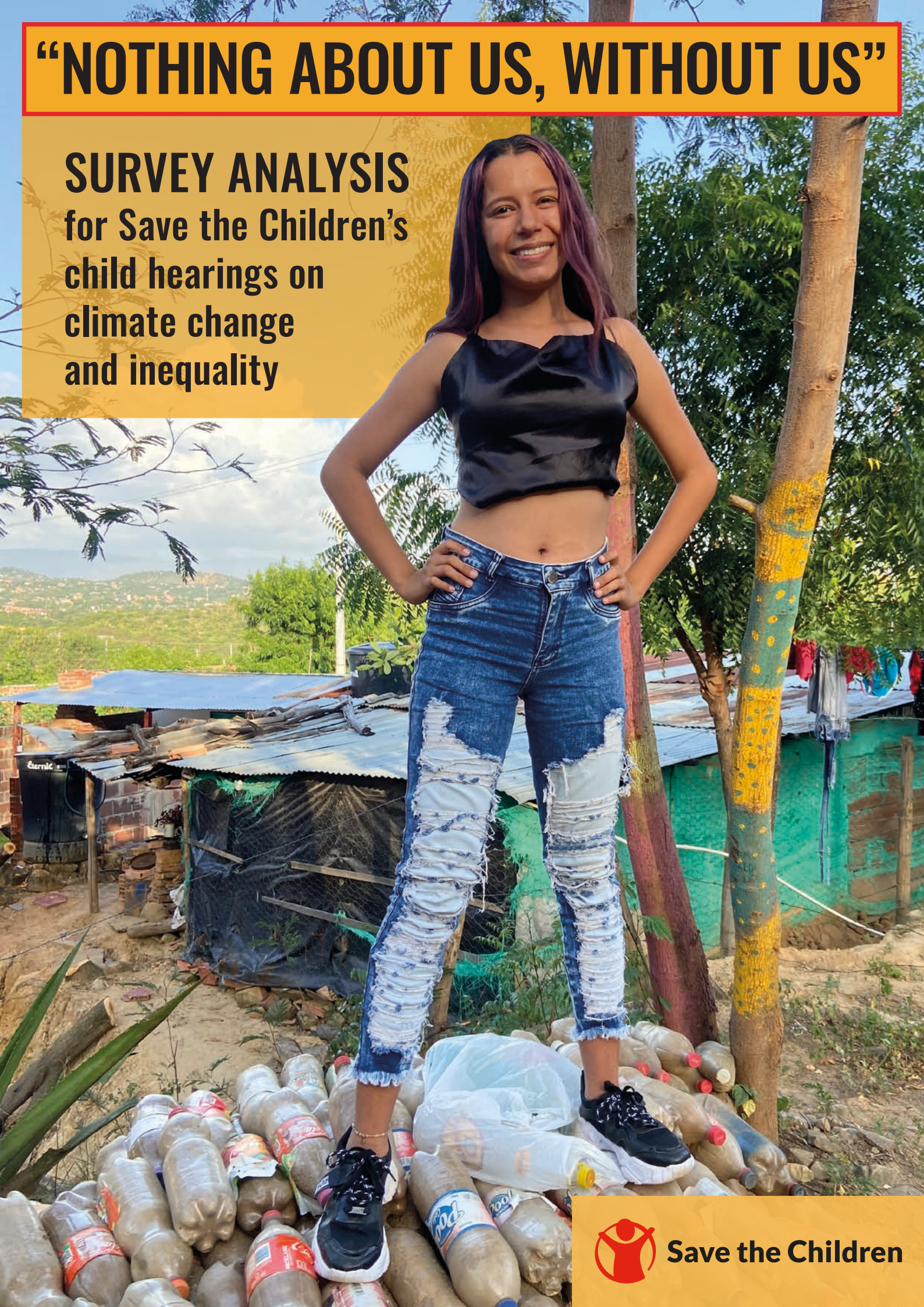


“NOTHING ABOUT US, WITHOUT US”

SURVEY ANALYSIS
for Save the Children’s
child hearings on
climate change
and inequality



Save the Children

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Salim*, 11, stands in his damaged shelter after monsoon rain caused flooding in the Rohingya camps, Cox's Bazar



Findings at a glance

Of the over 42,000 children who responded to our survey in 15 countries:

4 in 5

have noticed climate change or economic inequality affect the world around them

1 in 3

thinks there is a lot of inequality where they live

1 in 2

thinks the weather is getting worse due to climate change, and the impacts of worse weather are being felt more due to economic inequality

4 in 10 think the environment is deteriorating because of these two interconnected crises

1 in 3 are

campaigning on these issues or would like to start

3 in 4 think at

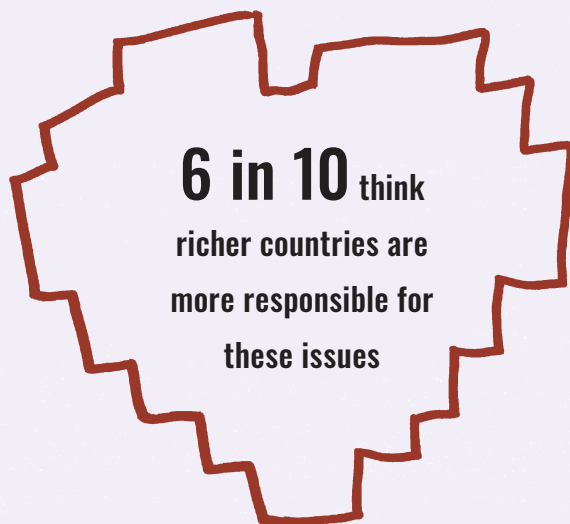
least some adults are not taking enough action to tackle these crises



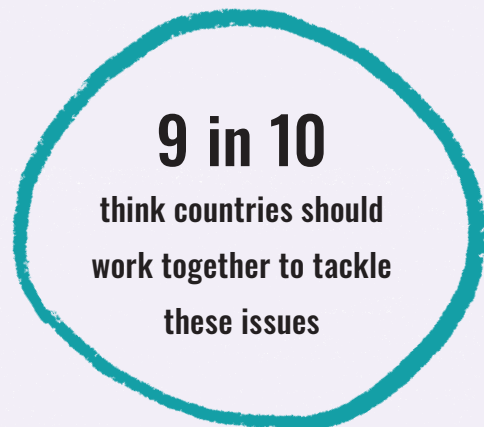
1 in 2 think
the current level of
inequality is a
big problem



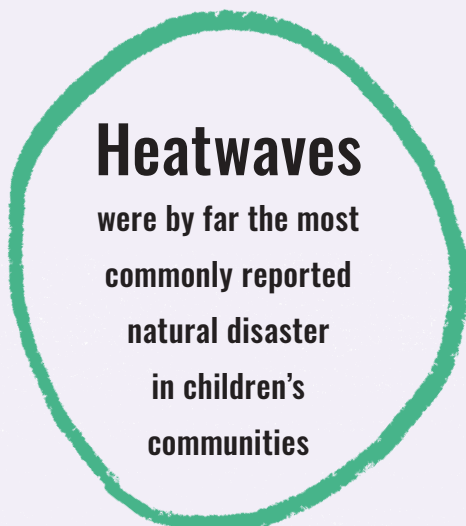
2 in 3
think some countries
have more responsibility
than others



6 in 10 think
richer countries are
more responsible for
these issues



9 in 10
think countries should
work together to tackle
these issues



Heatwaves
were by far the most
commonly reported
natural disaster
in children's
communities



**Children's
top three needs**
for better campaigning are
help understanding these issues,
support in
amplifying their voices,
and provision of
trainings.

