

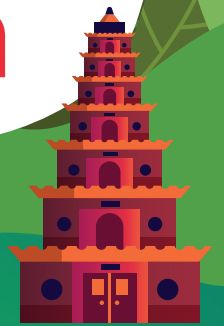
Young Minds
CAMP

World Vision
EAST ASIA



Vietnam

Child-led Research



YOUNG MINDS FOR A SUSTAINABLE FUTURE



Picture 1: (From left to right) Phu, Duc, Uyen and Phuong participated in the Young Minds CAMP face-to-face workshops held from June 4 to 7, 2024 in Bangkok, Thailand.

A CHILD-LED STUDY ON THE IMPACTS OF CLIMATE CHANGE AND DISASTERS ON CHILDREN AND YOUTH IN FOUR DISTRICTS IN VIET NAM



Affirmation

This child-led study on the impacts of climate change and disasters was conducted as a part of World Vision International in Viet Nam's ongoing commitment to empowering young voices and ensuring the inclusion of children in critical global conversations. The findings from this study are intended to serve as a platform for the children to raise their voice on climate change impacts, particularly in contexts where children and vulnerable communities are disproportionately affected.

The study was carried out between July and August 2024 by four Young Mind CAMPers from four regions across Viet Nam, with the support and mentorship of World Vision East Asia Regional Office, World Vision International in Viet Nam staff, in collaboration with district and communal authorities, schools, and children's clubs. The study gathered insights directly from 100 children and 8 local leaders through structured surveys and interviews. The children's involvement in data collection and analysis underscores the participatory nature of this research, ensuring that the voices of those most affected by climate change are heard.

The data collected remains the property of the stakeholders described in this document. As such, any use of the contents of this report should be done with the explicit permission of World Vision International in Viet Nam and its partners.

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



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Executive Summary

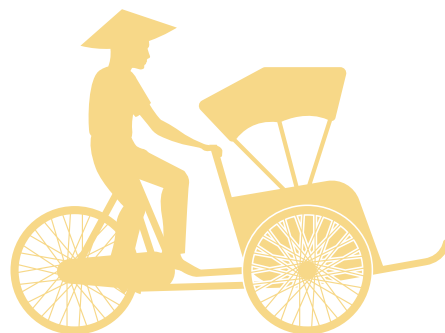
This child-led study on the impacts of climate change and disasters demonstrated critical insights into the challenges faced by children and communities in four regions of Viet Nam: Muong Cha, Hai Lang, Dak R’Lap, and Son Tra districts. Conducted between July-August 2024, this study focuses on the perspectives of children, young child leaders and local community leaders regarding the impact of climate change on their daily lives and their communities, and what can be done to mitigate its effects. Through surveys and interviews with 100 children, eight local leaders, the study provides a platform for the children to raise their voice and concerns regarding climate change and disaster impacts, as well as valuable data to inform technical programs of World Vision International in Viet Nam.

One of the main findings highlights the diversity of climate-related issues experienced across different regions. In Muong Cha, children frequently experience landslides and forest fires, while Hai Lang is more prone to storms and flooding, Dak R’Lap faces extreme heat waves and heavy rains, and Son Tra suffers from air pollution and garbage problem.

The effects of climate change are not only physical but also social, as children in Hai Lang expressed concern over educational disruptions due to extreme weather patterns, while those in Muong Cha are worried about their families’ economic survival amidst natural disasters. Across all regions, children shared concerns about the long-term impacts of climate change on their futures, with nearly 82% of them reporting feeling “moderately worried” and “very worried”.

Children’s contributions to mitigating the impact of climate change and disasters are significant. They have engaged in various activities, such as organizing plastic collection, and raising awareness about extreme cold prevention within their communities. This sense of responsibility and proactive participation indicates a desire for greater involvement in disaster preparedness efforts. Local leaders also provide valuable insights, emphasizing the need for more investment in disaster risk reduction initiatives and environmental projects that include and engage young people.

The study also demonstrates a critical need for improved access to child-friendly information on climate change and disaster preparedness. Many children indicated that they preferred learning about these topics through school lessons and discussions with family members. This finding underscores the importance of integrating climate education into formal school curricula and fostering family-centered dialogues on disaster preparedness. The study concludes with recommendations for increasing collaboration between schools, local leaders and children to make the younger generation more informed, resilient, and capable of responding to the impacts of climate change and disasters.



