

REPORT ON THE ECOREACTEU STUDY ON YOUTH ECO-ANXIETY

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Background

The impacts of environmental problems on human well-being are increasingly gaining traction. As reports of increased, global environmental problems have been on the rise, multiple stressors on human health, global migration, and the economy have intensified. As a result, the linkages between mental well-being and the environment have become the front burner in both media and scientific research. The impacts of environmental problems on mental health manifest in different forms, a more common phenomenon in children and youth is called 'eco-anxiety'. Eco-anxiety is understood as a range of emotions felt in relation to recurring environmental problems. Some of the emotions include but are not limited to, anxiety, sadness, guilt, loneliness, despair, etc. Given this demand for understanding and developing solutions to support people whose mental health is impacted by environmental problems, the EcoReactEU project was conceptualised. With funding from the Erasmus+ program of the European Union, an interdisciplinary consortium was formed as part of the project to develop tools to support youth dealing with eco-anxiety in Europe, to manage their well-being and cope effectively. The EcoReactEU project also has a unique focus to explore youth eco-anxiety support that can also be applied by youth workers who are in contact with youth.

The EcoReactEU project is aimed at addressing youth eco-anxiety in Europe through education and action. The project also seeks to improve our collective

understanding of eco-anxiety experienced by youth based on a research study conducted. The insights from the study will inform the project outputs which include the development of a European platform of resources for integrating eco-anxiety into youth projects and youth policies. Through the project, we will disseminate and popularise knowledge about eco-anxiety as well as provide educational tools for youth workers and the educational community at large.

Utrecht University, la Ligue de l'enseignement, ARCI and Eko greece led a study as part of the EcoReactEU project to investigate the impact of environmental related problems such as climate change, biodiversity loss, pollution, etc. on the psychological well-being of youth living in 4 countries in Europe namely – France, Greece, Italy, and the Netherlands. The responses received from the Netherlands were, however, comparably lower than other countries and thus removed during the analysis phase of the study. The objective of the study was to gain a deeper understanding on eco-anxiety in youth and to obtain insights that can be used by youth workers

This study was conducted on youth aged 16 to 25 living in the specified countries through a survey that collected responses on their emotions, levels, causes, and coping strategies when it comes to their experience of eco-anxiety. The study focused on gaining a deeper understanding of eco-anxiety in youth and to seek potential remedies that can be adopted within

pedagogical settings by also involving youth workers. This was done to understand their own experience of eco-anxiety, as well as the extent to which they could accurately predict emotions, levels, causes, and coping mechanisms of eco-anxiety in youth.

This report has been divided into two main parts. Part 1 includes a literature review that explores existing literature on youth eco-anxiety and highlights the gaps that our study aimed to address. Part 2 includes a detailed summary of the study including the methods, results, a brief discussion section, and key recommendations from the study.



Project Partners



La Ligue de l'enseignement

Founded in 1866, la Ligue de l'enseignement (France) is an NGO which aims to guarantee access to education for everyone, regardless of their age, social and ethnic backgrounds. It further promotes a secular society, solidarity amongst citizens and active citizenship. The Ligue de l'enseignement gathers over 20,000 associations in 102 departmental and 13 regional federations with the common aim of training responsible citizens who will fulfil their duties, make full use of their rights and be active in society reinforcing its democratic, humanist, and social character.



Eko Greece

Entrepreneurship and Social Economy Group (EKO) is a non-profit organisation seated in Athens, Greece, operating at a local and European level, with youth as its main target group. Its primary mission is to contribute to the creation of an inclusive society, free from prejudice and discrimination, which will be in the position to develop and grow sustainably.



Arci Aps

Arci Aps was founded in 1957 and it is present throughout the Italian territory, with almost 1,000,000 members and more than 4000 clubs. ARCI is engaged in social intervention actions, with the objective of fostering citizens' participation and promoting the rights of the most vulnerable/marginalised citizens' categories.



Utrecht University

Utrecht University is an academic institution based in Utrecht, Netherlands with an aim to create a better world through research on complex issues that are beyond the borders of disciplines. The Copernicus Institute of Sustainable Development contributed to the EcoreactEU project based on its aligned mission to link research with social mission through global partnerships.

Key Insights



- Climate change is the #1 environmental problem causing youth concern and youth workers are aware of this.
- Government inaction on environmental problems is a leading cause of eco-anxiety for youth.
- Youth workers report higher levels of eco-anxiety emotions compared to youth.
- Youth workers can accurately estimate eco-anxiety emotions in youth.
- Youth employ a combination of meaning-focused coping and problem-focused coping in their daily lives. Youth workers are aware of this.
- Both youth workers and youth would like to have more training on eco-anxiety.

Part 1: Literature Review

This section of the report has been developed to explore established knowledge on youth eco-anxiety from past studies. We intend to provide substantial information on the prevalent emotions in eco-anxiety as well as some of the identified causes of eco-anxiety in youth. Finally, we discuss coping mechanisms youth employ to manage eco-anxiety and the implications of each coping mechanism. We also briefly touch on youth workers and their perceptions of youth eco-anxiety, as well as the very little explored potential of youth workers in supporting youth in dealing with eco-anxiety.



1.1 Introduction

Globally, environmental problems, and threats such as climate change, biodiversity loss, plastic pollution, etc. are on the rise, threatening the health and psychological well-being of youth (Intergovernmental Panel on Climate Change, 2022; UNICEF, 2021). Recently, the potential impacts of environmental problems in human mental health have gained attention. These impacts arise from both direct and indirect exposure to the problems (Clayton, 2020). Emotional responses such as increased anxiety, depression, fear, etc. are known as 'eco-anxiety'. Although eco-anxiety has varied definitions according to experts, this phenomenon can be understood as a wide range of emotions experienced in relation to environmental problems or the state of planetary ecosystems (Pikhala, 2020)¹. Although eco-anxiety is experienced by both the older and younger generations, children and youth are more vulnerable to eco-anxiety because of their developing cognitive functions and their increased susceptibility to climate-related health problems in times of crisis (Wu et al., 2020). Youth, particularly those facing a future profoundly impacted by climate change, will require support to cope with their eco-anxiety.

Eco-anxiety in youth presents as a severe and debilitating form of worry and stress about our changing and uncertain natural environment (Gifford & Gifford, 2016). Multiple studies have highlighted the diverse ways eco-anxiety can impact youth mental health. This includes psychological distress expressed in anxiety, depression, and loss of emotional control (Searle & Gow, 2010; Stanley et al., 2021). Relatedly, symptoms of stress, pathological worry, insomnia, post-traumatic stress disorder and negative functional impacts

have also been observed in other eco-anxiety studies (Ogunbode et al., 2021; Verplanken et al., 2020; Hickman et al., 2021; Sciberras & Fernando, 2022). Some other studies have also reported difficulty in sleeping as well as inability to enjoy social gatherings with friends and family in youth who experience eco-anxiety (Hogg et al., 2021; Ogunbode et al., 2021). Eco-anxiety has also been found to influence reproductive concerns in youth, resulting in their decision not to have children. They fear that their children will experience greater climate impacts in the future, while also contributing to climate change via increased carbon footprint (Hickman et al., 2021). On the other hand, eco-anxiety has also been found to be associated with some positive, pro-environmental behaviours such as climate activism which helps to buffer some of the above-mentioned negative impacts. Although these emotions are distressing, eco-anxiety is still considered a rational response to a global crisis and is therefore not considered a mental illness (Clayton & Karazsia, 2020; Crandon et al., 2022).

Many youths in Europe experience eco-anxiety. 45% of European youths aged 16-25 have reported that eco-anxiety significantly impacts their daily lives through anxiety and distress (The European House – Ambrosetti, 2023). A global survey on eco-anxiety conducted on 10,000 youth aged 16-25 living in 10 countries including Finland, the United Kingdom, France, and Portugal showed that they were either very worried or extremely worried about climate change to the extent that it impacted their functioning (UK = 49%, Portugal 65%, France 58%, Finland 44%) (Hickman et al., 2021). Another recent study on eco-anxiety levels in Italy revealed that youth, when compared to adults, had higher levels of anxiety about their personal impact on the environment

¹ Other terms such as climate or climate change anxiety, climate emotions, and climate distress are also widely used in environmental emotions literature; they typically refer to emotions directly associated with the climate crisis alone and not broader environmental problems.

(Rocchi et al., 2023). Another cross-national study which included Greek and Dutch youth highlighted the role of climate change reporting in the media on their well-being; evoking strong emotional responses such as anger, fear, and anxiety from human inaction to the problem (Parry et al., 2022). While current literature shows significant levels of eco-anxiety in North-Western Europe, it is not yet clear what the eco-anxiety levels are among youth in Mediterranean Europe, despite experiencing higher impacts of climate change compared to other parts of Europe (Intergovernmental Panel on Climate Change, 2022; Pietrapertosa et al., 2019).

Understanding eco-anxiety in youth is crucial to supporting their well-being and promoting their capacity for pro-environmental behaviours. This understanding not only contributes evidence for enhancing environmental policies on youth well-being but also empowers parents and educators seeking guidance on addressing eco-anxiety in youth with valuable insights and best practices (Verlie et al., 2020) Our study aims to enhance the understanding of eco-anxiety among young individuals aged 16-25 residing in France, Greece, and Italy² given that these regions remain underrepresented in eco-anxiety literature. Additionally, we consider the perspectives of youth workers, recognizing their potential role in providing guidance on coping with eco-anxiety. The study investigates the accuracy of youth workers' estimations of emotions, levels, causes, and coping mechanisms related to eco-anxiety in youth. Furthermore, it gathers feedback on youth workers' eco-anxiety knowledge and identifies areas where support is needed. The subsequent sections of this report will delve into key findings and recommendations derived from this study.

² We initially included the Netherlands as part of this study, however, due to low numbers of survey responses. The Netherlands was removed and only the three countries were considered and analysed.