1

Introduction

Between June and August 2022, Save the Children gathered children's views on climate change and economic inequality to better understand how we can support children's own campaigning and activism, and to inform our policy and advocacy on these issues. To complement in-person and online consultations, we rolled out a multi-country survey to engage children at scale, reaching over 42,000 children and young people between 8 and 22 years old from 16 countries: Albania, Bangladesh, Bhutan, Canada, Colombia, Indonesia, Italy, Japan, Kenya, Lebanon, Nepal, occupied Palestinian territory, the Philippines, South Korea and the United Kingdom.

For brevity and readability, the survey refers to children and young people surveyed by Save the Children as 'children' (respondents aged under 18 made up 97% of the sample).¹ The sample is

non-representative, meaning it does not claim to represent all children and young people from the 16 countries it reached. Country sample size varies widely, so results are skewed towards countries that make up a bigger proportion of the sample size – such as Indonesia and Nepal, counting over 20,000 and 6,000 respondents respectively.

The survey is made up of a set of core questions – that all countries asked – and additional optional questions that countries could adapt to the local context. Not all questions were asked in every country, with two implications: first, sample size varies by question; secondly, when we refer to respondents, we always mean the subset of the total sample who answered the question. For more information on country sample size and question coverage, see the *Technical notes* section.



PHOTO: KAHILIL ALAGHAM/SAVE THE CHILDREN

Iman¹, 10, stands beside her family's small garden in front of their tent at the displacement camp in Syria where they're living

¹ The Bangladesh survey did not ask about age, however it targeted respondents aged 12-18.

2

Survey findings

Children's perceptions of climate change and economic inequality

Survey questions

- Have you noticed climate change and economic inequality affecting the world around you?
- Thinking about your own country, how have you noticed climate change and economic inequality affecting the world around you?
- How much economic inequality do you think there is where you live?
- Which climate disasters affect your community the most?

Top-line findings

The perceived impact of these two interconnected crises – the climate emergency and economic inequality – is both widespread and severe. When it comes to the breadth of the impact, 83% of respondents have seen either climate change or economic inequality affect the world around them, or both. For those countries where break-down is available,² 44% saw the impact of climate change, 15% saw the impact of inequality, 22% of children saw the impact of both, and the rest were unsure. This means that 2 in 3 children (66%) noticed climate change affecting the world around them, almost 4 in 10 (37%) reported the same about economic inequality, and 1 in 4 children who noticed impacts experienced the two phenomena simultaneously. When it comes to the depth of the impact, findings are equally worrying: when asked about how much inequality there is where they live on a scale from 1 to 5, more than 1 in 3 children (35%) answered 4 or higher – meaning a lot of inequality. 44% of children see inequality going down, but almost as many (41%) see it staying the same or increasing.

Children mostly see climate change and inequality as having a mixed impact on the world around them (Table 1, page 6). When asked about changes they see in the world around them linked to these phenomena, 1 in 2 children thinks the weather is getting worse (Figure 1, page 6), and 4 in 10 think the environment is deteriorating, too (Figure 2, page 7). However, most children think that access to education (61%), access to healthcare (58%), and the affordability of basic things like clothes, fuel and other essentials (46%) is getting better. When it comes to mental health, 32% of children think mental health is getting better, but almost as many (29%) think it's getting worse.

We also enquired about natural disasters, with heatwaves, wildfires, and floods being the most commonly observed (Figure 3, page 7).

² Bangladesh, Colombia, and Lebanon phrased the question differently or offered different answer options, making results incomparable with the rest of the sample. The 83% of respondents who saw climate change or inequality affecting the world around them includes all respondents who were asked about one or both issues. The breakdown covers a sub-set of this group who were asked about both issues (excluding those who were only asked about climate or inequality).

Table 1 “Thinking about your own country, how have you noticed climate change and economic inequality affecting the world around you?”

	Getting better	Getting worse	No change	Unsure
Changes in the weather	19%	49%	22%	10%
Changes in the environment (such as sea or river levels, forests, fertile soil)	14%	39%	27%	20%
Access to clean water	31%	23%	35%	11%
Equality between children (all children have the same opportunities regardless of their background or family)	44%	18%	23%	15%
Families can afford basic things like clothes, fuel and other essentials	46%	20%	22%	12%
Children have a safe and adequate home	51%	14%	24%	11%
Families can access or afford food*	54%	16%	21%	9%
Children’s access to good education	61%	12%	19%	8%
Children’s access to good healthcare	58%	13%	21%	9%
Children’s health	54%	16%	21%	9%
Children’s mental well-being (such as feeling anxious or worried)	32%	29%	23%	16%
Children’s safety from violence at home	45%	17%	22%	16%
Children’s safety from violence outside the home	35%	24%	23%	18%

Totals might add up to 99% or 101% because of decimals.

* In Italy, this was translated as ‘access to a healthy and balanced diet.’

Figure 1 Most respondents think the weather in their country is getting worse

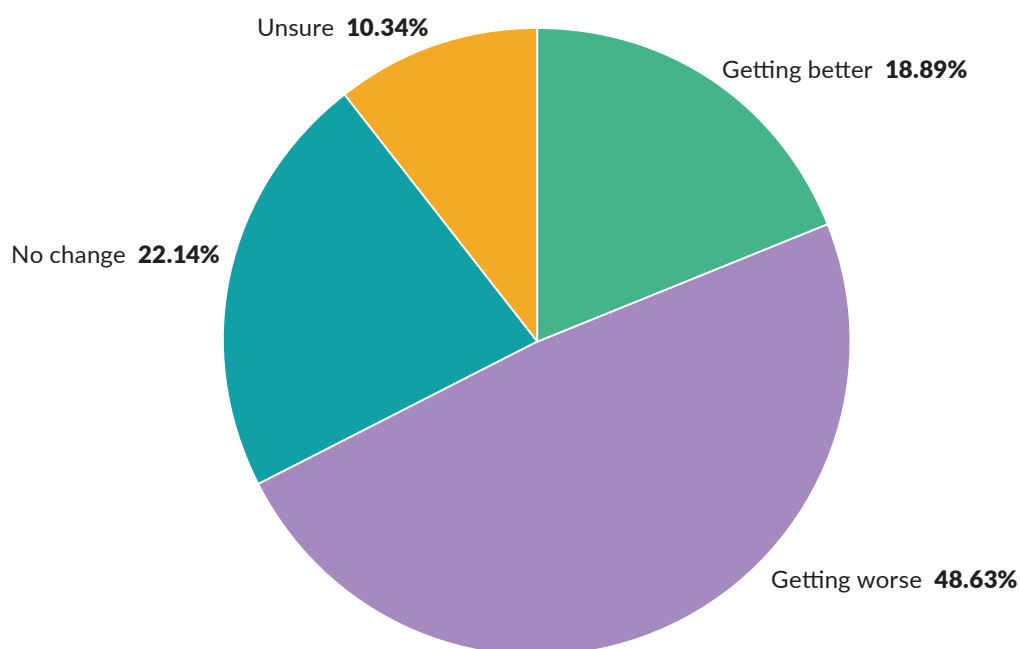


Figure 2 Most respondents think the environment in their country is getting worse