We, Phu, Phuong, Uyen and Duc, are a group of four young people in Viet Nam who conducted a research study to better understand the impacts of climate change and disaster risks in our communities.

Over the past few years, our communities have experienced severe heat waves, prolonged heavy rains causing landslides, as well as devastating floods due to the effects of climate change. These events have disrupted our daily activities, including schooling and livelihoods, and have caused health issues for children like us as well as adults.

With the support of World Vision East Asia Young Minds CAMP (Child-Led Actions, Mobilizations and Partnerships) and our mentors, we were able to design and conduct our survey and interviews between June and August 2024.



Picture 2: Young Minds CAMPer: Phu, 13 years old (from Muong Cha district, Dien Bien province)



Picture 3: Young Minds CAMPer: Phuong, 17 years old (from Hai Lang district, Quang Tri province)



Picture 4: Young Minds CAMPer: Duc, 12 years old (from Son Tra district, Da Nang City)



Picture 5: Young Minds CAMPer: Uyen, 16 years old (from Dak R' Lap district, Dak Nong province)

We chose to study the impacts of climate change and disasters in our communities because we have personally experienced the negative effects of these in our lives. Our goal is to understand the perspectives of children, young leaders, and community leaders on how to mitigate these impacts.

Our hometowns have been affected by different climate change issues in recent years, and they left severe effects on the children. We believe it is crucial to share and discuss these matters so we can work together to protect children from the harmful effects of climate change and disasters. Even if only in part, we hope to find ways to address these challenges.

This is not only an issue that affects daily life but also deeply impacts the physical and mental development of each child, which is why we aim to contribute to improving and positively changing our circumstances day by day.

We are particularly interested in understanding:

- The climate change and disaster issues that children, young leaders, and community leaders in our area have directly experienced.
- The impacts of climate change and disasters on different aspects of the lives of those participating in this study.
- Their current knowledge about climate change and disaster risks.
- Their preparedness for disaster risks.
- Their preferred sources of information and communication platforms.
- The thoughts of community leaders and child leaders about the contributions of children, ongoing or past campaigns and planned activities, as well as what they think the support children need to contribute to or participate in initiatives.





Picture 6: Phuong administered the survey at the school in her community.

“After finishing the surveys and interviews, we had another virtual meeting with the adult mentors to learn how to use the data analysis templates. While entering and analyzing the data, whenever we had questions or needed help, the mentors were always there to support us and provide clear answers.”

Before starting the surveys and interviews, we had a virtual meeting with our adult mentors, who are World Vision International in Viet Nam staff. During the meeting, they introduced us to the survey templates and guided key interview questions. We also discussed and agreed on a clear plan for how to carry out the research. The templates and interview questions were customized by the adult mentors to fit the specific needs of our hometowns and the communities we were working in.

Once we were ready, each of us began collecting research data in our own hometowns. We worked in groups of three, partnering with two classmates or friends from our neighborhood. In each group, the four of us served as the leaders who facilitated the interviews and administering of the survey, while the two other children provided assistance during and after the survey and interviews. Our adult mentors helped us a lot with setting up meetings with local leaders and young leaders in our communities for the interviews and surveys.

During the interviews, if we did not fully understand what the local leaders were saying, the mentors were always there to explain things in a way that made sense to us. This gave us the confidence to continue and complete our research smoothly. In total, each group surveyed 25 children, so we ended up gathering information from 100 students across four districts. We also conducted interviews with eight local leaders and eight child leaders across our communities.

Location of the interviews/surveys

We conducted the surveys at schools and during local children’s club meetings, gathering responses from 100 children across four different localities. In each group, we surveyed 25 children, representing four children’s clubs in total. While most participants came from the same children’s clubs, a few were from other clubs within the localities. Before beginning the surveys, we introduced ourselves, explained the purpose of the survey, and ensured that all participants gave their consent. The 14-question survey questionnaire was printed out for participants to fill individually, and it took about 15 to 20 minutes for each participant to answer the questionnaire. To promote honest and independent responses, we arranged for each participant to sit separately, ensuring that their answers were not influenced by others. Throughout the process, our team closely monitored the children, assisting them when necessary to ensure clarity and a smooth survey experience.