1.2 Prevalent emotions experienced in youth eco-anxiety

Eco-anxiety is considered as a spectrum of multiple emotions which often move from one to the other in youth (Li & Monroe, 2019). The prevalent emotions experienced by youth include anger, sadness, fear, worry, stress, powerlessness, frustration, guilt, shame, loneliness, and hope (Searle & Gow, 2010; Pikhala, 2022). The above emotions are however not exhaustive as eco-anxiety is still an emerging topic. Exploring these emotions can help us determine the levels of eco-anxiety in youth and the extent to which they negatively impact their ability to thrive and lead normal lives. Many youths who are eco-anxious harbour pessimistic views about the future (Hickman et al., 2021). These convictions stem from their perception of humanity's failure to protect the planet and preserve their future, it is also interpreted as a feeling of diminishing opportunities for them compared to that of the older generation. On the other hand, research also shows that the eco-anxiety spectrum also includes experiences of positive emotions such as inspiration, gratitude, empathy, empowerment, and hope (Pikhala, 2022; Clayton, 2020). However, more research is required to fully grasp these positive manifestations of eco-anxiety in youths.

1.3 Causes of eco-anxiety in youth

Eco-anxiety can be triggered by both direct and indirect experiences of environmental problems. The direct experiences include exposure to climate-related impacts, floods, hurricanes, wildfires, etc. (Ma et al., 2020). The indirect experiences include an awareness of environmental problems and

threats via media reportage, observing changes in one's local environment, and experiences of people known to a person. Hickman et al. (2021) have also suggested that youth can experience eco-anxiety because of perceived government inaction toward environmental problems such as climate change. Relatedly, some studies highlight anticipated future environmental impacts (Cunsolo & Ellis, 2018), personal guilt because of their Western lifestyles (Hickman, 2020), and observance of inaction within the community as common eco-anxiety causes. While existing studies have focused more on the link between climate anxiety and youth mental health, less is still known on eco-anxiety and youth mental health, especially on those with pre-existing mental health problems. In climate-impacted regions, youth are also triggered by the potential of environmental problems to increase community tensions which can impact family functioning and even food security (Berry et al., 2018).

1.4 Coping mechanisms for eco-anxiety

Youth cope with eco-anxiety in various ways. Existing literature on eco-anxiety and coping in youth suggests three key approaches utilised by youth namely – i) Problem-focused, ii) emotion-focused, and iii) meaning-focused coping (Ojala & Bengtsson, 2018). Youth engage in problem-focused coping when they address environmental problems directly through action and activism; this can include pro-environmental behaviours, lifestyle changes, and seeking more information. This approach can however lead to further anxiety and depression from feelings of not doing enough (Ojala, 2013). When coping becomes emotion-focused, negative emotions are soothed via avoidance, denial, disengagement, and dismissing individual responsibility. With meaning-focused coping, youth begin to realistically acknowledge threats and then seek

silver linings aligned with their beliefs, values, and goals; this is also reflected in youth who place trust in societal actors or technological innovations to fix the problem (Stanisławski, 2019). For example, a young person can choose not to deny the occurrence of climate change while also activating positive emotions that can help bear the worry they feel because of their awareness of climate change. This approach helps them maintain positive well-being and engagement. Another study exploring eco-anxiety coping found that youth use a combination of the above coping strategies; particularly a combination of problem-focused and emotion-focused approaches (Valle, 2023). Another research conducted among children, teenagers and young adults in Sweden showed that meaning-focused coping was used least among all three groups while young adults and teenagers were found to use more problem-focused coping strategies (Ojala, 2012b).

The use of the meaning-focused coping approach in youth has been found to correlate with better well-being, agency, and a sense of purpose (Ojala, 2012a). Youth who adopt this approach can continue to engage in environmental action despite the gravity of the problems (Ojala, 2012b).

In addition to these three coping approaches, other activities such as avoiding the news, accepting anxious feelings, and prioritising self-care and rest are also necessary and beneficial ways to cope with eco-anxiety (Baudon & Jachens, 2021). These approaches are found in youth whose eco-anxiety has been validated and understood by family and friends (*ibid*). When youth feel heard, they develop a sense of agency and psychological resilience to cope better with negative emotions (Sanson & Dubicka, 2022). A coping mechanism often overlooked in eco-anxiety studies is the social and emotional support that youth workers can provide to youth. Youth workers are well-positioned to address eco-anxiety among youth, but it is still unclear which coping

mechanisms are commonly used when they are involved and how they can impact levels of eco-anxiety in youth.

1.5 Youth workers' perception and role in eco-anxiety support for youth

Youth workers engage both formally and informally with youth within the context of educational, welfare, and recreational sectors (Alldred et al., 2018). They support the overall promotion of youth's development in academic success, reducing risk-taking behaviours, and encouraging positive health habits (Borden et al., 2011). Today's youth workers are faced with the responsibility of supporting youth as they navigate their experiences of eco-anxiety and related emotional responses to environmental problems. Researchers have called for programmes that strengthen youth agency in a bid to increase knowledge, collective efficacy, and a sense of positive empowerment for climate action as well as greater pro-environmental behaviours (Cutter-Mackenzie & Rousell, 2018; Gallay et al., 2020; Trott, 2019). Existing studies have provided some provisional recommendations to teachers and educators to support youth. These include incorporating environmental activities outside of the classroom as well as recognizing the role of environmental justice on the different economic backgrounds of the students (Zummo et al., 2020; Stevenson & Peterson, 2015). In addition, researchers have also encouraged teachers to develop curriculum materials that contain solution-driven climate change stories and encourage dialogue with the student's own opinions and ideas (Boggs et al., 2016). What is however less known is how much youth workers understand eco-anxiety in youth. Despite the critical role of youth workers in supporting youth with eco-

anxiety, no research has investigated the extent to which youth workers are aware of youth eco-anxiety, their levels, causes, and coping mechanisms. This is important because youth workers can build long-term relationships with the youth and help them develop a sense of agency which is a motivation for climate resilience and action.

In this chapter, we have operationalized eco-anxiety in youth, exploring the prevalent emotions experienced as well as causes and coping mechanisms used to manage the recurring emotions. Key literature gaps around emotions related to eco-anxiety exist particularly for youth living in countries such as France, Italy, and Greece. Further, existing studies on coping mechanisms have yet to focus on the relationships between levels of eco-anxiety in youth and the forms of coping mechanisms they use. Most importantly, we highlight the lack of research on the critical roles of youth workers in supporting youth eco-anxiety. The following sections of this report will present a summary of our study conducted among youth aged 16-25 and youth workers living in France, Greece, and Italy. We address the above gaps and provide key insights into youth workers' perception and understanding of youth eco-anxiety as well as their needs when it comes to addressing eco-anxiety in young people.

Part 2: Summary of the EcoReactEU Study

This section provides a detailed summary of the EcoReactEU study. This includes the methods employed in this research; providing insights into the ways we recruited our study participants, how the questionnaires were developed as well as the results of the study. We include a discussion section to review the results and their meaning and finally, a short recommendation section is presented to serve as next steps for stakeholders.

2.1 Methods

2.1.1 Participants recruitment

Our research participants included youth (n = 632) between the ages of 16 and 25 living in France, Italy, and Greece, and youth workers (n = 200) also living in the previously mentioned countries. The study participants were recruited by the project partners who live and work in the focus countries. La Ligue de l'enseignement: France, Eko: Greece, and Arci Aps: Italy. Recruitment spanned the entire country in France and Greece, while participants in Italy were mainly sampled from the northern region of Italy due to the network of the partner. Two sets of questionnaires were developed in English and translated into four affiliated languages: French, Greek, Dutch, and Italian. The questionnaires were then administered online via emails, events, and social media dissemination. Data collection began in December 2023 and was concluded by late February 2024. While this study also recruited participants in the Netherlands, it received an insufficient amount of responses to be included in any meaningful analysis. Participation in the study was strictly based on the provision of voluntary consent, removing any participants that did not give it. Participants below the age of 16 were removed from the analysis in both datasets, as well as any youth above the age of 25. Additionally, participants who did not complete their demographics were also removed. Data was checked for duplicates and outliers, of which none were found.

2.1.2 Questionnaire development and research questions

The two sets of questionnaires used in the study were developed using validated scales in eco-anxiety literature. They both required informed consent from all participants and included a total of 15 questions. The average time to complete the questionnaire was 10 minutes. See Appendix 1 for the questionnaires.

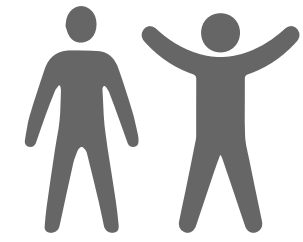
Through the study questionnaires, we sought to understand:

- The prevalent emotions associated with eco-anxiety in both youth and youth workers and the differences across both participant groups and among the different countries for both groups.
- The causes and coping mechanisms of eco-anxiety in youth across the countries.
- The extent to which youth workers can accurately estimate the emotions, levels, causes, and coping mechanisms in youth.
- The extent to which youth feel heard and supported by youth workers in relation to their eco-anxiety.
- What forms of support youth and youth workers need to help manage eco-anxiety in young people.



2.1.3 Profile of our study participants

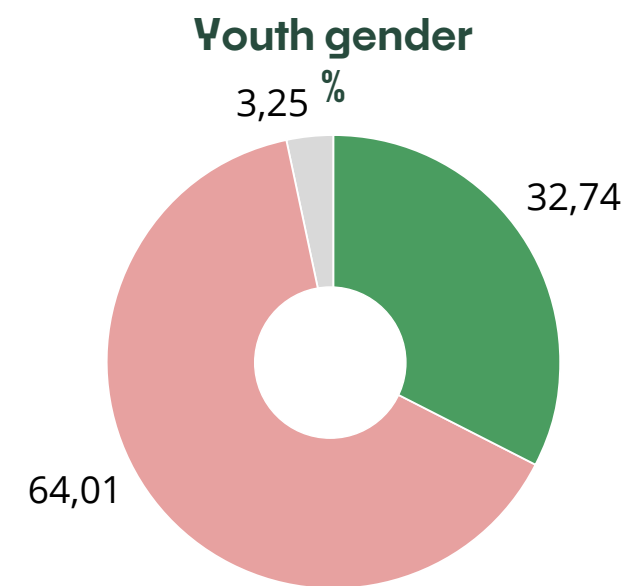
- All living areas were well represented in the study for both participant groups.
- Over 60% of the youth have completed high school and over 50% of the youth workers work in youth NGO.