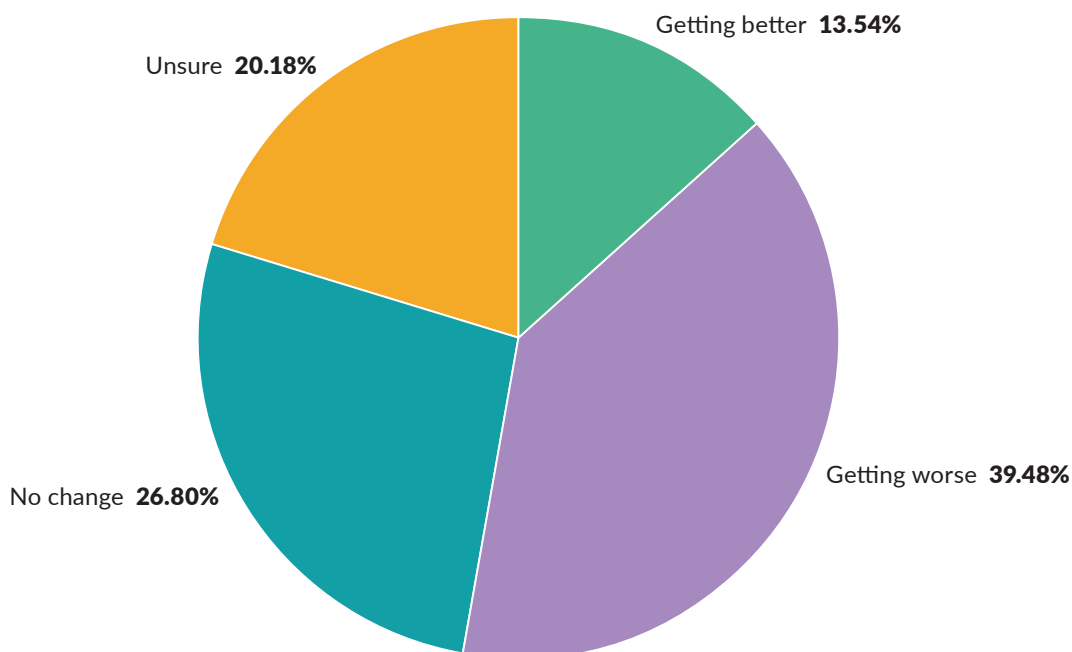
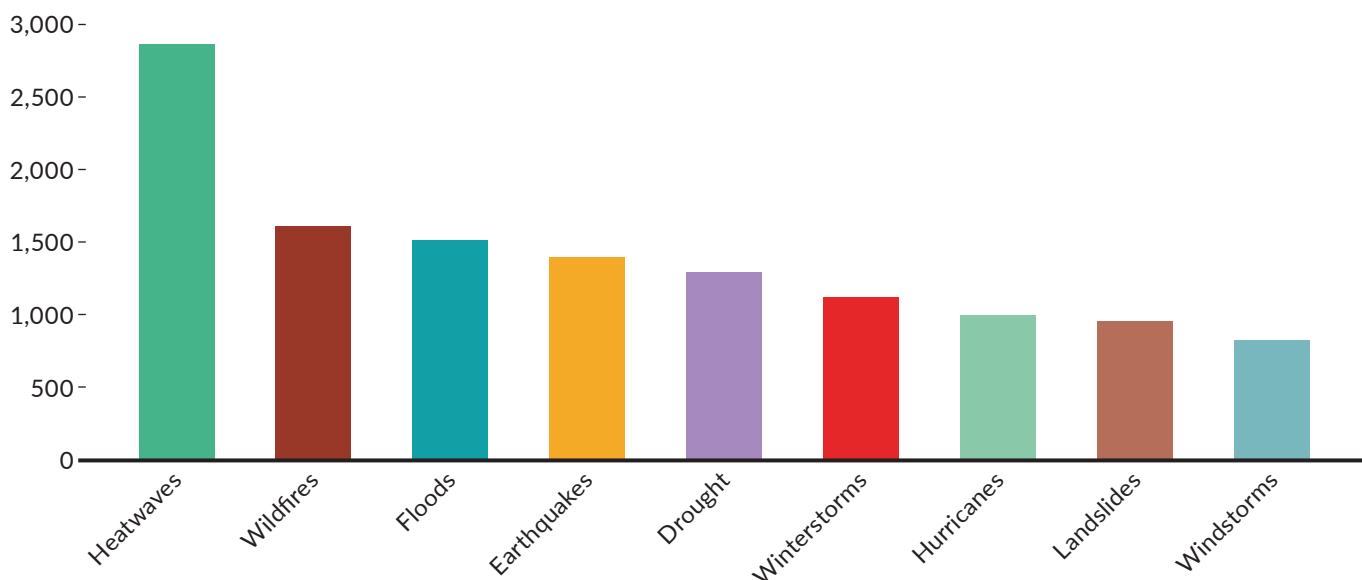


Figure 3 “Which climate disasters affect your community the most?”



Individual surveys only listed options relevant for the country in question: for instance Albanian children were not asked about hurricanes. Windstorms include tornadoes and dust storms

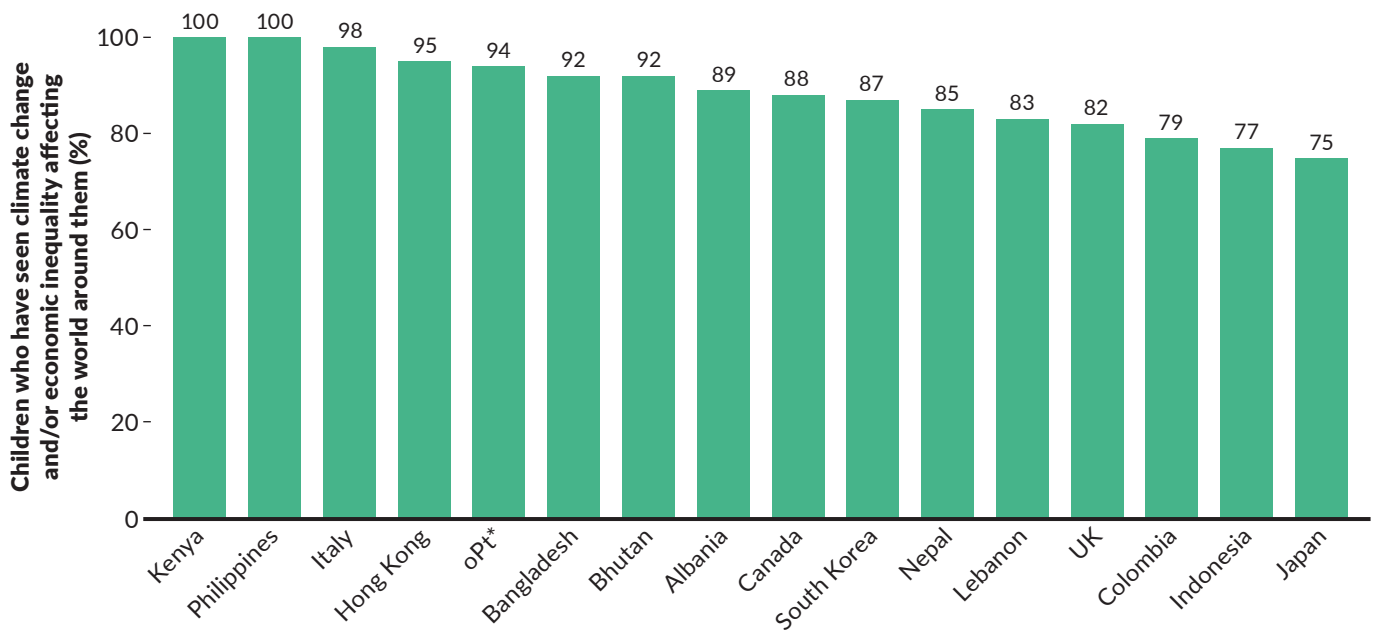
Disaggregated findings

For the subset of respondents where disaggregation is available, we see that gender and wealth are not a determinant of burden, as the percentage of children who have experienced climate change and/or economic inequality remains in the 86–87% range irrespective of (self-assessed) wealth and in the 81–83% range for gender. By contrast, location and disability status appear to play a role: 86% of children residing in coastal areas report being affected, against 80% of urban children and 83% of children in rural areas. Similarly, for children

with a disability, the rate rises by 12 percentage points compared to non-disabled peers (79 vs 91%). There were also variations in answers between countries: 85% of respondents report noticing climate change or inequality affect the world around them in Nepal, compared to 75% in Japan (Figure 4, page 8).