Picture 7: Phu asked the children to sit separately to ensure that they can independently answer the survey and their responses could be kept confidential

In terms of data recording, the children's responses were collected directly from their completed written surveys, which we later digitized for analysis through the help of our adult mentors. For the discussions with local leaders, we conducted interviews with two leaders from each locality, for a total of eight interviews. These leaders had all experienced local disasters, and through these discussions, they provided valuable information based on their real-life experiences. Each interview lasted around 30 minutes and was held at the community center. During these interviews, we took detailed notes, and with the participants' permission, we also recorded the sessions.

How we analyzed or understood our data

We started by defining the survey objectives and the necessary tasks to be completed. We focused on asking in-depth questions to gather the most accurate information and insights. Our advantage was that the participants are familiar with the issues relating to climate change and disasters, and so we are also able to easily understand their responses.

Once the surveys were completed, each locality manually input the responses into an Excel spreadsheet under the supervision of the adult mentors. This process allowed us to group the data by location, gender, and age group for a more detailed analysis. For the interviews, we summarized the most common responses and selected key quotes to highlight the most salient responses. From the spreadsheet, we recognized some of the most important details that we needed to capture, and we came up with some insights and strived to accurately reflect the opinions expressed by our participants in our report.



Picture 8: Phu and his friend worked on the Excel template after finishing the survey data collection.

Our overall experience collecting the data

Our experience in collecting the data for this research was very positive and meaningful. The process made us feel more responsible and proactive, and we really enjoyed that aspect. We also found ourselves becoming more creative in coming up with ideas to collect data as effectively as possible.

Throughout this process, we learned how to gain the trust of others and motivate them to be more open or willing to share their thoughts and insights. When we received enthusiastic cooperation from the young participants, we felt happy and proud of our increased confidence and assertiveness.



FINDINGS

A. Personal Experience of Climate Change & Disaster Impacts

Although children come from different regions, they all experience a range of severe climate change impacts, uniquely affecting their daily lives, safety, and well-being. These challenges vary across communities due to differences in terrain and weather conditions. The three most commonly witnessed issues among children in our communities are:

In Muong Cha:

- Forest fires (48%)
- Landslides (48%)
- Extreme weather changes (40%)

"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" (Male participant, 14 years old, Muong Cha).

"With such extreme weather, going to school is harsh, and it's very hot for us" (Male child participant, 14 years old, Muong Cha).

In Hai Lang:

- Frequent floods (60%)
- Air pollution (48%)
- Storm (40%)

"Climate change and natural disaster issues include storms, irregular weather, and floods. Storms usually last for half a month or up to 20 days. They typically happen in October and November every year" (Female participant, 14 years old, Hai Lang).

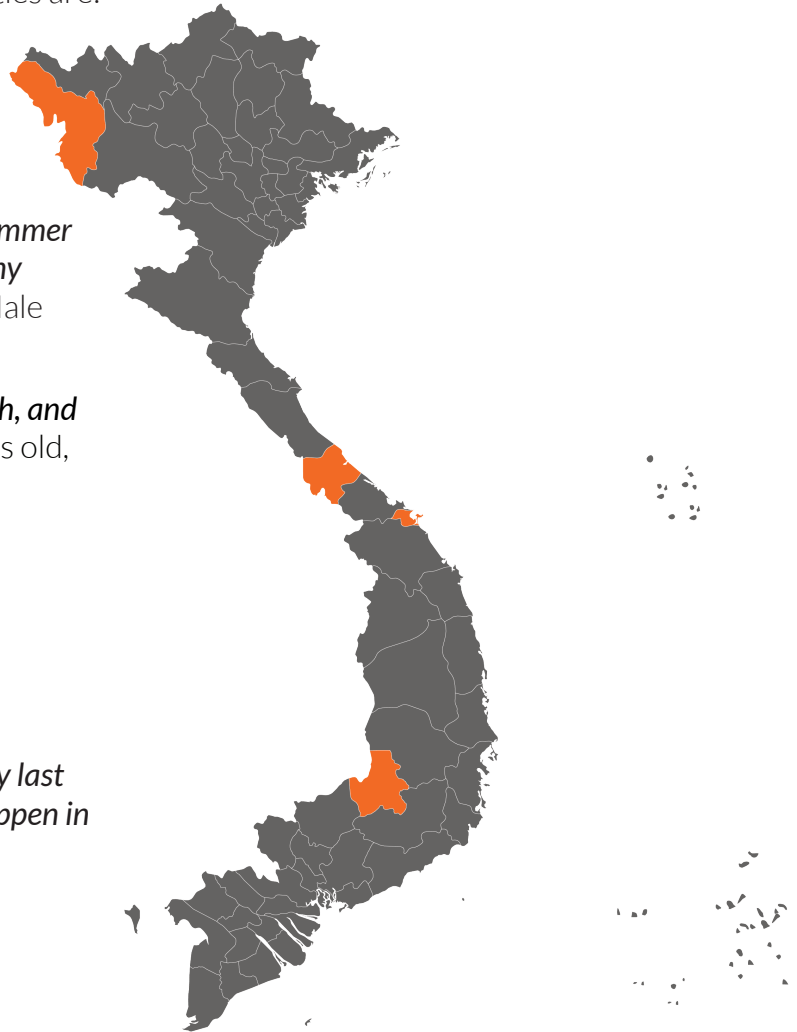
In Dak R'lap:

