Leste	World Vision Timor Leste	April to June 2024	688	Quantitative survey, Qualitative key informant interviews (KIs) and focus group discussions	Participants are ages 12-24 years	Not indicated

Annex 5. Country-specific summary of key findings and recommendations

National consultation in Bangladesh

Climate change and disaster impacts experienced by children/youth in recent years. Participants noted that in North Bengal, drought, river erosion, cold waves, high temperatures and flooding notably from the Teesta River, Jamuna & Brahmaputra are commonly experienced, while in South Bengal, river erosion, cyclones, storm surges and thunderstorms are the most common climate and disaster impacts. In the Haor region, heavy rainfalls, flash floods, river erosion, acid rain, hailstorms, landslides, drought, and storms are experienced while earthquakes, air pollution and high temperatures are common in urban areas.

Impact on different aspects of children's lives. In terms of physical health, participants cited high exposure to diseases such as cholera, dengue and diarrhea, as well as experiencing lack of clean water. In terms of disruptions to education, participants reported experiencing reduced academic performance and difficulty concentrating on school activities. In terms of livelihoods, there is a decline in agricultural production within their communities.

On level of knowledge/awareness on climate change and disasters. Participants demonstrated their understanding of the climate crisis by discussing the immediate and long-term consequences of extreme weather events to different social sectors including agriculture, education, health, and the broader economy of their country. Participants also think that knowledge on the climate crisis is important to be prepared for disaster emergencies. Overall, they have a moderate to high level of awareness and a generally high level of concern about climate change and disaster impacts.

On knowledge of and commitment to climate action and mitigation practices. Participants considered advocacy, planting trees, using solar power or clean energy, reducing fossil fuel use and recycling as important climate action and disaster risk reduction efforts. They also expressed personal commitment to planting trees, getting involved in awareness-raising campaigns, rationally using water, avoiding plastics/straws, increasing use of solar power and recycling.

On sources of information and preferred platforms for learning about climate change and disasters. Social media is the top source of information among participants, followed by classes in school, books, television news channels, comics, and newspapers. Disaster committees lodged within Child Forums (CF), Youth Forums (YF), and the Urban Neighbor Development Committee (UNDC) and governmental bodies like the disaster ministry and local governments, were also mentioned by some participants, as well as street dramas, rallies, discussion meetings, seminars, toll-free numbers (333 and 1090), and websites of national and international organizations. Social media is also their preferred platform, and they also expressed preference for informative yet entertaining content such as cartoons (i.e. Meena and Sisimpur) to be broadcasted on both social media and cable channels (i.e. BTV and Duranto TV). They also mentioned organized efforts such as government or NGO-led awareness-raising activities as important information platforms.

On recommendations/call for action. They urge governments and partners to do the following:

- Increase training and capacity building and mentorship initiatives to enhance children and youth's knowledge and skills in climate action and disaster risk reductions
- Construct and maintain disaster and climate-resilient infrastructures, through utilizing low-cost, high-quality materials
- Invest in technological and human resource enhancements, for instance, using high-frequency radio waves and increasing human resources in cyclone preparedness programs in coastal regions to ensure a prompt and effective response during disaster emergencies
- Support green initiatives, for instance by ensuring funding and incentivizing green business and urban gardening initiatives that not only address the adverse impacts of climate change and disasters but also offer sustainable livelihood alternatives
- Ensure the active participation of children and youth in local disaster management committees, as well as in national and international consultations
- Implement effective monitoring and accountability mechanisms to ensure the success and sustainability of climate action and disaster risk mitigation efforts.



Child-led research in Cambodia

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, 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. 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



Youth-led research in Indonesia

Climate change and disaster impacts experienced by children and youth in recent years. Heavy rainfalls, flooding, landslides, extreme heat/drought, and air pollution are the most common climate change and disaster impacts experienced by children and youth according to survey and FGD participants.