Perceptions of inequality vary, too. Children living in urban settings are more likely to think there is a lot of inequality where they live compared to peers in rural

Figure 4 Most children have noticed climate change and/or economic inequality affecting the world around them



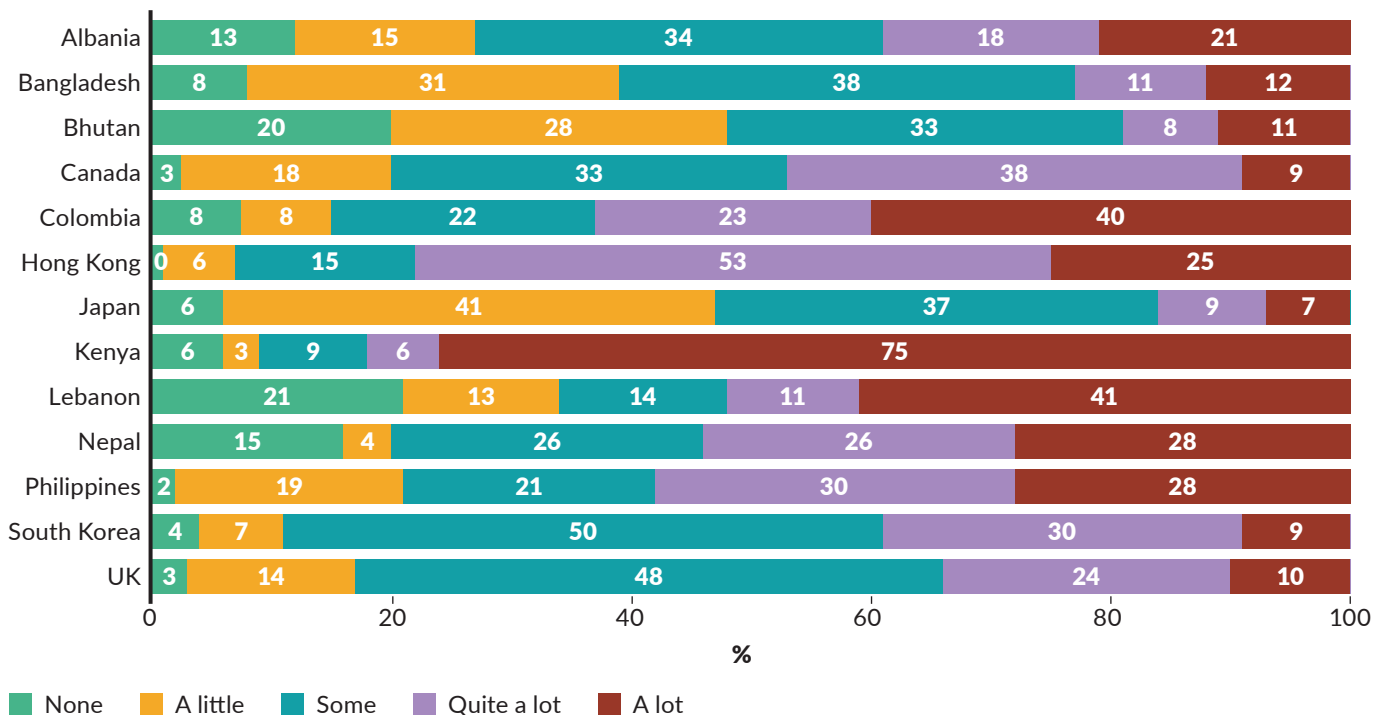
In Bangladesh and Colombia, respondents were only asked about climate change.

* Occupied Palestinian territory

settings (41 vs 32%). Children from poorer families, too, think there is more inequality where they live compared to their richer counterparts (46 vs 36%). However, the biggest divide is due to country of residence: less than 20% of respondents see inequality where they live in Japan or Bhutan, but more than 50% do in Nepal or the Philippines (Figure 5).

When it comes to natural disasters, the country of the respondents is the key differentiating factor. Heatwaves were the most commonly reported natural disasters in Canada, Italy, the occupied Palestinian territory, the Philippines, and South Korea; landslides ranked first in Bhutan and Nepal; in Japan, earthquakes, and wildfires in Albania.

Figure 5 An alarming number of children think there is a lot of inequality where they live



Respondents were asked to rank the level of inequality where they live on a Likert scale of 1 to 5, with 1 being 'No inequality' and 5 being 'A lot of inequality'.

Children's desire for change

Survey questions

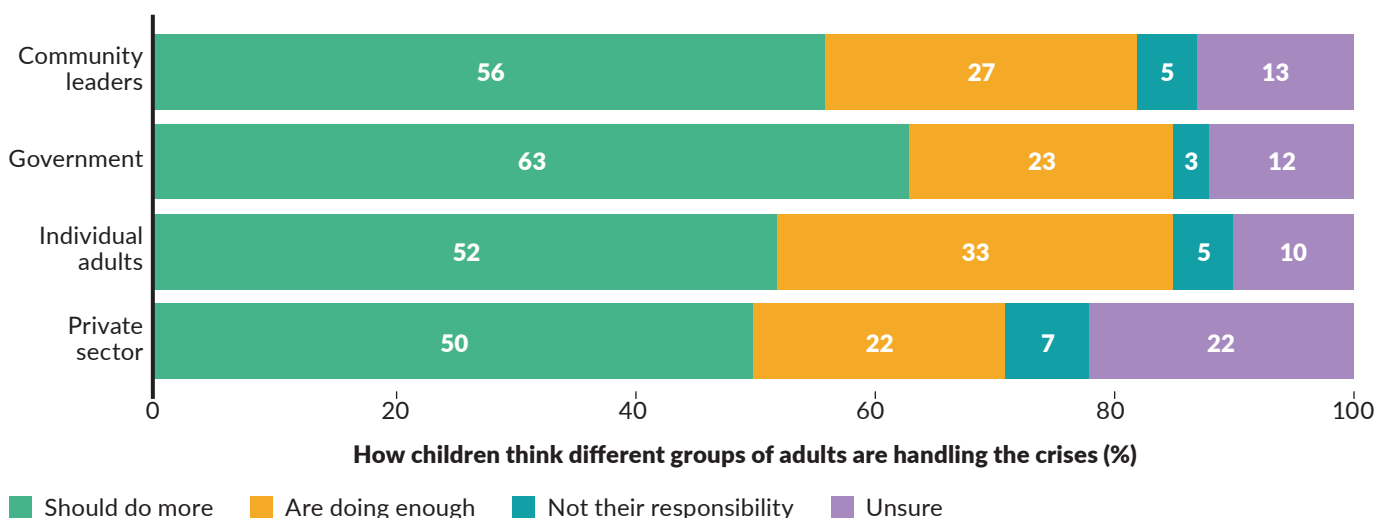
- Are you campaigning on these issues?
- Do you think adults in your country should do more to address these crises?
- Do you think the level of inequality where you live is a problem?