- Extreme weather changes (24%)
- Heavy rains (24%)
- Air pollution (20%)

In Son Tra:

- Air pollution (60%)
- Garbage problem (36%)
- Extreme heat/Heat wave (32%)

"Our classes were suspended because we couldn't stand the extreme heat in school. It was too much for us" (Male child participant, 15 years old, Son Tra).



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

The aspects of the respondents' lives that have been most negatively affected by climate change are their mental and physical health. In Muong Cha, in addition to health and mental well-being, many families are also facing economic difficulties. And in Hai Lang and Son Tra, children's social lives are also affected.

"Prolonged droughts have affected the agricultural livelihoods of many households, resulting in crop failure, livestock illness, and death. Additionally, landslides have made it difficult for people to travel"
(Male child participant, 14 years old, Muong Cha)

"Because of the severe heat wave, my family could not produce enough food to sell and we did not have enough to consume ourselves. My parents had to sell part of their land to make a living"
(Female child participant, 17 years old, Son Tra)



"My friends and I feel unwell because of the air pollution and the severe heat wave we are experiencing in our community. We cannot play like before" (Female child participant, 17 years old, Son Tra)

In Hai Lang, children's social lives are also affected. A young girl from Hai Lang shared: *"My opportunities are fewer compared to my peers in other regions. They attend school year-round, but here, our education can be interrupted by flooding"*
(Female child participant, 14 years old, Hai Lang.)



A village leader in Hai Lang stated: *“Due to the effects of extreme weather, very few businesses or commercial establishments come here to invest. This lack of investment means children in my community have fewer opportunities for updated activities, educational programs, or places to explore, such as libraries, sports centers, or cultural events. As a result, children may feel isolated and lack exposure to experiences that can build confidence, creativity, and a sense of connection to the broader world. This limited exposure may lead to feelings of inferiority, as they may feel left behind and not as carefree or mentally at ease as children in communities with more resources”*. We also realized from the interview that if the parents are unable to secure livelihoods, they often need to travel far to other cities or provinces to earn income. Consequently, children are left more vulnerable without parental guidance, increasing their exposure to potentially harmful influences, both online and offline.

Lastly, children also face significant educational challenges due to climate impacts, with frequent disruptions in schooling and limited access to enriching opportunities, leaving them feeling isolated and less connected to broader learning and social experiences. A young girl from Hai Lang shared: *“My opportunities are fewer compared to my peers in other regions. They attend school year-round, but here, our education can be interrupted by flooding.”* (Female child participant, 14 years old, Hai Lang). Similar to children in Hai Lang, the children in Son Tra also face the challenge: *“These natural disasters disrupt our school studies. We also cannot participate in any extracurricular activities anymore because classes are often postponed”* (Female child participant, 17 years old, Son Tra).

C. Level of Worry Towards Climate Change and Disasters

The majority of children in our community feel a sense of concern about climate change and disasters, ranging from **moderately worried** (48%) to **very worried** (34%).