Impact on different aspects of children and youth's lives. Participants reported that their family's income and livelihoods suffer and that they are experiencing physical and mental health issues such as increased vulnerability to illnesses, especially respiratory diseases due to air pollution. A number of FGD participants also shared that they have difficulties accessing clean water for drinking and personal hygiene. Many of them also mentioned feeling anxious about intense weather events. Participants also experience disruptions to their academic learning, recreational and prayer lives. Lastly, they also noted the loss of biodiversity or extinction of animal and plant species as a concerning impact of climate change and disasters in their communities.

On knowledge of and commitment to climate action and mitigation practices. The participants' source of motivation for taking action on climate change and disasters include self-awareness, personal experience with climate and disaster impacts, and encouragement from peers or opportunities to get involved. Participants said that the barriers to their involvement in climate action and disaster risk reduction include lack of financial support, lack of interest, technological/logistical challenges, and limited access to resources.

On sources of information for learning about climate change and disasters. Their main source of information are social media sites such as Facebook, Instagram, Twitter/X, Youtube, followed by classes in school. A number of participants also mentioned books, newspapers, comics, podcasts.

On the support that children need to take action on climate change and disasters. Participants noted the significance of financial support, access to resources and technical or logistical support (i.e. information on how they could do community networking) and intensive mentoring in enabling them to contribute to the addressing of climate change and disaster-related issues within their communities.

On recommendations/call for action. They urge governments and partners to do the following:

- Fund and conduct more awareness campaigns or support 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
- Ensure children and young people's safety to climate change and disaster impacts, through accelerating the development of disaster-resilient infrastructures, via the improvement of drainage systems, elevation of roads, and increasing the capacity of bridges and settlements to deal with extreme weather conditions
- Boost the economic resilience of communities affected by climate change by implementing programs that could maintain their livelihoods and mitigate disaster losses
- Empower young people and communities and provide them with better access to basic needs, especially those in disaster-prone areas, so that they can survive and recover more quickly after disasters occur
- Ensure that at-risk groups such as women, children, indigenous peoples and people with disabilities are given adequate access to health services, disability-friendly evacuation and environmentally-friendly products

National consultation in Indonesia

Climate change and disaster impacts experienced by children and youth in recent years. Participants said children and youth in Indonesia experience heavy rainfalls and food insecurity due to climate change. They also cited poor factory/industrial waste and plastic waste management, forest degradation and conversion of lands/forests into industrial facilities as causing the pollution of their environments and bodies of water like rivers and seas.

On knowledge of and commitment to climate action and mitigation practices. Based on the discussions, the participants generally have a moderate level of awareness and a generally high level of concern about the impact of climate change and disasters on their communities and countries. They also recognize the importance of a deeper understanding of climate change and disasters in planning for emergency responses and disaster management efforts and for creating a better future for the next generation of young people.

On knowledge of and commitment to climate action and mitigation practices. Children and youth in Indonesia engage in activities such as planting mangrove trees to reduce seawater surges, and waste management to contribute to the mitigation of climate change and disaster impacts in their communities. Majority of them also raise awareness about the importance of planting trees, walking or riding bicycles instead of using cars, segregating wastes, decreasing plastic wastes and using more eco-friendly materials in their communities. They also aim for more children and youth to join in their environmental campaign ideas, such as "Young Generation Cares about the Environment" campaign which they have yet to launch in the future.

On sources of information for learning about climate change and disasters. Their main source of information are social media sites such as Facebook, Youtube, WhatsApp, followed by TV news channels and the internet.

Child-led research in Laos

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. 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. 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. 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

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. 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 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

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. 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. 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)



National consultation in Nepal

Climate change and disaster impacts experienced by children/youth in recent years. Survey respondents said that heavy rainfalls, flooding, landslides, heatwaves, and earthquakes are experienced by children within their communities.