Top-line findings

Children are dissatisfied with the status quo and eager for change: more than 1 in 3 respondents (35%) are either already campaigning on these issues or would like to start. In addition, most respondents are dissatisfied with how adults are addressing these crises, and would like them to do more, starting with their government (63%) and community leaders (56%), individual adults (52%), and the private

sector (50%) (Figure 6). All in all, around 3 in 4 children who responded to the surveys (73%) think at least some adults are not taking enough action. This dissatisfaction is set against a harsh backdrop: when asked about how big a problem ongoing inequality is on a scale from 1 to 5, 1 in 2 children (51%) answered 4 or higher – meaning they think it's a big problem.

Figure 6 Most children think adults should do more to address these crises



In Bangladesh, Colombia and Lebanon, respondents were only asked about the 'Individual adults' category and that refers to all adults generally. In Italy, the category 'Government' includes institutions, and 'Community leaders' has been translated as 'Communities and local authorities'.

Disaggregated findings

When it comes to campaigning, children living in coastal areas display the highest level of activism (48% vs 14% for the overall sample). Since children living in coastal areas were also more likely to say they observed climate change and/or economic inequality affecting the world around them, this suggests a possible positive correlation between the perceived impact of climate change and/or economic inequality on the one hand, and the percentage of children taking action to tackle it on the other.

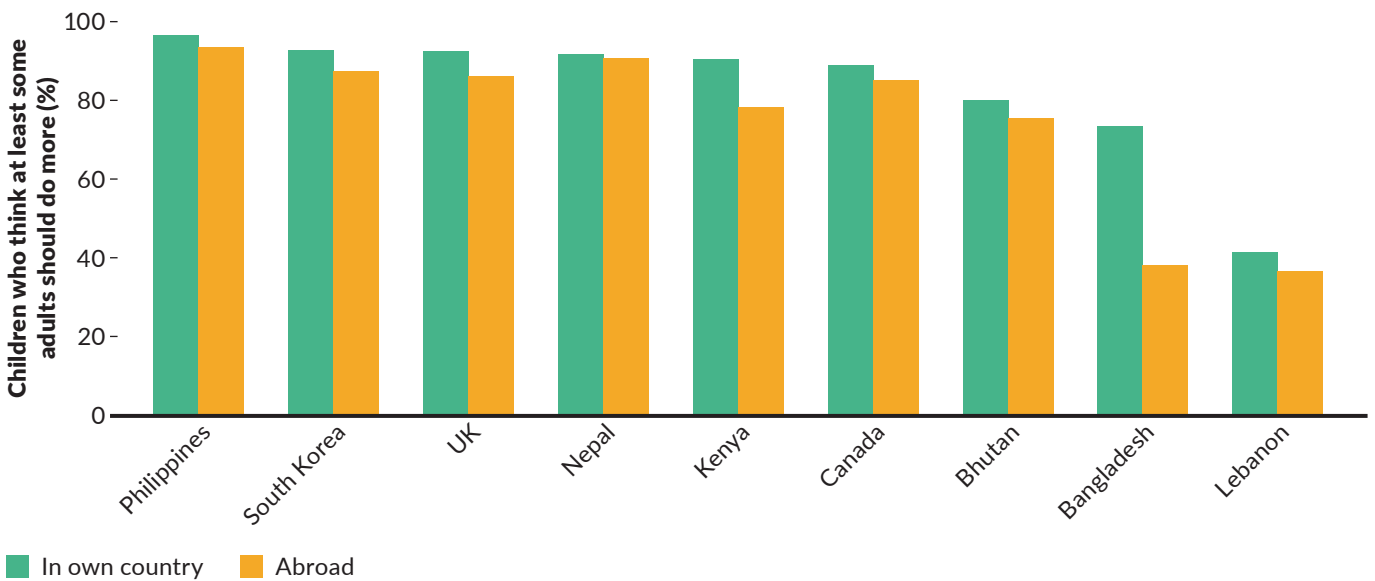
When it comes to demanding action, girls and boys are equally dissatisfied with the status quo. By contrast, children in the countryside who responded to the survey are more likely to think that adults should do more to tackle the climate and inequality crises compared to their urban counterparts (76 vs 71%), as are richer children compared to their poorer peers (83 vs 75%). Despite different national contexts, the level of children's dissatisfaction with how adults are handling the crises varies less. In addition, in countries

where a comparison is possible, it is interesting to note that roughly the same proportion of respondents want to see adults doing more to address the issues in their country and abroad, regardless of country income level (Figure 7).

The perceived urgency of the inequality crisis varies depending on location: in Japan, 'only' 16% of respondents see inequality as a serious problem, but as many as 89% do in Italy (Figure 8). For the subset of respondents for which disaggregation is available,

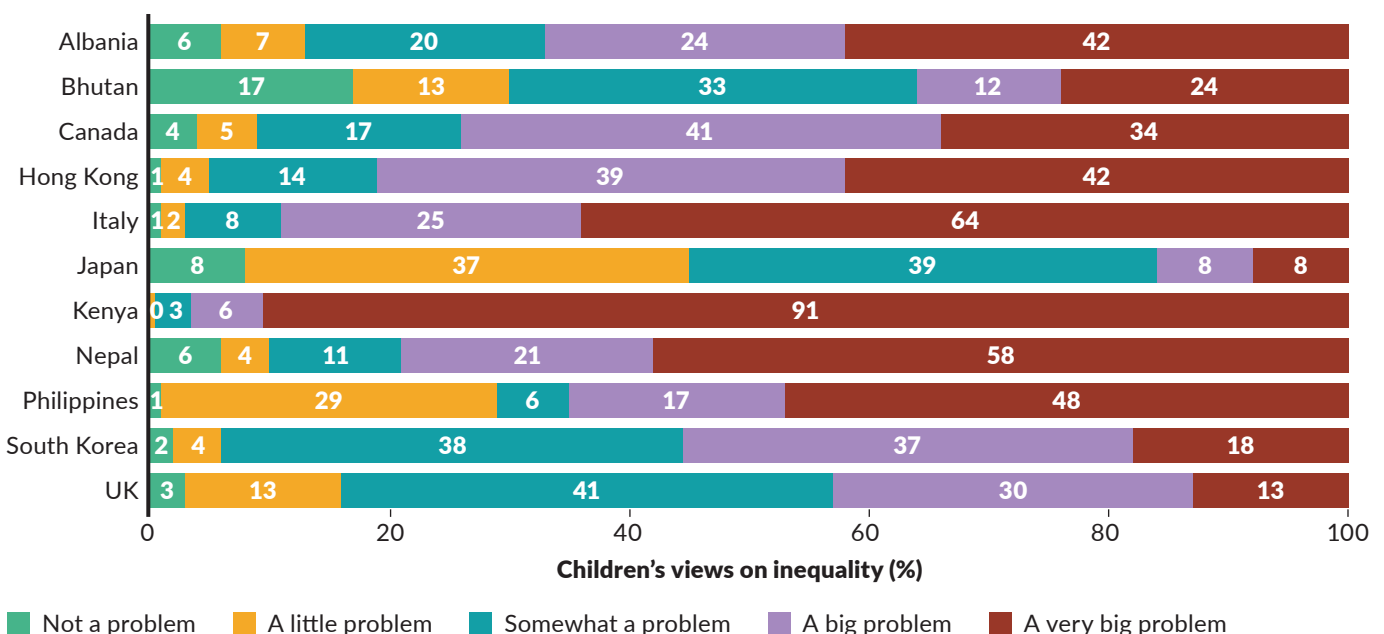
we see that both location and wealth play a role in the perception of inequality. Children self-assessing their family monetary status as 'below average' tend to think that inequality is a big problem more often than their peers in the 'above average' wealth category (61% vs 49% respectively). Perhaps mirroring the generally greater level of inequality in cities, urban children are more likely to think the level of inequality where they live is a 'big' or 'very big' problem compared to their rural peers (57 vs 37%).