A young person in Hai Lang shared: *“I feel worried for myself and my family because it’s very dangerous. I can’t go to school during flood days, so I’m worried that I won’t gain as much knowledge as my peers in the city. I wonder if I’ll be able to become skilled and knowledgeable in the future”* (Female child participant, 14 years old, Hai Lang)



Meanwhile, a young person in Muong Cha expressed: *“This year, there has been a lot of rain, and I’m very worried about my mother’s safety because every day she has to travel far for work along a road that often experiences landslides.”* (Male child participant, 14 years old, Muong Cha)



“Last year was really difficult for us because of the heatwave, I’m really worried about how we will survive if climate change continues in the coming years” (Female child participant, 11 years old, Son Tra)

D. How Children Feel about the Threats of Climate Change and Disasters

The three most common emotions the respondents feel when thinking about the threat of climate change in their communities are **worry** (52%), **fear** (22%), and **helplessness** (19%). A few children expressed other feelings, such as **not interested**.

One young person interviewed said: *“I don’t know what to do in the face of these natural disasters; I feel helpless because my worrying doesn’t help my mother”* (Male child participant, 14 years old, Muong Cha)

Another expressed feeling powerless against climate change: *“I feel worried because my family and relatives will struggle to cope with disasters. I am afraid that if climate change happens, there won’t be enough food, which would affect my family’s income”* (Female child participant, 14 years old, Hai Lang)

A few children expressed feelings beyond these three emotions. One young person shared: *“I can’t play like before, and I feel really bored because when it’s supposed to be hot, it’s suddenly cold, and sometimes it’s the opposite. I don’t like this at all.”* (Female child participant, 10 years old, Hai Lang)

E. Knowledge & Motivation to Take Action on Climate Change and Disaster Risks

The majority of young participants perceived themselves as **having a good understanding of climate change** (52%), rating their knowledge from 6 to 10. However, there is room for deeper education as a few also indicated they **did not have a good understanding of the issue** (26%), rating their knowledge from 0 to 4.

Most young people in the community also reported that they have never lost motivation to take action. In fact, 60% of the respondents said they feel **motivated** and 23% said they feel **very motivated**. The reasons for this motivation are diverse, with three main reasons emerging: **a desire for a better life for future generations** (53%), **a love for nature and plants** (51%), and **a desire to improve personal knowledge** (39%).

A young person interviewed in Hai Lang said: *“For me, the future is everything I want to work towards.”* (Female child participant, 14 years old, Hai Lang)



Picture 9: Phuong was interviewing the Chairwoman of the Women’s Union in Hai Lang.

In contrast, there were still some who felt insecure due to their **lack of deep knowledge on the subject** (32%).

One young leader in Muong Cha that we interviewed mentioned that most young people are still quite young and, therefore, do not yet know how to address or improve environmental issues effectively.



F. Knowledge & Commitment to Mitigation Practices

The survey showed that respondents highly recognized garbage collection as having a significant impact, with 80% of the young people surveyed acknowledging its considerable effect, while only 17% believing it has no impact at all.

Similarly, **waste sorting** (75%) and **composting** (73%) are seen as having a significant impact on mitigating climate change and disaster risks. **Rational use of water** (75%) **Energy efficient lighting and appliances** (68%) are also positively evaluated in terms of impact, reinforcing the idea that conserving energy and water is crucial for climate resilience.



Picture 10: Uyen was interviewing Chairwoman of the Women's Union Dak R'Lap

In terms of how often the children engage in the mitigation practices, overall, the survey results indicate that certain sustainable activities, such as **efficient electricity use, rational water use, and walking, are practiced more frequently by the respondents**. In contrast, activities like composting, firewood use, and waste sorting are practiced less frequently.

“Children in the community have been actively contributing to addressing environmental issues and helping the community with problems such as participating in environmental sanitation activities; collecting, disposing of, and sorting waste according to regulations to protect the environment together.”
(Chairwoman of the Women's Union, Dak R' Lap)

G. Disaster Preparedness

The majority of young people surveyed rated themselves as **very prepared** for disasters (58%) or from 7 to 10 on a scale of zero to 10 with zero as the least prepared. Additionally, a relatively large percentage of respondents felt that they were **moderately prepared** or rated themselves from 5 to 6 out of 10 (24%).

A young person expressed confidence in their disaster response knowledge because of the **knowledge gained at school** (Male child participant, 14 years old, Muong Cha).

