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## 2020 Vision: Using transdisciplinary approaches in understanding climate (in)action through youth led participation in mitigating hydrological extremes.

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We are the midst of a climate emergency requiring urgent climate action that is, as yet, unforthcoming both on the scale, and at the speed, commensurate with the associated hazard and risk. This paper presents work that considers this current state of inaction and explores how we might understand the underpinning processes of attitudinal and behavioural change needed through the emotional framework of loss.

This inaction is also explored through the additional lens of the year 2020, a year of tumultuous social change created by the COVID-19 pandemic. The article draws parallels with and looks to learn from the ways in which the collective loss experienced as a result of COVID-19 may offer a sense of hope in the fight to adequately address climate change but how meeting the Sustainable Development Goals will require climate injustices to also be addressed. We argue that appropriate leadership that guides widespread climate action from all is best sought from those groups already facing the loss of climate change and therefore already engaged in climate-related social action and activism, including youth and Indigenous peoples.

In this regard we present work from an ongoing project based within the Red River catchment (Vietnam), which is already experiencing enhanced hydrological extremes. Resultant floods, landslides and soil erosion in the upper region is having impacts in communities, whilst relative sea-level rises in the region are affecting the frequency and magnitude of flooding. Our research is working with young people and their communities, alongside social and environmental scientists in partnership, to identify imaginative ways to mitigate these climate change challenges and foster action. The paper will outline how this youth-led approach explores how local, traditional, and indigenous knowledges can develop understandings and strengthen local and societal resilience, incorporating peer-to-peer, intergenerational and cross-/inter-cultural forms of collaborative, and socially just, learning.