Figure 7 “Do you think adults should do more to address climate change and economic inequality?”



Groups of adults include the private sector, governments, community leaders and individual adults. In the UK, the scope of action for the second question (on adults abroad) is restricted to climate change. In Bangladesh and Lebanon, respondents were only asked about the 'Individual adults' category and that refers to all adults generally.

Figure 8 Most children are concerned about the level of inequality there is where they live



Respondents were asked to rank the gravity of the inequality crisis on a Likert scale of 1 to 5, with 1 being 'Not a problem' and 5 being 'A very big problem'.

Children's views on responsibilities and solutions

Key questions

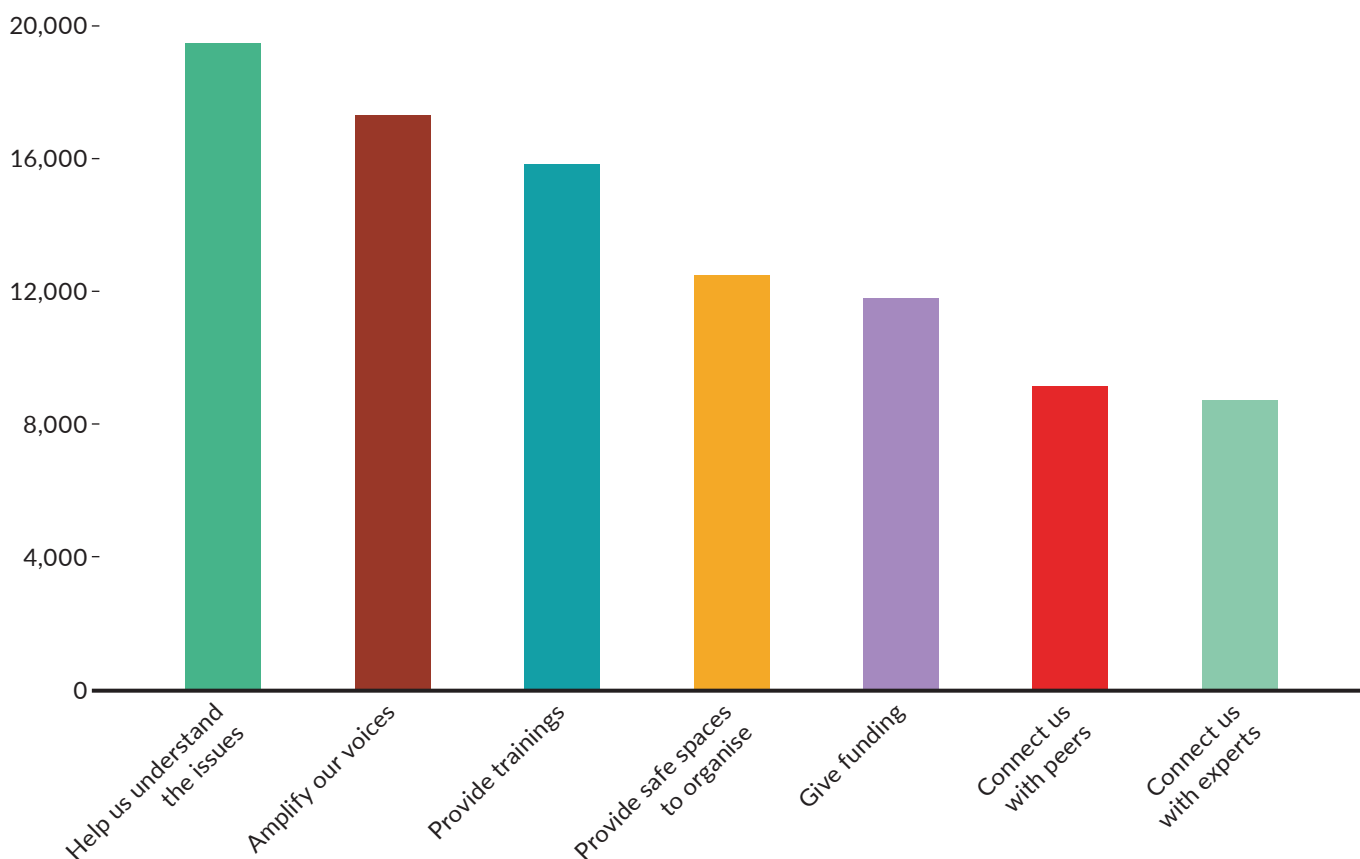
- How can adults/organisations support you to campaign on these issues?
- Do you think some countries are more responsible than others? Which ones?
- Do you think countries should work together to address these interconnected crises?

Top-line findings

Findings show that children would welcome a number of initiatives to support them, pointing to the need for a multi-pronged approach to support children's campaigning. Most of all, children want to be supported to act: indeed, the most popular options are 'receiving help understanding the issues at hand', 'receiving support to amplify their voice', and 'receiving trainings' (Figure 9). By contrast, respondents appear less interested in being connected with experts or peers, or in receiving money – funding only comes in fifth among the priorities for the overall sample.

When it comes to establishing the cause of climate change and economic inequality, most children appear aware of the equity principle of 'common but differentiated responsibilities': 2 in 3 children who responded to our survey think some countries have more responsibility than others. When asked about which countries have more responsibility, 63% point to richer countries, 21% to fast-growing economies, and the remaining to poorer countries (8%) or specific (groups of) countries (8%). When it comes to solutions, 91% of respondents believe countries should work together to tackle these crises, indicating that the overwhelming majority think international cooperation is important.

Figure 9 "How can adults/organisations support you to campaign on these issues?"



Disaggregated findings

Understandably, support needs for campaigning are context specific and vary across country. However, it is interesting to note that with the exception of Japan, each country's top priority is among the top three internationally. Table 2 below shows most needed support tools by country.

Support for international cooperation varies by country: only 4% of respondents said they didn't