In terms of the tools or training programs that help the children prepare for any potential disaster risks, the three most salient responses were: **disaster prevention training at school** (60%), **household disaster risk prevention plan** (28%), and **disaster prevention training in the community** (27%).

“I regularly check the weather updates on social media and discuss dangerous disasters like landslides with my parents”
(Male child participant, 14 years old, Muong Cha).



H. Sources of Information and Preferred Platforms

The three main sources through which respondents people access information about climate change and disaster risks are **school lessons** (55%), **social media** (49%), and **family discussions** (43%).

“My friends and I in the community have conducted a media campaign, incorporating climate change messages into our meetings and using Internet and social media to raise awareness about climate change. Our target audience included students and social media users. We were able to reach every student at the school. We employed a range of methods to engage their participation and prevent boredom.” (Female participant, 14 years old, Hai Lang)

On the other hand, the two main sources young people prefer for accessing information about climate change and disaster risks are **school lessons** (57%) and **social media** (40%). The next three preferred options are three **school children’s clubs** (37%), **TV news channels** (32%), and **discussions with friends** (31%).

“I think learning at school provides everyone with the knowledge and skills they need, and television and social media help people quickly update the news.” (Male child participant, 14 years old, Muong Cha)

“Many people believe that social media is a tool where we can find essential information to support our knowledge. Additionally, in classroom lessons, the knowledge shared about these issues is significant. So, they learn a lot through these platforms” (Female child participant, 14 years old, Hai Lang)

I. Children’s Contributions to Mitigating the Impact of Climate Change and Disasters

Children are not only inspiring young people but also advocates encouraging others to reduce emissions and environmental pollutants to contribute to climate action and disaster risk reduction in their communities.

“As a young leader, I, along with my fellows from the Youth Union at school, have organized activities such as collecting plastic and scrap paper to sell, with the proceeds going toward helping underprivileged students buy school supplies. I think it’s effective because that hard-to-decompose plastic is being handled, and there is no more scrap paper in the classroom, which reduces waste and fosters unity and love.”

(Young female leader, Hai Lang)

“We have raised awareness about climate change and how to prevent extreme cold in our school, class, and village. Additionally, I’ve communicated the importance of cold prevention to 25 members in our club, reminding them to dress warmly when going to school or leaving the house to keep their bodies warm.”

(Young male leader, Muong Cha)



We believe that collaboration between and among leaders, schools, adults and children is essential to effectively address the impacts of climate change and cultivate disaster preparedness in our communities.

Local leaders should organize awareness-raising events and support environmental projects aimed at reducing disaster risks. Also, community leaders and schools should work together to provide child-friendly materials and allocate sufficient time in classrooms to discuss climate change, ensuring that children can easily engage with the topic, as well as financial and in-kind supports to some extracurricular activities related to environmental protection. For children and adolescents, ongoing participation in both online and offline climate action initiatives is vital, and they are encouraged to seek guidance from adults and peers to strengthen their involvement in these activities. If we could do these things altogether, these efforts will empower communities, particularly the children, to take meaningful action against the impacts of climate change and natural disasters.

Below are our specific recommendations to local leaders, teachers and children and adolescents in our communities.

For Local Leaders:

1. Organize and support more events to raise awareness about climate change and natural disasters and Implement disaster risk reduction projects for children and other community members. According to a young female leader from Hai Lang, support is needed in terms of manpower, materials, and technical tools such as trash bins, gloves, masks, and specialized clothing.
2. Increase collaboration with schools, and children clubs, as this will enhance the effectiveness of activities and projects related to environmental protection and disaster prevention.
3. Develop child-friendly materials on climate change and natural disasters: According to a 14-year-old participant Muong Cha, there is a need for accessible information so that children can easily understand and engage with these issues.

For Teachers:

1. Allocate sufficient time to discuss climate change issues in the classroom: This will help students gain a better understanding of environmental and disaster-related issues.
2. Support extracurricular activities related to mitigating the impacts of climate change and natural disasters by increasing support for clubs focused on environmental and climate change issues.

For Children and Adolescents:

1. Continue participating in online and offline activities to reduce the impacts of climate change and natural disasters.
2. Reach out to adults and peers for support in participating in and implementing activities.





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