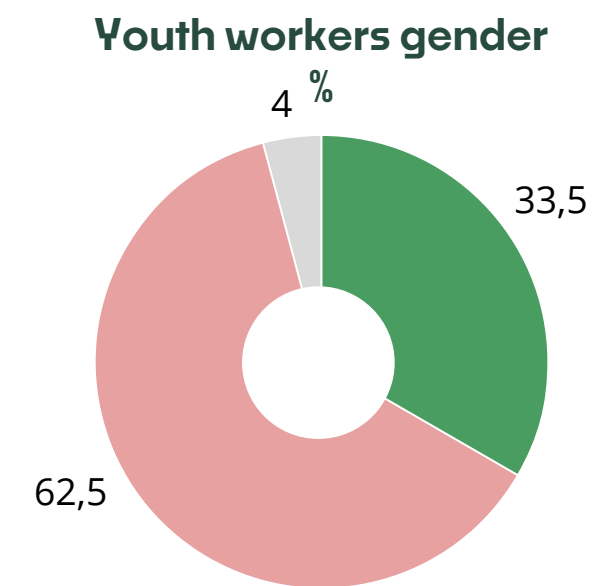
Total young people
632



Total youth workers
200

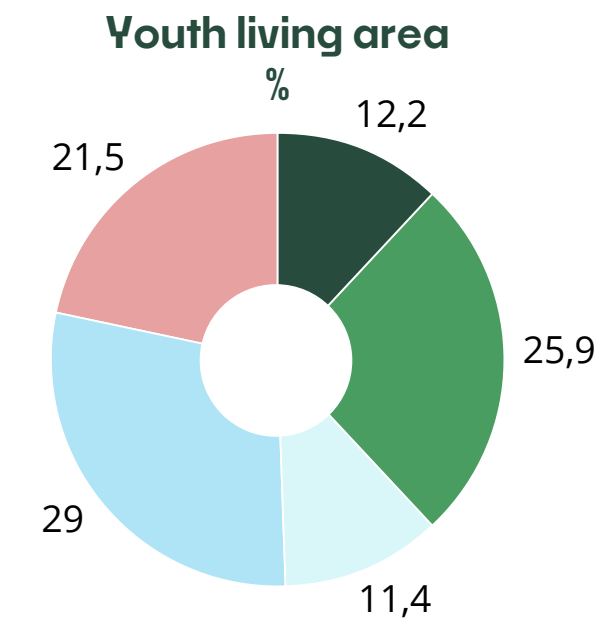


● Male ● Female ● Other / prefer not to say

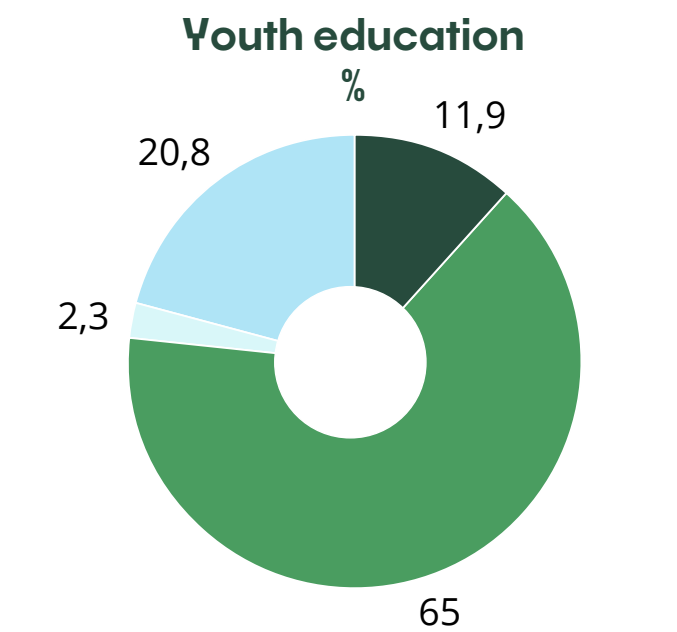
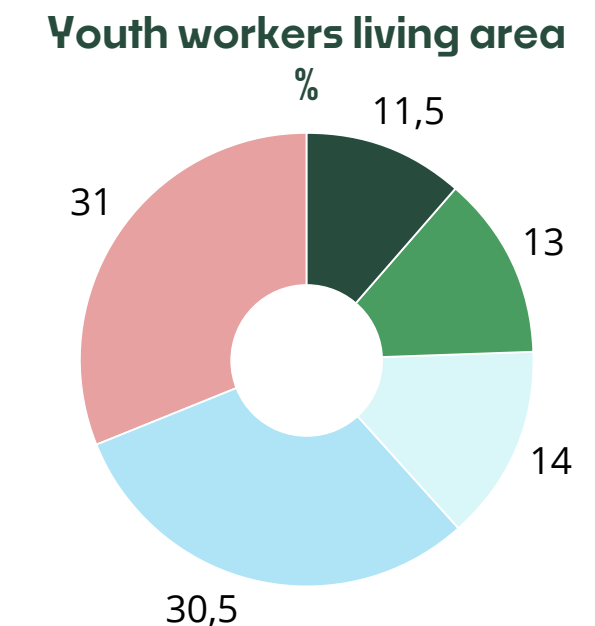


● Male ● Female ● Other / prefer not to say

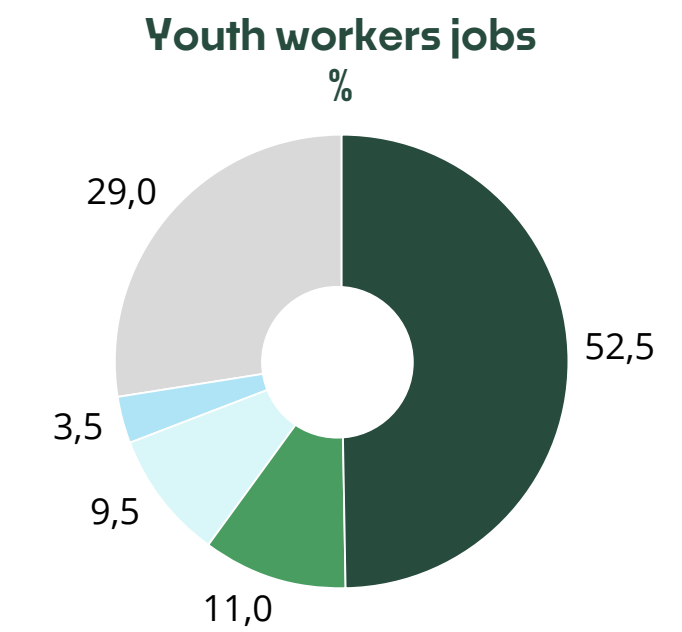
There were more female participants than males in both youth and youth worker categories



● Rural or countryside ● A village ● A suburban area ● A town ● An inner city area



● College ● High School ● Primary school ● University

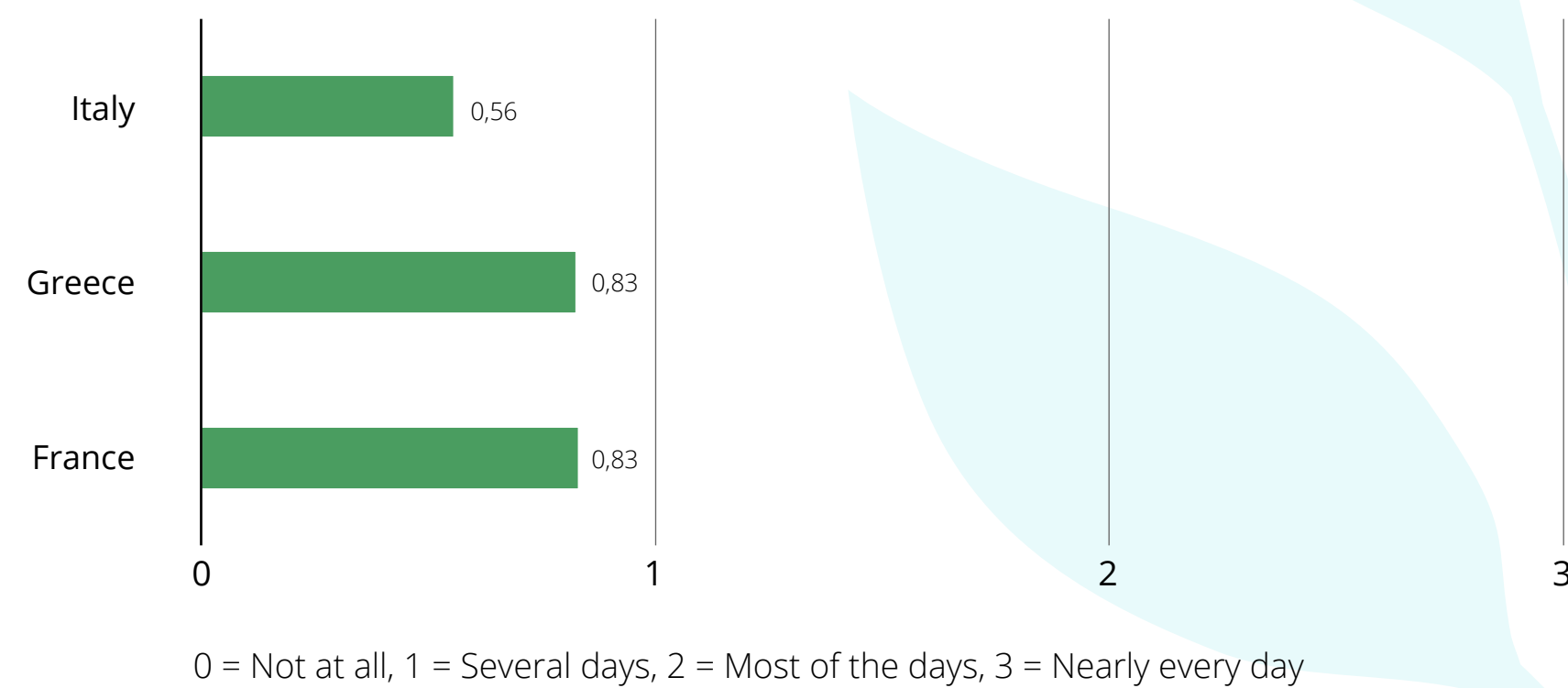


● Youth NGO Worker ● Leisure Centre Worker ● Other ● Teacher ● Government worker

2.2 Findings and Discussion

2.2.1 Levels of eco-anxiety in youth per country

Over the last 2 weeks, how often have you experienced the following (e.g. feeling nervous, worrying too much, difficulty sleeping, feeling afraid), when thinking about environmental problems?