Impact on different aspects of children's lives. Survey respondents said that they experience physical health issues including high exposure to diseases and increased risk of injury or illness and mental health issues including anxiety and depression. Participants also experience disruptions to their social activities and losing playgrounds. They also said that their family's income suffers as economic opportunities decrease due to extreme weather events.

On level of knowledge/awareness and concern about climate change and disasters. Survey respondents said that climate change and disaster risk reduction are very important issues to them. They generally have a high level of concern about the impact of climate change and disasters on their communities and countries.

On knowledge of and commitment to climate action and mitigation practices. They perceive the following as essential climate action and disaster risk reduction efforts: building local safe house areas with child-friendly spaces, sufficient water and food, strengthening the construction and climate-proofing of infrastructure, and improving water supply and waste management. Most participants also expressed personal commitment to equipping themselves with knowledge, getting involved in curriculum development and campaigns, using public transport, walking/cycling, and avoiding plastics/straws.

On sources of information and preferred platforms for learning about climate change and disasters. Their top sources of information are social media, classes in school, books, television news channels, comics, and newspapers. A number of participants also mentioned extracurricular activities (i.e. school clubs, debate societies, model United Nations, summer camps, Youth Red Cross, Boy Scout, Children's fora, and youth clubs), NGO campaigns and museums, information and resource centers.

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

- Create inclusive platforms that facilitate knowledge sharing, particularly through awareness-raising campaigns, funding education programs and the development of innovative tools, such as technology and interactive applications
- Provide accessible climate and early warning information, especially for those with disabilities
- Promote research on climate sustainability and disaster risk reduction and increase the capacity of local and national NGOs to deal with specific circumstances and impacts of disasters



National consultations in Pacific countries (Solomon Islands, Palau, Marshall Islands, Federated States of Micronesia, Fiji, Vanuatu, Samoa, Kiribati, and Tuvalu)

Climate change and disaster impacts experienced by children/youth in recent years. Children and youth said that they experience extreme weather patterns, such as severe flooding and cyclones, extreme heat, rising sea levels, decline in agricultural production, and disruption of freshwater availability.

Impact on different aspects of children's lives. Climate change and disasters lead to the loss of income for farmers, food insecurity, lack of clean water, poor waste management, mobility challenges, disease outbreaks, displacements, disrupted health care services, financial and emotional stress, and property loss. Climate change and disasters also cause children and youth in the Pacific to experience disruptions in their schooling due to commuting challenges and damaged school infrastructures.

On level of knowledge/awareness and concern about climate change and disasters. Child and youth participants expressed a high level of concern about their vulnerability to disasters and climate impacts, but they also consider themselves as agents of change who can contribute to community resilience, climate action and disaster risk reduction.

On existing strategies to mitigate climate change and disaster impacts. Participants said that some of the existing practices in their communities include: provisioning of proper waste disposal plans and bins, involving youth advocacy in waste management, incorporating climate change education at all levels of schooling, increasing financial support for entrepreneurship opportunities, and sustainable mitigation techniques such as mangrove planting and water reserves in the Solomon Islands. In Fiji, existing strategies also focused on advocating for climate-resilient infrastructure and community-based adaptation initiatives.

On knowledge of and commitment to climate action and mitigation practices. In Fiji and Tuvalu, participants said that the following are essential climate action and disaster risk reduction efforts: building local safe house areas with child-friendly spaces and sufficient water and food, strengthening the construction and climate-proofing of infrastructures and improving water supply and waste management. In the rest of the Pacific countries, the following were considered important practices for climate action and disaster mitigation: planting mangrove trees, incorporating climate change education at all levels of schooling, waste management advocacy and community clean-ups.

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

- Include children and youth in decision-making processes relating to climate action and disaster mitigation
- Build local safe house areas with child-friendly spaces, sufficient water and food
- Build stronger seawalls
- Strengthen the construction and climate-proofing of infrastructures
- Improve water supply
- Improve waste management and drainage systems
- Guarantee children and youth's well-being amidst climate and disaster emergencies
- Incorporate climate change education at all levels
- Promote the planting of more mangrove trees
- Conduct more community clean-ups



National consultation in the Philippines

Climate change and disaster impacts experienced by children/youth in recent years. Children and youth in the country frequently experience typhoons, earthquakes, volcanic eruptions, extreme heat, which are exacerbated by human-induced threats such as air and water pollution.