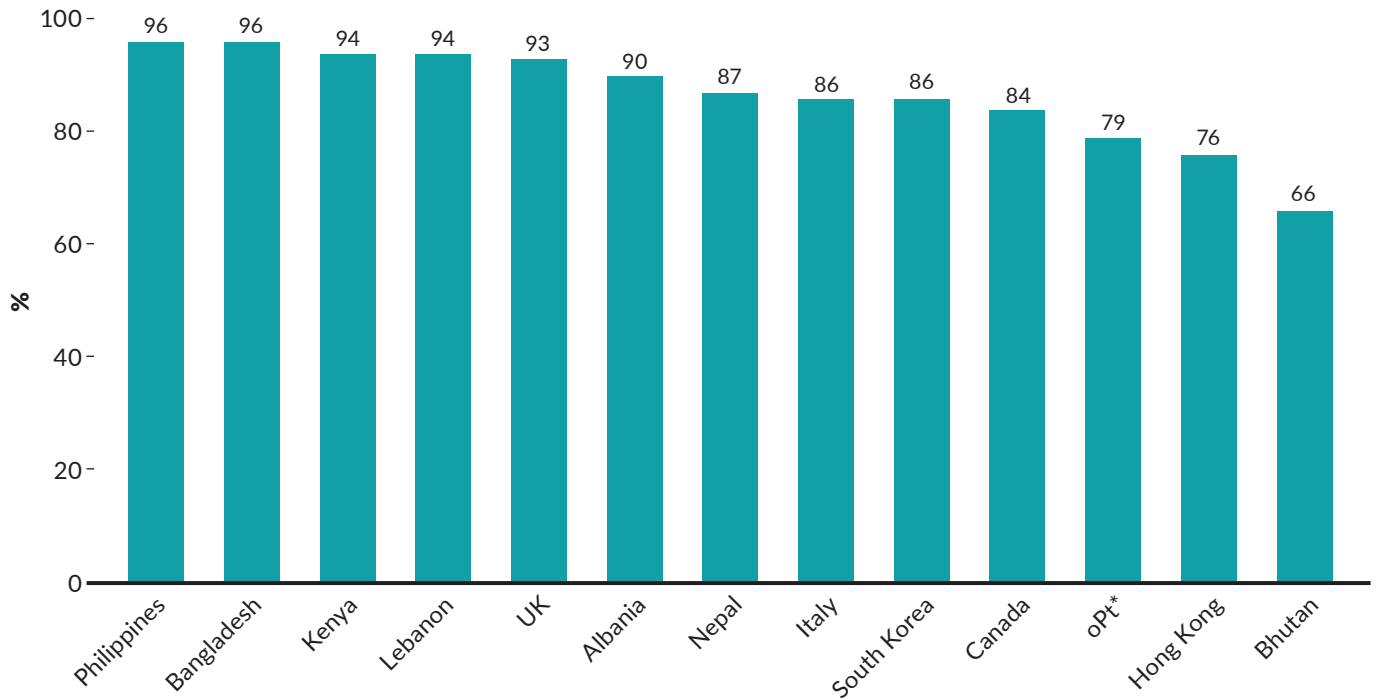
believe that countries should work together to address the issues, in Bangladesh, compared to 33% in Bhutan (Figure 10, page 13). It also varies by location, as urban children are more likely to think international cooperation is important to tackle these issues than their rural peers (91 vs 85%). On the other hand, other characteristics, such as gender and age, appear to play no role.

Table 2 Most needed support tools by country

Country	Priority #1	Priority #2	Priority #3
Albania	Amplify voices	Funding	Provide safe spaces
Bhutan	Understand issues	Training	Amplify voices
Canada	Understand issues	Amplify voices	Funding
Hong Kong	Amplify voices	Training	Funding
Indonesia	Understand issues	Amplify voices	Trainings
Italy	Amplify voices	Experts	Trainings
			Understand issues
Japan	Funding	Amplify voices	Provide safe spaces
			Understand issues
Kenya	Trainings	Amplify voices	Connect with experts
Nepal	Trainings	Understand issues	Amplify voices
oPt	Amplify voices	Trainings	Understand issues
Philippines	Amplify voices	Understand issues	Provide safe spaces
South Korea	Understand issues	Trainings	Funding
UK	Understand issues	Amplify voices	Connect with experts

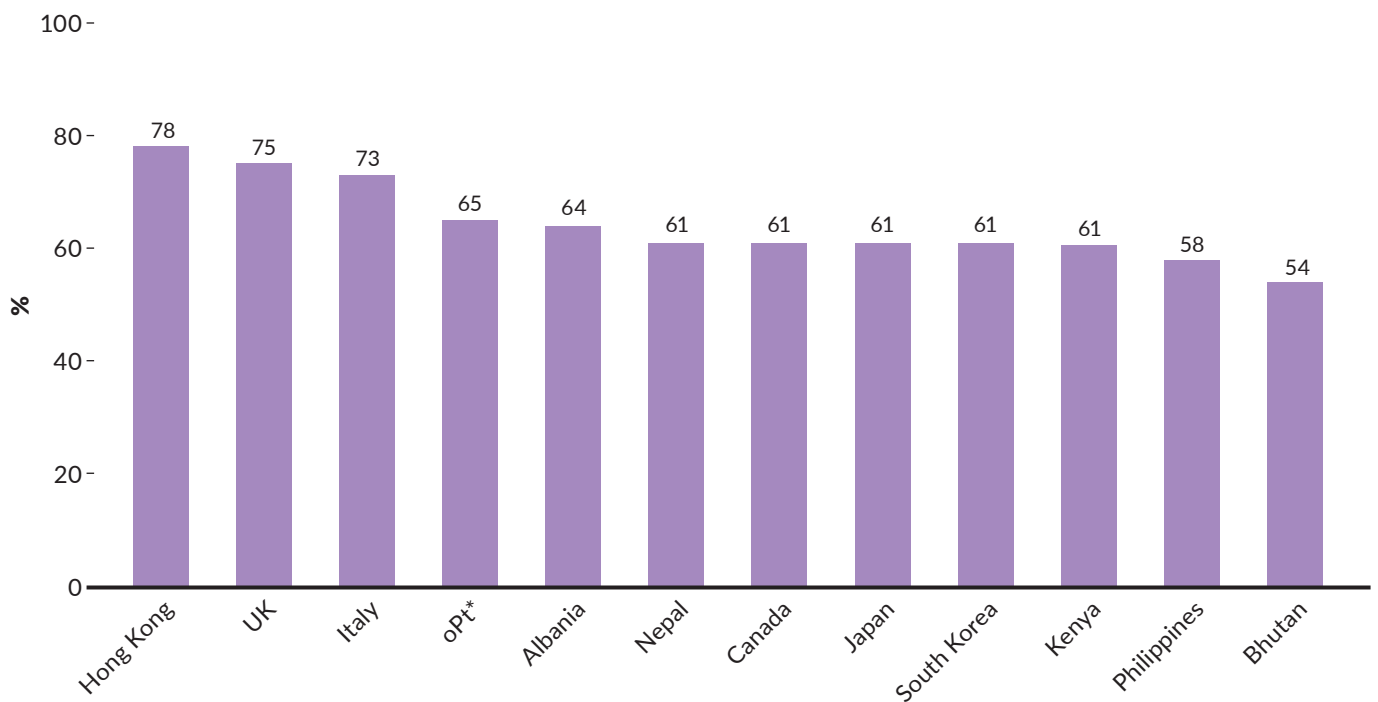
The variety of options selected suggests the need for a multi-pronged approach.

Figure 10 “Do you think countries should work together to address climate change and its impacts on children most affected by economic inequality?”



* Occupied Palestinian territory

Figure 11 “Do some countries have more responsibility than others?”



* Occupied Palestinian territory

3

Technical notes

Survey dissemination

Once the survey was designed, a common survey template was developed on Google Forms for individual countries to use, with some countries administering the survey with alternative platforms (e.g., KoBo) or through an external provider. In some countries the survey was translated into the local language(s), in which case the rendition of specific terminology or slight edits to the original text were discussed with the lead researcher and compiled to assess comparability (see Questions coverage below). Each country embedded survey dissemination into its broader existing strategy for the 'child hearings'; for instance, in Indonesia Save the Children partnered with the Ministry of Education, Indonesia Red Cross and Indonesia Scouts Committee. A survey analysis key was developed for data cleaning and coding.

Data harmonisation

Not every country asked questions, or provided answer options, in exactly the same way. Whenever possible, the survey analysis was set up to maximise comparability in order to include the highest possible number of children's views in the findings. For instance, in Italy, 'access to food' was translated as 'access to a balanced and nutritious diet.' Similarly, the group of adults labelled as 'community leaders' in the global survey was translated as 'communities and local authorities' in the Italian survey to be more relatable to Italian children, where the authority of local institutions is perceived as more salient as that of local community leaders.