Discussion of results

Levels of eco-anxiety in youth and youth workers

Our study explored the levels of eco-anxiety in youth across the three countries and how well the youth workers could accurately estimate the levels of eco-anxiety in youth. Validated scales were used to develop the questionnaires. High level scores indicate higher intensity in emotional experiences as well as impact on daily functioning and coping.

Levels of eco-anxiety in youth by country

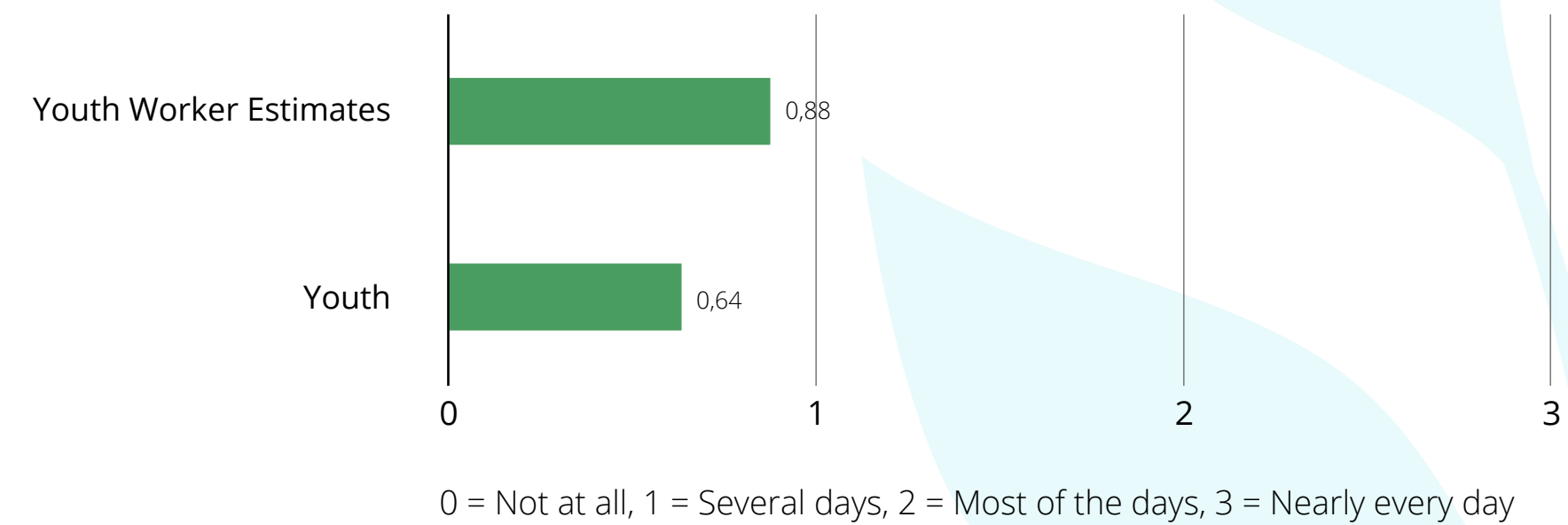
The scores of eco-anxiety levels in youths in the three countries were varied. Italy had lower levels of eco-anxiety (0.56) compared to France (0.83) and Greece (0.83) which had equal scores of eco-anxiety levels. Due to the limited literature on eco-anxiety in these countries, it is difficult to say where these differences stem from. However, the differences in recruitment strategies across the countries may contribute to these findings. Participants in Italy were mainly sampled from the Northern region in Italy, while Italian and Greek participants came from various parts of the country. Since research has shown that beliefs in the urgency of climate change are more likely on hot days (Zaval et al., 2014), perhaps the cooler climate in Northern Italy has functioned as a buffer for climate anxiety.

Levels of eco-anxiety in youth by living area

There were no differences in the eco-anxiety levels of youth based on their living area. This is surprising since research in the US has shown that climate anxiety levels tend to be higher among populations living in urban areas compared to those in rural areas (Austin & Kelly, 2024).

2.2.2 Levels of eco-anxiety in youth vs youth worker estimates of eco-anxiety levels in youth

Over the last 2 weeks, how often have you experienced the following (e.g. feeling nervous, worrying too much, difficulty sleeping, feeling afraid), when thinking about environmental problems?



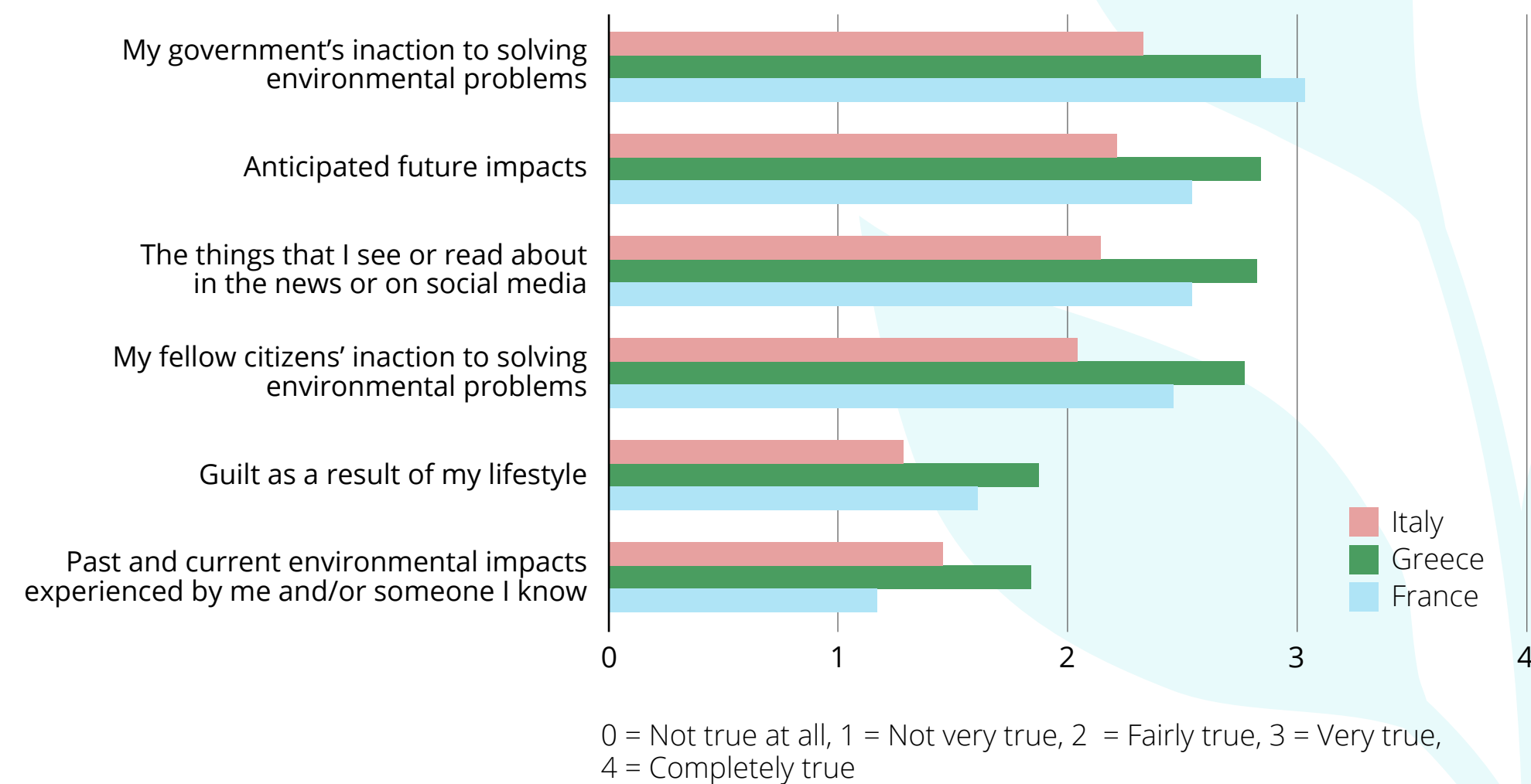
Indeed, a large body of literature has shown that nature exposure (which is more common in rural areas), has positive impacts on mental health (Jimenez, et al., 2021). Yet, a recent study in Germany did not find an effect of cumulative stressors (such as living in an urban environment) to be unrelated to climate anxiety (Wullenkord et al., 2024). This may point to country differences or other moderating factors that are at play in the relationship between living area and eco-anxiety.