Impact on different aspects of children's lives. Children and youth in the country experience disruption in their education, become vulnerable to physical illnesses, as well as to abuse and exploitation during disaster emergencies.

On level of knowledge/awareness and concern about climate change and disasters. Children and youth are particularly vulnerable to disasters and climate impacts and their well-being are often severely affected. However, they are also agents of change who can contribute to community resilience and help adapt to and mitigate the impacts of climate change and disasters.

Children and youth involved in the consultation also expressed commitment to the following:

- Engaging in risk assessments and inclusive awareness-raising activities at the school and community levels
- Through children and youth councils and organizations, actively participating in disaster risk governance including in developing ordinances
- Contributing to planning sessions, and promoting policies that uphold climate justice
- Investing time and energy in promoting safe and resilient infrastructures
- Strengthening community-based programs and organizations for vulnerable sectors
- Actively promoting disaster preparedness in schools and communities
- Engaging in or leading activities for disaster recovery, climate mitigation, and guaranteeing children's rights during disasters

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

- Mainstream climate change adaptation and disaster risk reduction management through inclusive and innovative awareness-raising activities
- Promote environmental protection and hold institutions accountable by engaging communities and children and youth in developing policies and implementing feedback mechanisms
- Invest in resilient and inclusive infrastructures, agricultural programs and alternative livelihood solutions to prevent environmental degradation
- Consider climate taxation and payment of carbon footprints as part of corporate social responsibility
- Implement inter-agency approach to disaster response and recovery including in:
 - Ensuring safety of evacuation areas and infrastructures
 - Rebuilding damaged schools and homes
 - Ensuring that relocation programs provide access to basic services such as education and livelihoods
- Ensure the meaningful participation of children and youth in climate action and disaster risk reduction efforts



National consultation in Sri Lanka

Climate change and disaster impacts experienced by children/youth in recent years. The most commonly experienced impacts the children cited include more intense rain, flooding, extreme temperatures, droughts, landslides and heat waves. Environmental challenges like water pollution and air pollution and epidemic outbreaks were also mentioned by participants.

Impact on different aspects of children's lives. The responses reveal that children experience physical issues including high exposure to diseases and increased risk of injury. Their parents' income and livelihood also suffer, and their families/communities also experience food scarcity. Many participants also reported experiencing mental health issues such as anxiety and depression. Their schooling and education and social activities also get disrupted, and they experience difficulties in concentrating leading to reduced academic performance. Some participants also reported experiencing property loss and damage to their houses and losing playgrounds in their communities.

On level of knowledge/awareness and concern about climate change and disasters. The majority of children rate their understanding at 3 or 4 out of 5, suggesting that while many feel reasonably informed, there is a recognition of room for improvement in their knowledge. There is also a small portion of children who feel they have a limited grasp of climate and disaster issues. Most children and youth also consider climate action and disaster risk reduction as important issues. A number of children expressed their lack of concern, suggesting that they do not see climate action and disaster risk reduction as particularly important in their lives.

On sources of information and preferred platforms for learning about climate change and disasters. Social media is the most popular source of information among the participants, followed by formal education (schools, textbooks) and traditional media (newspapers, TV channels). Connections with family, friends and community groups and NGO campaigns were also valued as important sources. Self-experience was also cited by some participants, indicating that real-life encounters with climate change and disasters are also an important way for children to learn about these issues. Social media also emerged as the most preferred platform, followed by formal education and news channels. Extracurricular activities and online learning platforms are also preferred by a substantial portion of children, as well as entertainment and real-life experience.