Sample characteristics

The sample size is 42,458 respondents and varies by country – from 33 responses in Kenya to over 20,000 in Indonesia (Table 3, page 15). Almost 50% of responses come from Indonesia, meaning that top-line findings are skewed towards over-representation of the Indonesian (non-representative) child population. Of course, this effect disappears when findings are analysed at a country level, as some graphs do.

Responses were restricted to children and youth aged 8–22 years old. This criterion was introduced to reflect the age range of children involved in the in-person 'child hearings' workshops. In Bangladesh, age was not asked, but the survey targeted respondents aged 12–18 years old.

Several demographic questions were asked to build a better idea of the respondent base, as well as to disaggregate findings: age, location, gender, disability status, (subjective) wealth, level of parental education, and ethnicity. However, it is important to flag a few constraints: a) not all questions were asked in every country; b) when they were asked, some respondents chose not to answer them; and c) some measures of disaggregation, such as ethnicity, are not comparable. This has two implications: first, it is difficult to provide a make-up of the full sample; secondly, whenever disaggregated findings are presented, results represent the subset of respondents who answered a specific demographic question.

Table 3 Sample size and proportion of total by country

Country	Sample size	Contribution to sample (%)
Albania	780	1.84
Bangladesh	5,263	12.4
Bhutan	907	2.14
Canada	1,078	2.54
Colombia	289	0.68
Hong Kong	245	0.58
Indonesia	20,128	47.41
Italy	198	0.47
Japan	1,085	2.56
Kenya	33	0.08
Lebanon	2,442	5.75
Nepal	6,051	14.25
Occupied Palestinian territory	142	0.33
Philippines	224	0.53
South Korea	1,000	2.36
United Kingdom	2,593	6.11
Total	42,458	100

Survey questionnaire

The questionnaire consists of 26 questions divided between mandatory (or core) questions, optional questions, and demographic questions for disaggregation. The survey also includes open-ended questions that are out of the scope of this report but are undergoing qualitative analysis in country offices.

The mandatory and optional questions template is shown below. Countries adapted this for dissemination.

Mandatory questions	
<p>Question 1: Thinking about the presentation you've just seen about climate change and economic inequality, have you noticed changes in the world around you that affect you or other children?</p> <p><i>For example, the weather, the amount or price of food available, water, changing temperatures, fewer children going to school, or with a good home?</i></p> <p>Yes/no</p>	
Number yes:	Percentage yes:
Number no:	Percentage no:
<p>Question 1a: If yes, what changes have you noticed in the world around you that affect you or other children?</p> <p>Quotes <i>(fill this in during the hearing - where possible link back to demographic data of speaker)</i></p> <p><i>e.g. 'in Chile businesses are lacking water... shows how less access to resources are always... left aside from people who have power and means' - participant number 1</i></p> <p>Interpretations <i>(fill this in after the Hearing)</i></p> <p><i>e.g. Children noticed less wealthy people are more affected by lack of water</i></p>	
<p>Question 2: Do you think adults in your country are doing enough to stop climate change and economic inequality?</p> <p>Yes/no</p>	
Number yes:	Percentage yes:
Number no:	Percentage no:
<p>Question 2a: If no, what more could adults do?</p> <p>Quotes</p> <p>Interpretations</p>	
<p>Question 3: Are you already campaigning on these issues?</p> <p>Yes/no</p>	
Number yes:	Percentage yes:
Number no:	Percentage no:
<p>Question 3a: What are you doing?</p> <p>Quotes</p> <p>Interpretations</p>	
<p>Question 3b: What kind of support from adults and other organisations would help you?</p> <p>Quotes</p> <p>Interpretations</p>	

Optional questions

Question 4: Do you think the issues we have been discussing are affecting children in other countries? How?

Question 5: Do you think adults in other countries around the world are doing enough to address the issues?

Yes/no

Question 5a: If yes, what are they doing?

Question 5b: If no, what more could they do?

Question 5c: Do some countries or people have more responsibility than others?

Question 6: Do you think countries should work together to address climate change and its impacts on children most affected by economic inequality?

Yes/no

Question 6a: If yes, what should they do?

Question 6b: If no, why not?

Question 7: How much economic inequality do you think there is in your country or community?

(Scale of 1-5, with 1 being not much economic inequality and 5 being a lot of economic inequality.)

How many said 5:

How many said 4:

How many said 3:

How many said 2:

How many said 1:

Question 7a: Are certain groups of children particularly affected?

Yes/no

Question 7b: What do you think is causing this economic inequality?

Question 7c: Do you think this level of economic inequality is a problem and why?

Questions coverage

No survey question was mandatory to answer, and not all respondents finished the survey. In addition, some questions were not asked in some countries. This means that the sample size, as well as geographic coverage, varies for each question.

Table 4 Questions coverage by country

Question	Albania	Bangladesh	Bhutan	Canada	Colombia	Hong Kong	Indonesia	Italy	Japan	Kenya	Lebanon	Nepal	Occupied Palestinian territory	Philippines	South Korea	UK
1	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green
2	Green	Red	Green	Green	Red	Green	Green	Yellow	Green	Green	Red	Green	Green	Green	Green	Green
3	Green	Yellow	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green
4	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
5	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green
6	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
7	Green	Red	Green	Green	Purple	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Green
8	Green	Red	Green	Green	Red	Red	Red	Green	Green	Green	Red	Green	Green	Green	Green	Red
9	Green	Yellow	Yellow	Green	Red	Green	Red	Green	Green	Green	Yellow	Yellow	Green	Green	Green	Green
10	Red	Red	Green	Green	Red	Green	Red	Red	Red	Green	Red	Green	Red	Green	Green	Green
11	Red	Yellow	Green	Green	Red	Red	Red	Red	Red	Green	Yellow	Green	Red	Green	Green	Yellow
12	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
13	Green	Red	Green	Green	Red	Green	Red	Green	Green	Green	Red	Green	Green	Green	Green	Green
14	Purple	Red	Green	Green	Red	Green	Red	Green	Green	Green	Red	Green	Green	Green	Green	Green
15	Green	Green	Green	Green	Green	Green	Red	Red	Green	Green	Green	Green	Red	Green	Green	Green
16	Green	Red	Green	Yellow	Red	Red	Red	Yellow	Green	Green	Red	Green	Red	Green	Green	Red
17	Green	Red	Green	Green	Purple	Green	Red	Green	Green	Green	Red	Green	Red	Green	Green	Green
18	Green	Green	Green	Green	Red	Green	Red	Green	Red	Green	Green	Green	Green	Green	Green	Green
19	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
20	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
21	Green	Red	Green	Yellow	Red	Red	Green	Purple	Green	Green	Yellow	Green	Green	Green	Yellow	Yellow
22	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
23	Green	Red	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
24	Green	Red	Green	Green	Red	Red	Green	Green	Red	Green	Yellow	Green	Red	Green	Green	Red
25	Green	Red	Green	Green	Red	Green	Green	Red	Green	Green	Red	Green	Green	Green	Green	Purple
26	Purple	Red	Purple	Purple	Red	Red	Red	Red	Red	Red	Red	Purple	Red	Purple	Purple	Purple
27	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey

Legend

- Question was asked
- Question was asked; wording and/or answer options different than in standard template; comparable
- Question was asked; wording and/or answer options different than in standard template; NOT comparable
- Question was not asked
- Out of scope of this analysis

Written for Save the Children by Amanda Lenhardt

* Throughout this report names marked * have been changed to protect identities

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Cover photo: Oriana*, 15, stands on top of plastic bottles she will recycle as bricks by filling them with sand in Norte de Santander, Colombia. (Photo: Pascale Mariani/Save the Children)

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