Levels of eco-anxiety in youth vs youth worker estimates of levels

There was a difference in the estimates of youth eco-anxiety levels by youth workers when compared to the actual levels by youth workers. In several of the emotions, youth workers overestimated the levels of eco-anxiety. Since this is the first study investigating youth workers' ability to gauge youth' eco-anxiety, it is unclear what reasons underpin these overestimations. Perhaps this misjudgement indicates that youth feel comfortable expressing their emotions with youth workers, and may even overstate their emotions to youth workers to ensure they are heard. Alternatively, youth workers' estimations may be driven by a few vocal youth who express high levels of eco-anxiety. Youth workers may also be basing their estimates on (social) media that report higher levels of eco-anxiety, as such reports may be more salient in their minds (Tversky & Kahneman, 1973). Future research should investigate why youth workers overestimate the eco-anxiety, and what the implications are. It is possible that creating spaces where both youth workers and youth can come together to discuss these eco-emotions will aid a better mutual understanding of the problem.

2.2.3 Causes of eco-anxiety in youth per country

The way I feel about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding) is because of:



Discussion of results

Causes of eco-anxiety in youth

In our study, we provided the participants with a list of validated causes of eco-anxiety (see Appendix 1 for questionnaires) and asked them to select the extent to which each of the causes were true for them. Our aim was to find out the causes of eco-anxiety in youth and the differences among the countries. We also sought to understand the extent to which youth workers could correctly estimate causes of eco-anxiety for youth.

Causes of eco-anxiety in youth by country

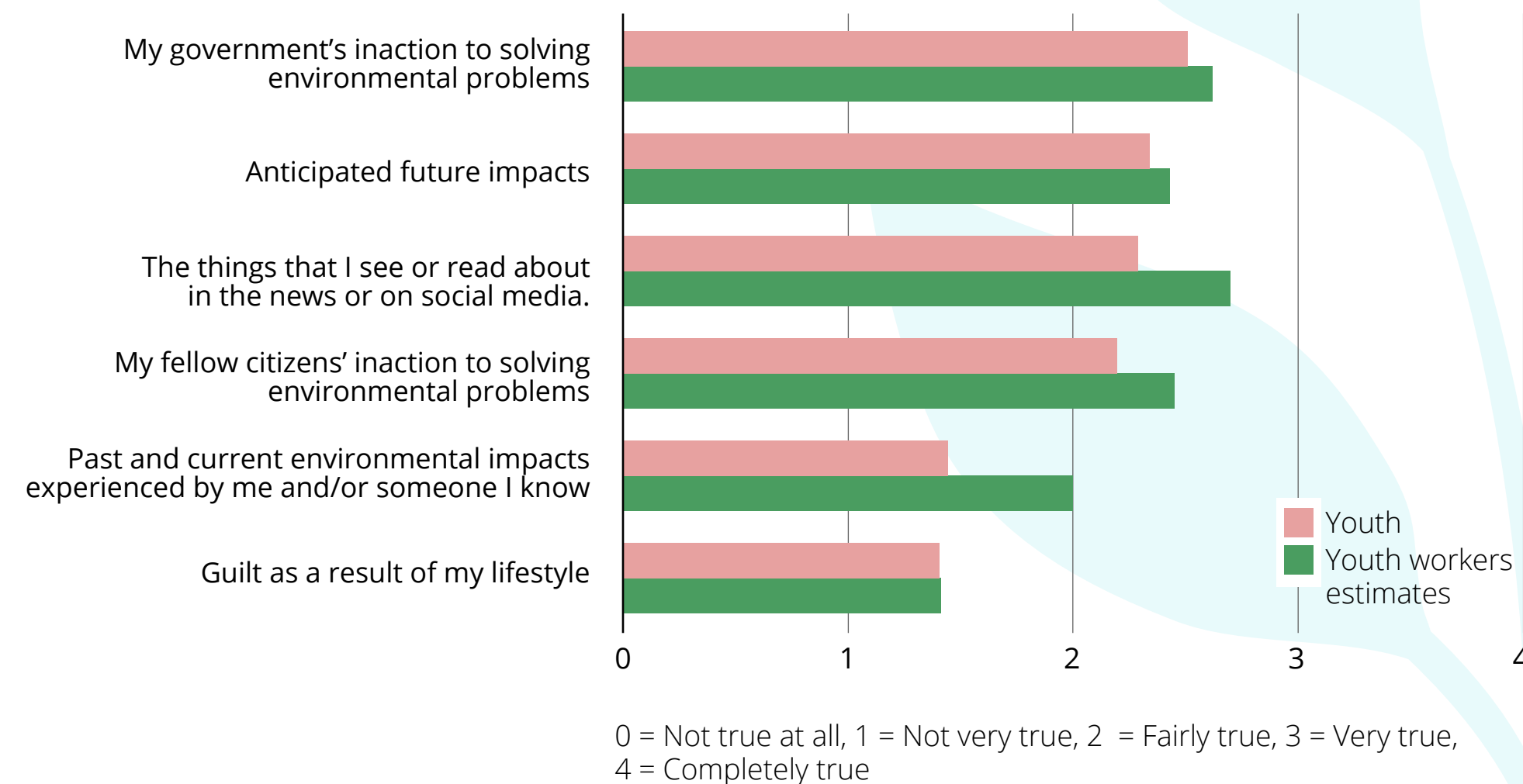
Our analysis showed a difference in causes of eco-anxiety between countries. Italian youths consistently scored lower than Greek youths and French youths in all causes. This aligns well with the lower levels of eco-anxiety reported by this group (see above). The top causes of eco-anxiety cited among the youths included government inaction to environmental problems, which aligns well with another study by Hickman et al (2021) who found government inaction on climate commitments to be a leading cause of climate anxiety in 10,000 youth surveyed from 10 different countries from varying continents including Africa, Australia, Europe, the Americas, and Asia.

Other key causes of eco-anxiety were things read and seen on the news/ social media which echoes findings from a global study conducted in 32 countries (including European countries such as Italy) which found that media exposure affects climate anxiety (Ogunbode et al., 2022).

Finally, anticipated future impacts of environmental problems were indicated to be a key driver of eco-anxiety. Indeed, mental models of

2.2.4 Causes of eco-anxiety in youth vs youth worker estimates of the causes of eco-anxiety in youth

The way I feel about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding) is because of:



climate change, or people's causal beliefs about climate change, have been found to influence risk perceptions and concerns about climate change (Fleming et al., 2021).

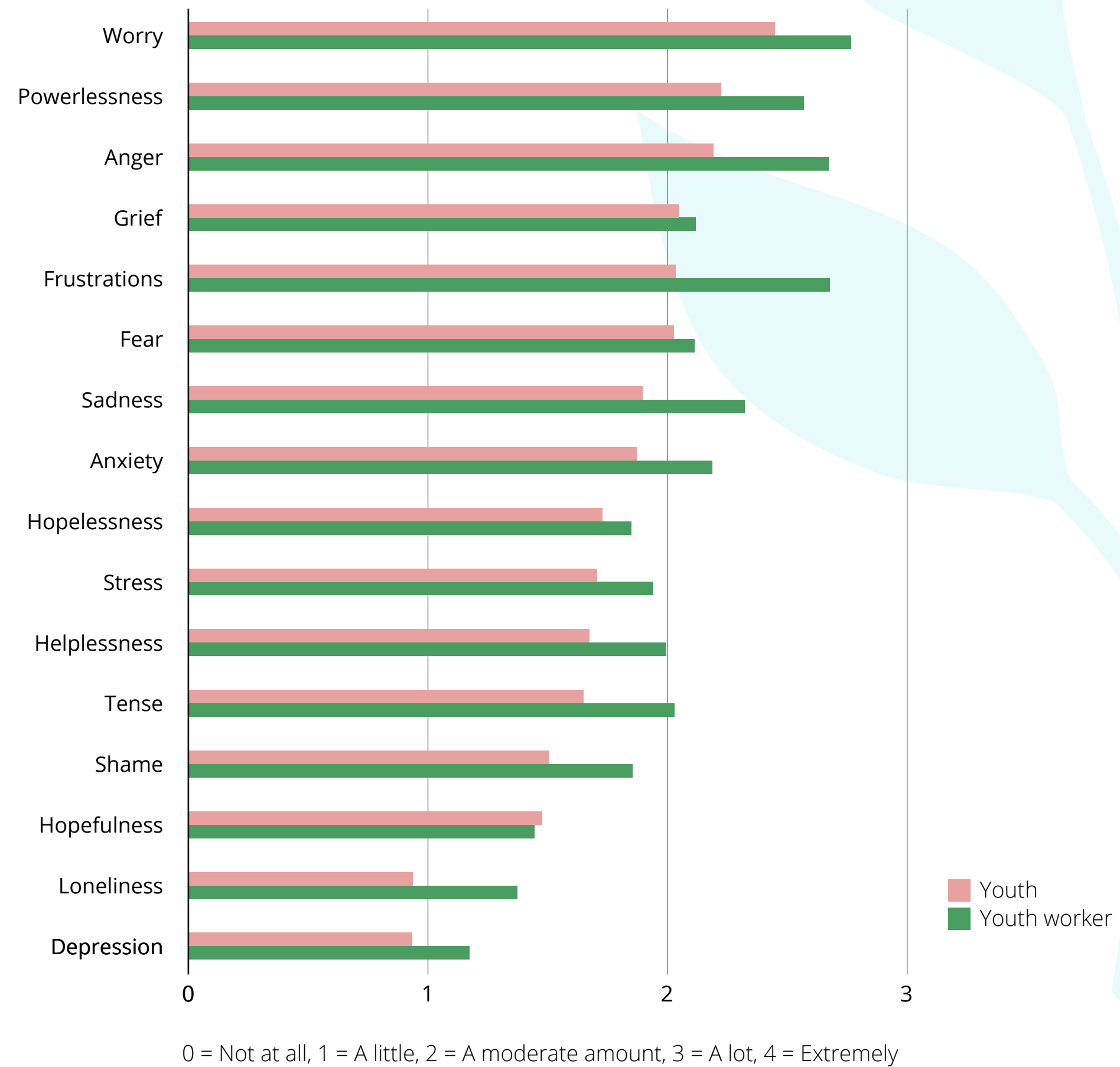
Hence, when addressing eco-anxiety, it is important to consider (1) government inaction, (2) media exposure and, (3) perceived impacts of climate change, as these are perceived to be the driving forces of eco-anxiety.