On knowledge of mitigation practices. The participants perceived the following as effective efforts in protecting children during disaster events: building local safe house areas with child-friendly spaces, sufficient water and food and sustainable indoor crop plantations, retrofitting of schools and hospitals, improving water supply and waste management facilities, and strong construction of buildings.

On children's contribution to addressing the climate crisis and disaster risks. Participants perceived that doing the following is essential to contributing to climate action and disaster mitigation efforts: planting more trees, equipping themselves with knowledge on climate action and disaster risk reduction, actively getting involved in curriculum development and awareness campaigns, advocating for policies that address climate and disaster risk issues, choosing public transport or walking/cycling, using less water and electricity, saying no to plastics and straws, consuming locally grown products and eating moderately to avoid food wastage.

On support children need to lead and implement climate and disaster risk reduction. Participants cited the following as crucial support: funding for education programs and supporting educators, helping communities prepare for climate crises and disaster risks through awareness activities like exhibitions and forums, support for their participation in global actions on climate change, provision of early warnings, and environmental changes through planning processes such as preparedness plans and risk assessments, improvement of monitoring and early warning systems, and allocating more money to prevent climate change and reduce disaster risks.

On existing governmental actions to reduce the impact of climate crisis and disasters. The responses indicate that children and youth recognize a variety of governmental actions aimed at reducing the impact of climate crises and disasters, such as collaboration with the private sector and innovation think tanks for developing creative and commercial solutions to climate change, promotion of research on climate sustainability and disaster risk reduction, stricter enforcement of environmental regulations, implementation of evidence-based policies, incentivizing the private sector and increasing the capacity of local and national NGOs.

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

- Create platforms to facilitate knowledge sharing, particularly through awareness-raising campaigns
- Fund education programs and the development of innovative tools, such as technology and apps
- Provide accessible climate and early warning information, especially for those with disabilities
- Integrate children and youth plans on climate actions into community or government plans
- Consult with children and youth on disaster risk reduction and climate action policies



Child-led research in Thailand

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. 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



National consultation in Timor Leste

Climate change and disaster impacts experienced by children/youth in recent years. The most common climate and disaster impacts experienced by children and youth include dry seasons, heavy rainfall, environmental degradation, and temperature extremes.

Impact on different aspects of children's lives. Many youth reported feeling unsafe due to extreme weather events, experiencing food shortage, lack of water, displacement, infrastructure damage, and conflict including due to unsafe migration, low agricultural productivity, food insecurity and malnutrition.

On level of knowledge/awareness and concern about climate change and disasters. Participants expressed personal commitment to: planting trees, proper waste disposal, building on “Tara Bando” or traditional practices to uphold culturally sensitive and community-based climate and disaster risk reduction practices and lobbying for support from the government.

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

- Promote the planting of more trees
- Implement proper waste disposal
- Build on “Tara Bando” or traditional practices to uphold culturally sensitive and community-based climate and disaster risk reduction practices
- Provide inclusive disaster prevention education
- Strengthen waste management practices to reduce the impact of severe flooding



Child-led research in Vietnam

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. 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. 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



Annex 6. Summary of findings from the regional consultations with children and youth in Asia Pacific held online via Zoom

The child and youth participants in the regional consultations cited water-related disasters such as flooding, heatwaves, droughts, cyclones/typhoons and landslides as the hazards that they find dangerous and commonly experienced in the region including in their own schools, neighborhoods and countries.

Both child and youth participants also cited deaths as the most critical impact of these hazards in their communities. Both groups also attributed their experience of mental and emotional stress or trauma, vulnerabilities to physical health issues, disabilities and diseases, and economic and livelihood problems to climate and disaster risks. They also cited displacement and migration as negative impacts of disasters.

Child participants also perceived food shortage, disruptions to education, property damage and facing an unclear future as adverse effects of disasters in their lives. Youth participants also cited not being able to go outdoors, experiencing social isolation and the vulnerability that comes with the breakdown of communication networks and support systems as negative impacts of disasters on their lives.

