Introduction

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The contemporary world is confronted with the climate crisis, one of the most complex and multifaceted challenges in human history. As a defining global crisis of the twenty-first century, it affects both the natural world and the conditions of human life. Melting glaciers, droughts, extreme heat, floods, wildfires, and storms are only the most visible manifestations of this crisis. More fundamentally, the climate crisis threatens the sustainability of life while generating new and deepening forms of inequality. Those who have contributed least to the crisis often bear its heaviest costs. For this reason, the climate crisis should be understood not only as an environmental problem, but also as a matter of justice that shapes everyday life, economic relations, social structures, and political decision-making.

Within this context, the concept of climate justice highlights that the effects of the crisis are not distributed equally and that groups with the least responsibility for its causes frequently suffer the greatest harm. Children are among the groups that experience this inequality most acutely. Their continuing physical development, sensitive immune systems, distinctive ways of experiencing their environment, and dependence on adult decisions make them particularly vulnerable to the climate crisis. Rising temperatures, extreme weather events, air pollution, water scarcity, the spread of infectious diseases, and increases in chronic illnesses threaten children's health, safety, and living environments. Climate-related disruptions in agricultural production and supply chains also make it more difficult to secure adequate and balanced nutrition, with consequences ranging from developmental delays to reduced learning capacity. However, the harms of the climate crisis are not limited to physical health. As the crisis deepens and decision-makers fail to respond effectively, children's trust in nature, social institutions, and adults is also undermined. Therefore, listening to children's voices is not only an ethical responsibility but also a necessary condition for developing fairer and more sustainable policies.

Climate change is a reality experienced unequally across the world, and its effects on children vary considerably. Socioeconomic conditions, geographic

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location, urban-rural differences, migration, and unequal access to public services all shape how children are affected by this crisis. In particular, children living in low-income areas are more intensely exposed to rising temperatures, air pollution, unhealthy environments, and food and water insecurity. Therefore, climate justice for children means more than reducing risks; it also requires protecting their rights to life, health, education, nutrition, safe housing, play, access to information, and participation. This book aims to make these complex inequalities visible and to examine the climate crisis through the lens of children's specific needs and rights.

This approach requires moving beyond the view of children only as vulnerable groups in need of protection or as the adults of the future. When children have access to accurate information, are supported through education, and are included in decision-making processes, they are not simply affected by the crisis; they can also become powerful actors in the search for lasting solutions. In this respect, the book contributes to child-centered climate justice debates while drawing attention to children's often-overlooked capacity to change society.

With this aim, *Climate Justice for Children: Impacts of Climate Change and Solutions*, a volume comprising sixteen chapters, examines the effects of the climate crisis on children through the lens of climate justice and from a multidimensional perspective. The chapters can be read along three main axes: understanding how children are affected by the climate crisis, making existing inequalities visible, and developing child-centered strategies for solutions. Drawing on fields such as health, psychology, education, law, urban studies, engineering, literature, and politics, the volume approaches the climate crisis not simply as an environmental issue, but as a layered field of risk shaped by social, legal, spatial, and other interconnected dimensions. Bringing together qualitative and quantitative research methods with case studies and theoretical analyses, the book addresses both concrete themes and conceptual debates. Accordingly, the chapters can be read not as a linear sequence that merely follows the order of contents, but as a thematic whole that connects the different dimensions of child-centered climate justice.

The chapters demonstrate that children are disproportionately affected by rising temperatures, extreme weather events, water scarcity, air pollution, ecosystem degradation, and infrastructure deficiencies. These impacts are examined in terms of physical health and safety as well as in relation to educational continuity, psychological well-being, social participation, and expectations for the future. As children's own local experiences of natural events and disaster risks are explored, the importance of disaster education, climate literacy, and environmental awareness from an early age is emphasized. Access to safe and

sustainable water is treated as a fundamental right for children's health and well-being. Breastfeeding, in turn, is presented as both a protective measure for child health and a sustainable public health strategy from an environmental point of view. The engineering- and infrastructure-focused chapters further show that climate adaptation must be realized through resilient school and living environments that place children's rights, environmental health, and safety at the center.

One of the book's most significant contributions is its treatment of the climate crisis as an issue of social justice, children's rights, and legal responsibility. Corporate social responsibility projects directed at children by major industrial companies in Türkiye, the climate policies of the European Union and Türkiye, gaps in international law, and the obligations of states are examined within this framework. The exclusion of children from decision-making processes is discussed in relation to adultism and epistemic injustice, and children are positioned as subjects who produce knowledge, communicate experience, and have the right to participate in climate governance.

The book also brings into view the cultural, pedagogical, and psychological dimensions of climate justice. Ecofeminist and ecopedagogical perspectives address the devaluation of children's experiences and the neglect of their emotions concerning environmental problems as questions of justice. Through the concept of eco-anxiety, the book examines the psychological pressures children experience in the face of uncertainty and anxiety about the future. The discussions on children's literature and education emphasize that climate literacy is not limited to the transmission of information, but constitutes a learning process with cognitive, emotional, and action-oriented dimensions.

The book further explores how children experience the climate crisis in different living environments. In urban areas, children face heightened risks associated with heat, air pollution, and the lack of green spaces. In rural areas, the weakening of children's relationship with nature and economic inequalities limit their opportunities. In conflict zones, the climate crisis is experienced alongside water scarcity, infrastructure collapse, health problems, and disruptions in education. In this way, the volume shows that the climate crisis creates a profound field of impact that affects children's present lives, developmental trajectories, and expectations for the future.

In conclusion, *Climate Justice for Children: Impacts of Climate Change and Solutions* is a comprehensive work that examines the effects of the climate crisis on children through contributions from multiple disciplines. The volume does not regard children and young people merely as victims of the crisis; rather, it approaches them as individuals who can create spaces for voice and action

in climate justice processes through participation, research, solidarity, and leadership. In this respect, the book offers an integrated contribution to child-centered climate justice debates at both theoretical and practical levels.

It also opens an ethical and practical field of responsibility for the reader. Climate justice becomes unattainable when it is treated as someone else's problem; when it is recognized as a reality that we all inhabit, albeit unequally, a shared ground for transformation can emerge. Children must be placed at the center of this transformation. The climate crisis directly shapes the lives, rights, and future expectations of children, who are citizens of both the present and the future. Children who are born into this crisis and grow up within it cannot be excluded from the actions needed to transform it. Climate justice can achieve its full meaning only through an approach that places children at the center of policies designed to improve their present living conditions and secure their future rights. In this process, the policies of national and local governments, the advocacy efforts of civil society, and international cooperation are among the principal drivers of social and environmental transformation.

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