Causes of eco-anxiety in youth vs youth workers estimates

Youth workers tended to identify the key drivers of eco-anxiety among youth, while overestimating the levels of influence of the things they see or read about in the news or on social media and my fellow citizen's inaction to solving environmental problems. Furthermore, youth workers attributed significantly more influence to past and current environmental impacts experienced by them and/or someone they know, compared to youth workers. This suggests that youth workers expect youth to have experienced more environmental impacts than youth have actually experienced. This difference may be due to age differences: while youth may not have experienced the shift in weather patterns in the past decades that youth workers may have observed during their lifetime. For example, extreme heat and droughts have become more frequent in Europe in the past decades (Pradhan et al., 2022). Since the mean age of youth workers in our sample is 34,5, while the mean age of youth was 19,1, youth workers are more likely to have observed the changes in weather patterns, while for youth extreme heat and droughts may be perceived as more normal. Hence, the difference in lifespan and the observation of climate change may explain the overestimation of the role of youth's experience of climate change in the youth's eco-anxiety.

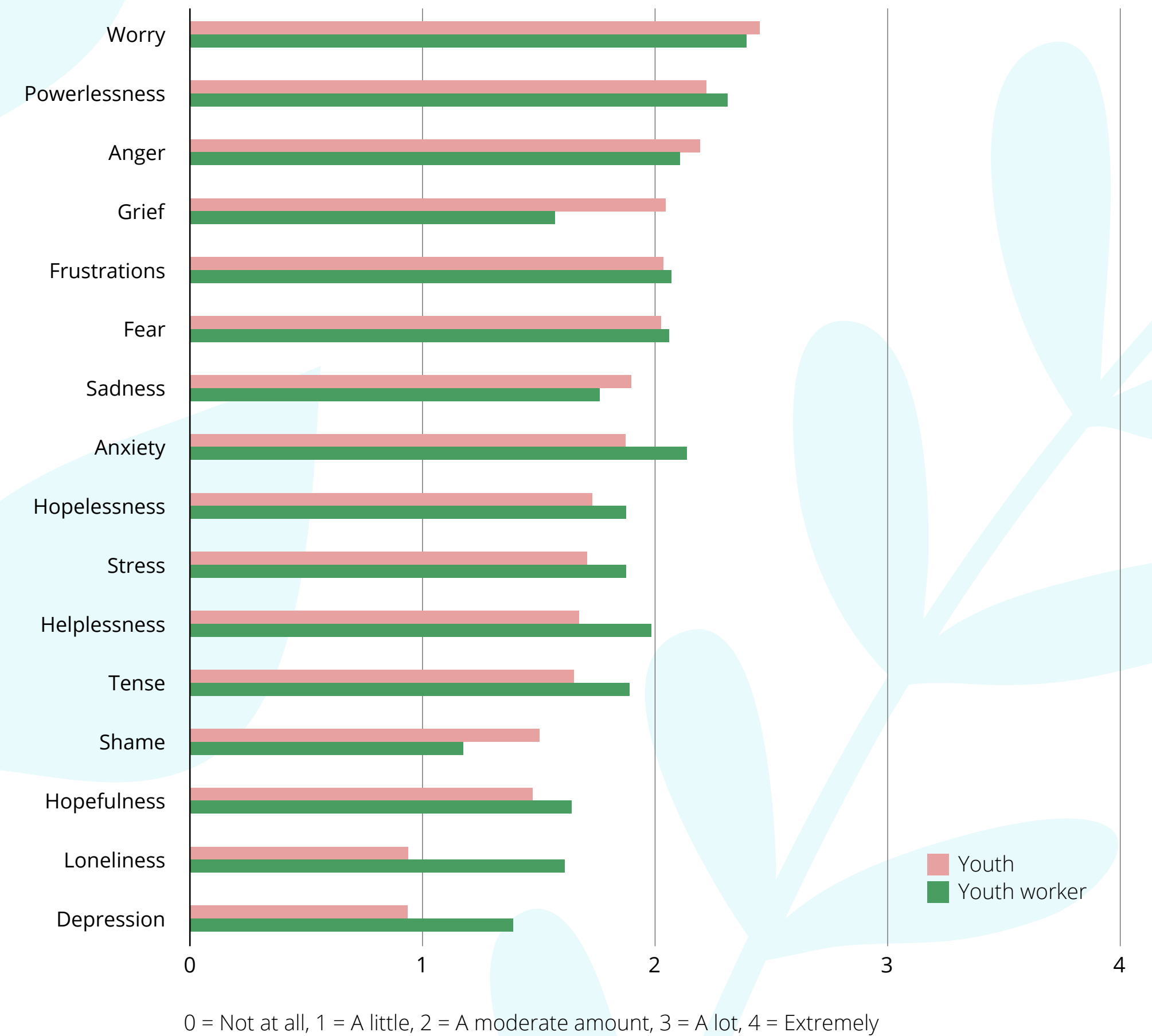
2.2.5 Emotions associated with eco-anxiety in youth and youth workers

To what extent do you feel each of the following emotions when you think about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding)?



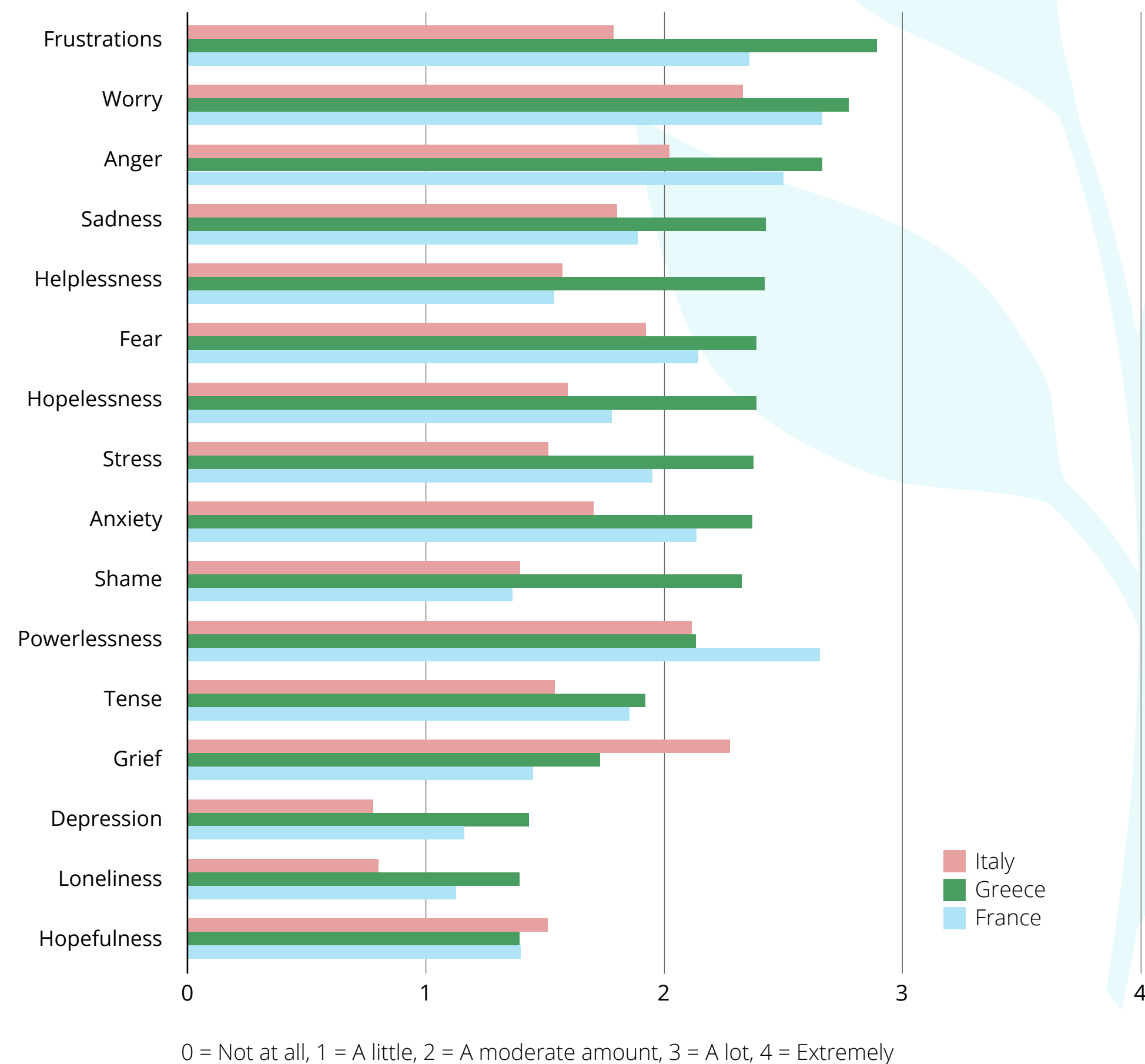
2.2.6 Emotions associated with eco-anxiety in youth vs youth worker estimates of the emotions in youth

To what extent do you feel each of the following emotions when you think about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding)?



2.2.7 Emotions associated with eco-anxiety in youth by country

To what extent do you feel each of the following emotions when you think about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding)?



Discussion of results

Emotions associated with eco-anxiety in youth and youth workers

We sought to understand the prevalent eco-anxiety emotions among youth and youth workers. To our knowledge, this is the first time a study has investigated eco-anxiety in youth workers. By exploring emotions in both groups, we can discover whether commonalities and differences exist. Our questionnaires provided a list of validated emotion scales and asked the participants to pick the extent to which they felt each of them. Our study found that youth workers reported a higher level of eco-anxiety emotions compared to youth.