Both child and youth participants also argued that it is important for them to understand the impacts of climate change and disasters so that they could make informed decisions and be more prepared and know what actions to take when disasters hit. They all agreed that knowledge is necessary to survive and to protect themselves and their families. Gaining a better grasp of the issue is also essential as future leaders and “inheritors of the planet.”

Based on the regional consultations, social media is the most popular source of information on climate change and disasters among children and youth in Asia Pacific. Other popular sources of information include news channels, radio, seminars and symposiums conducted by government and non-government organizations, books and training in communities.

Child and youth participants also cited the following actions as being done by their schools, communities, and governments in preparation for disasters: educating children about what to do during disasters including how to be safe and how to evacuate, simulation exercises and earthquake drills, first aid training, provision of emergency kits, forming disaster risk reduction (DRR) organizations and having school lessons on DRR.

The child and youth participants also shared that they and their peers have been undertaking the following actions to contribute to climate and disaster risk mitigation: engaging in dissemination of information, engaging in decision-making on how to empower people in preparing for disasters, empowering and advocating for children and their rights before during and after disasters, participating in child-led research, participating in risk assessments, setting up first aid kits, teaching other children what to do during disasters, telling their friends information about disasters and dangers, expanding their own knowledge and creating youth organizations.

Finally, the child and youth participants in the regional consultations identified key actions that national and international leaders and policymakers decision makers can make to enhance climate action and disaster risk mitigation. Their recommendations are categorized into the following broader key actions:

Strengthening climate education and awareness about disasters

- Spread awareness about hazard zones especially in the most disaster-prone areas
- Educate communities about climate risks and adaptation strategies
- Ensure that training and community outreaches are conducted in far-flung areas and most affected areas

Strengthening long-term climate adaptation efforts:

- Ensure that policies and programs enable people to continue having sustainable livelihoods and jobs
- Strengthen regional cooperation on climate change and disaster mitigation through implementing green energy policies
- Implement climate smart agricultural practices
- Allot more funding for DRR projects and programs in the region

Strengthening disaster mitigation, resilience, response, recovery and efforts

- Disaster preparedness programs in schools and communities
- Capacitate key actors such as firefighters, police, on how to adapt and respond to disasters
- Maximize technology and other innovative tools to update and alert the community about disasters
- Ensure long-term climate and disaster-proofing of infrastructures
- Improve water management and prevent deforestation
- Create community maps and update hazard maps
- Regularly update communities on emergency response plans
- Utilize technology and social media to inform people about the current disaster risks and trends and predictions
- Develop community support networks that can provide mutual aid in times of need
- Ensure education continuity even in temporary settings during disaster emergencies
- Ensure delivery of social services such as healthcare and mental health support during disaster events
- Allocate enough funds for disaster risk reduction and management and for citizens to recover from disaster losses
- Each country should be inclusive and take into consideration the remote areas usually left behind in terms of information and response.
- Allocate sufficient funds for disaster risk reduction at the community level

Strengthening children and youth's meaningful participation in climate action and disaster risk reduction youth

- Involve children and youth from various areas in the development of emergency preparedness plans
- In the aftermath of a disaster, governments must hold a debriefing to gather opinions on all phases of disaster response, ensuring that children and youth's participation in disaster management policies and addressing issues like equality and abuse
- Organize a forum to discuss emerging issues from the perspective of children and youth from different countries
- Increase participation of children and youth in DRR activities or management committees
- Work with children and youth and the local populations who are directly being affected by hazards and disasters and help them raise their inputs to the government
- Create more campaigns or programs that can spread awareness about the DRR to young people
- Provide more funding to NGOs and other child and youth-led initiatives for young people to be able to successfully implement their campaigns and other projects



Advocates of Change

Asia Pacific Children and Youth's Voices & Perspectives
on Climate Action and Disaster Risk Reduction