Due to the dearth of literature on this topic, the underlying reasons for this difference are unknown. Therefore, we turn to the key causes of eco-anxiety as reported in the previous section, to explore possible explanations for these findings. Perhaps these differences may be related to the climate change experiences of youth workers compared to youth. Since youth workers are older than the youth, they are more likely to have observed climate change impacts, both as first-hand experiences, as well as in the media. Furthermore, since older individuals tend to be more engaged in politics (Quintelier, 2007), it is likely that the youth workers may experience more frustration about the government's inaction compared to youth. Finally, youth workers' overestimation of eco-anxiety among youth (see section 2.2) may also exacerbate youth workers' eco-anxiety. Future research is needed to explore if these potential explanations for the findings indeed drive the higher level of eco-anxiety among youth workers compared to youth. Regardless of the causes for these differences, these findings highlight that not just youth need support with eco-anxiety, but

youth workers themselves also require aid to engage in healthy coping mechanisms to address their eco-anxiety.

Emotions associated with eco-anxiety in youth vs youth worker estimates

We also wanted to know if youth workers could accurately estimate the emotions youth experience in eco-anxiety. Our analysis showed that their estimates were closer to those of the youth as we did not find any differences between the prevalent eco-anxiety emotions youth reported and the estimates of the youth workers. This is particularly interesting, given the higher levels of eco-anxiety in youth workers compared to youth discussed above. These findings indicate that although youth workers report higher levels of eco-anxiety, they experience similar eco-anxiety emotions to youth. This emotional alignment is likely to benefit the youth workers ability to support youth with their eco-anxiety. This insight is useful when designing materials for youth workers to engage youth as they can implement based on a correct contextual knowledge of youth eco-emotions.

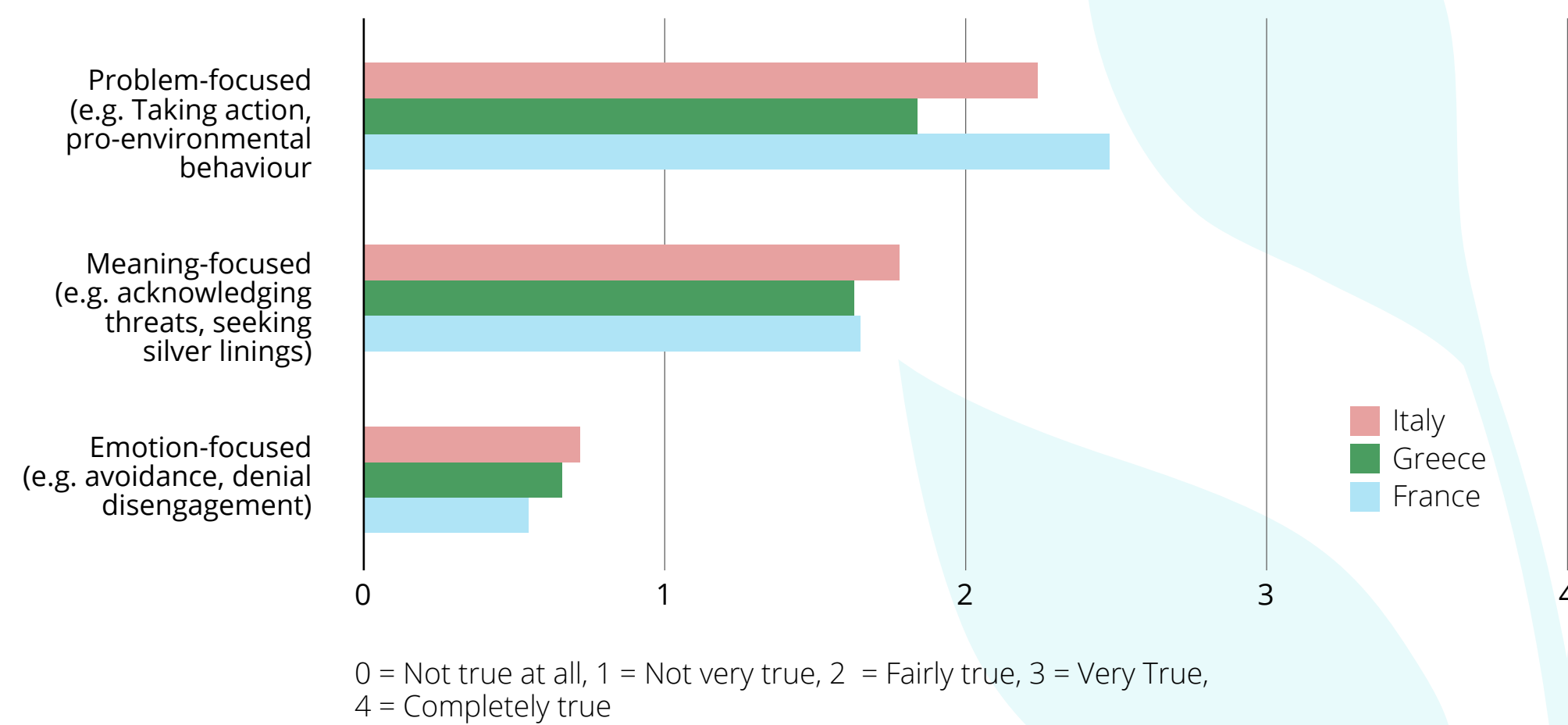
Emotions associated with eco-anxiety in youth by country

Among countries, we also found a difference in the prevalent emotions reported by youth; Greek youth scored higher than French and Italian youths. Overall, the Italian youths reported the lowest prevalence of eco-anxiety emotions. This finding is in line with the findings in section 2.2.1 which showed that Italian youth report lower levels of eco-anxiety compared to Greek and French youth. Similar reasons may underpin these findings: while the Italian sample mainly represents youth from Northern Italy, Greek and French participants in this study live in various parts of the country. Italian youth in Northern Italy may be less exposed

to climate impacts compared to French and Greek youth resulting in lower levels of eco-anxiety emotions for this group. Alternatively, there may be cross-cultural differences in the ability to identify or willingness to report emotions between the three countries.

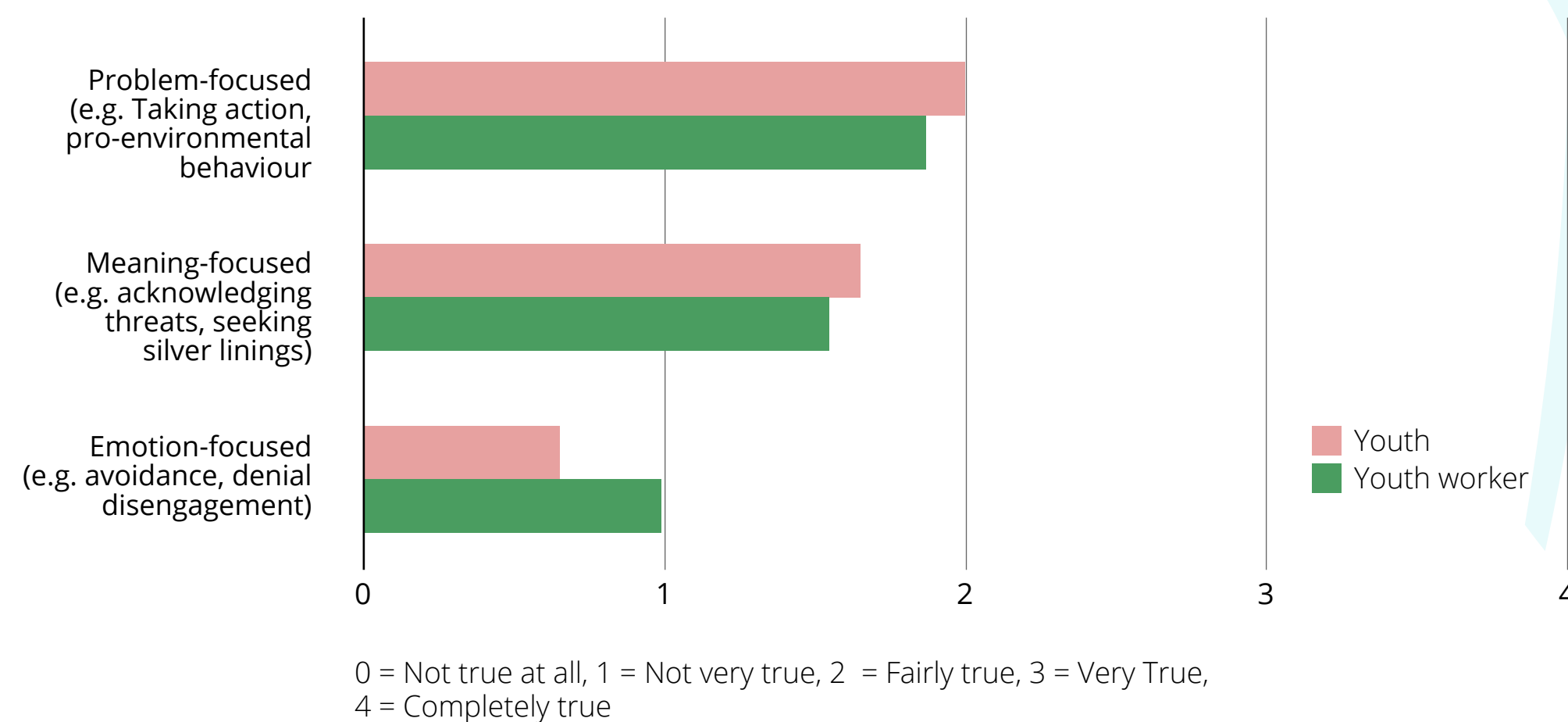
2.2.8 Coping mechanisms employed by youth per country

What do you do, think, or use to cope to deal with the emotional responses caused by eco-anxiety?



2.2.9 Coping mechanisms employed by youth vs youth workers estimates

What do you do, think, or use to cope to deal with the emotional responses caused by eco-anxiety?



Discussion of results

Coping mechanisms for eco-anxiety in youth

An insight into the coping mechanisms that youth employ in eco-anxiety is crucial to exploring ways to support them. As highlighted in the literature review section, coping mechanisms can be problem-focused, emotion-focused, or meaning-focused. Youth engage in problem-focused coping when they address environmental problems directly through action and activism; this can include pro-environmental behaviours, lifestyle changes, and seeking more information. Emotion-focused coping means that negative emotions are soothed via avoidance, denial, disengagement, and dismissing individual responsibility. With meaning-focused coping, youth begin to realistically acknowledge threats and then seek silver linings aligned with their beliefs, values, and goals.

The youth in this study mostly employ a combination of meaning-focused coping and problem-focused coping in their daily lives.

This contrasts findings that showed that emotion-focused coping was previously found to be the *most* employed strategy by youths in countries such as Sweden (Valle, 2023; Ojala, 2012b).

As discussed in section 1.4, meaning-focused coping strategies have been found to be associated with higher levels of well-being (Ojala, 2012a), suggesting that this may be an effective coping mechanism to address eco-anxiety. Alternatively, these findings may indicate that individuals with lower levels of eco-anxiety tend to seek out meaning-focused coping mechanisms, as the study was cross-sectional, and hence no causal relations can be attributed to these associations. Nevertheless, since the eco-anxiety levels among the youth in this study also were considered moderate, these findings do suggest that they are engaging in the



appropriate coping strategies. Hence, these results may inform youth workers to further stimulate the adoption of meaning-focused coping mechanisms among youth.

Coping mechanisms for eco-anxiety in youth vs youth worker estimates

Youth workers' estimates on problem-focused and meaning-focused coping mechanisms in youth were consistent with that of the youth as there were no differences in both scores. This indicates that youth workers can accurately gauge the use of these coping mechanisms among youth. Youth workers, however, overestimated the use of emotion-focused coping in youth. This suggests that youth workers are overestimating the extent to which youth are disengaging with and distancing themselves from environmental problems. This aligns with research that shows that people have a tendency to underestimate other people's willingness to engage in pro-environmental behaviour (Andre et al., 2024), but contrasts with research that shows that older people are more likely to participate in pro-environmental behaviour (Wang et al., 2021). These findings may inform training for youth workers to raise awareness for the preferred coping strategies among youth.

Coping mechanisms for eco-anxiety in youth by country

Among countries, the use of problem-focused coping by youths varied slightly. Greek youths scored lower on this mechanism than Italian and French youths. These findings indicate that Greek youth are less likely to cope with eco-anxiety through engaging in pro-environmental behaviour. However, it still remains as the most used coping strategy by Greek youth, albeit to a lesser degree than the other two countries. This might be due to Greek youth feeling relatively more powerless in the face of environmental problems than the other two countries, as seen in section 2.2.7.

2.3.1 Ranking environmental problems by levels of concern (Youth per country)

Rank	FRANCE	Rank	ITALY	Rank	GREECE
1.	Climate change	1.	Climate change	1.	Climate change
2.	Biodiversity loss	2.	Plastic pollution	2.	Wildfires
3.	Plastic pollution	3.	Biodiversity loss	3.	Biodiversity loss
4.	Deforestation	4.	Air pollution	4.	Air pollution
5.	Air pollution	5.	Deforestation	5.	Plastic pollution
6.	Droughts	6.	Wildfires	6.	Deforestation
7.	Wildfires	7.	Droughts	7.	Heatwaves
8.	Heatwaves	8.	Sea level rise	8.	Flooding
9.	Sea level rise	9.	Heatwaves	9.	Sea level rise
10.	Flooding	10.	Flooding	10.	Droughts

2.3.2 Ranking environmental problems by levels of concern (Youth vs Youth Workers)

Rank	YOUTH	Rank	YOUTH WORKER ESTIMATES
1.	Climate change	1.	Climate change
2.	Biodiversity loss	2.	Plastic pollution
3.	Plastic pollution	3.	Air pollution
4.	Air pollution	4.	Wildfires
5.	Deforestation	5.	Heatwaves
6.	Wildfires	6.	Deforestation
7.	Droughts	7.	Biodiversity loss
8.	Sea level rise	8.	Flooding
9.	Heatwaves	9.	Droughts
10.	Flooding	10.	Sea level rise

Discussion of results

Ranking environmental problems by levels of concern (Youth per country)

There are several environmental problems impacting the world, many of which are happening at the same time. However, some are felt more intensely than others by youth. We asked the youth to rank a list of environmental problems based on their levels of concern with the most concerning being at the top. Across the countries, climate change scored highest in concern. This aligns with other studies that show high levels of concern about climate change globally (Urban, 2016). Furthermore, the concern about climate change may be fueled by low levels of control over the challenge (Bostrom et al., 2018), which may exacerbate worry about the issue.

Following climate change included plastic pollution for all 3 countries. These high levels of concern about plastic pollution may be ascribed to the visibility of the pollution, and its direct impacts on marine life (Nuojua et al., 2022). For Greek youth, wildfires also ranked high compared to the other two countries. This is expected given that Greece has suffered bouts of wildfires in recent years (Koundouri, 2023; Rovithakis et al., 2022). For both Italian and Greek youth, air pollution also ranked comparably high. While the air quality in Italy and Greece is generally very good (Air Quality Index, 2024), air pollution continues to be a problem for most urban areas in Europe (Sicard et al., 2021). For French youth, biodiversity loss ranked comparably high. According to a large survey held in France in 2022, French people are becoming increasingly concerned with biodiversity loss. 94% of the respondents indicated that they consider it important to take action to protect and restore biodiversity. The lowest-ranked environmental problem



was flooding, which might be due to the timeframe of this impact of climate change: while flooding is expected to impact the countries in the next decades due to sea-level rise, other environmental problems are already tangible.

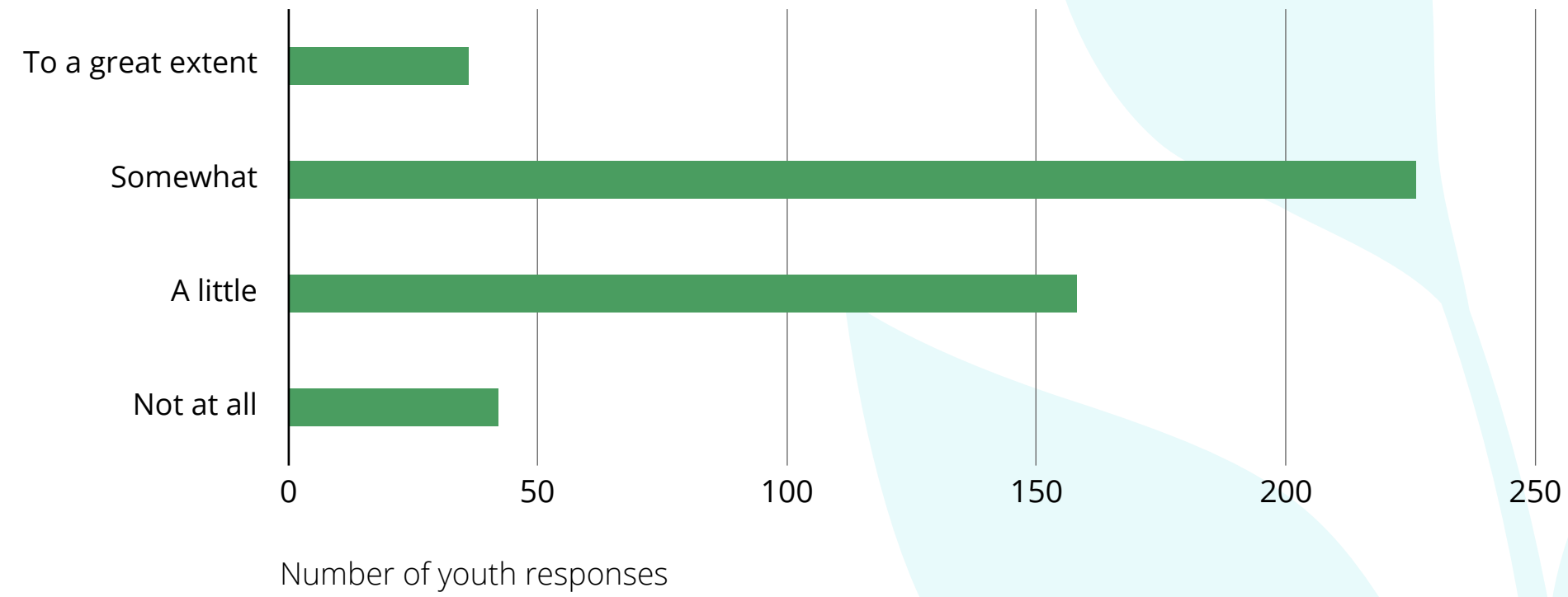
Together, these findings suggest that support for youth in Italy, Greece, and France to address their eco-anxiety should primarily focus on their concerns about climate change, but also consider the concerns about other environmental issues.

Ranking environmental problems by levels of concern (Youth vs youth worker estimates)

Youth workers were also asked to make estimates on what these rank-orders would look like for the youth. The youth workers correctly estimated that climate change and plastic pollution ranked high for youth. However, subjects like biodiversity loss and sea level rise were thought to be of much less importance to youth than they actually were. This demonstrates that youth workers are not completely aware of the relationship between environmental problems and eco-anxiety in the youth. These findings can inform training for youth workers on how to support youth with their eco-anxiety. Such training can raise awareness among youth workers on the levels of concern among youth for the various environmental problems. This knowledge will help youth workers to better understand their eco-anxiety and support youth to cope with their emotions.

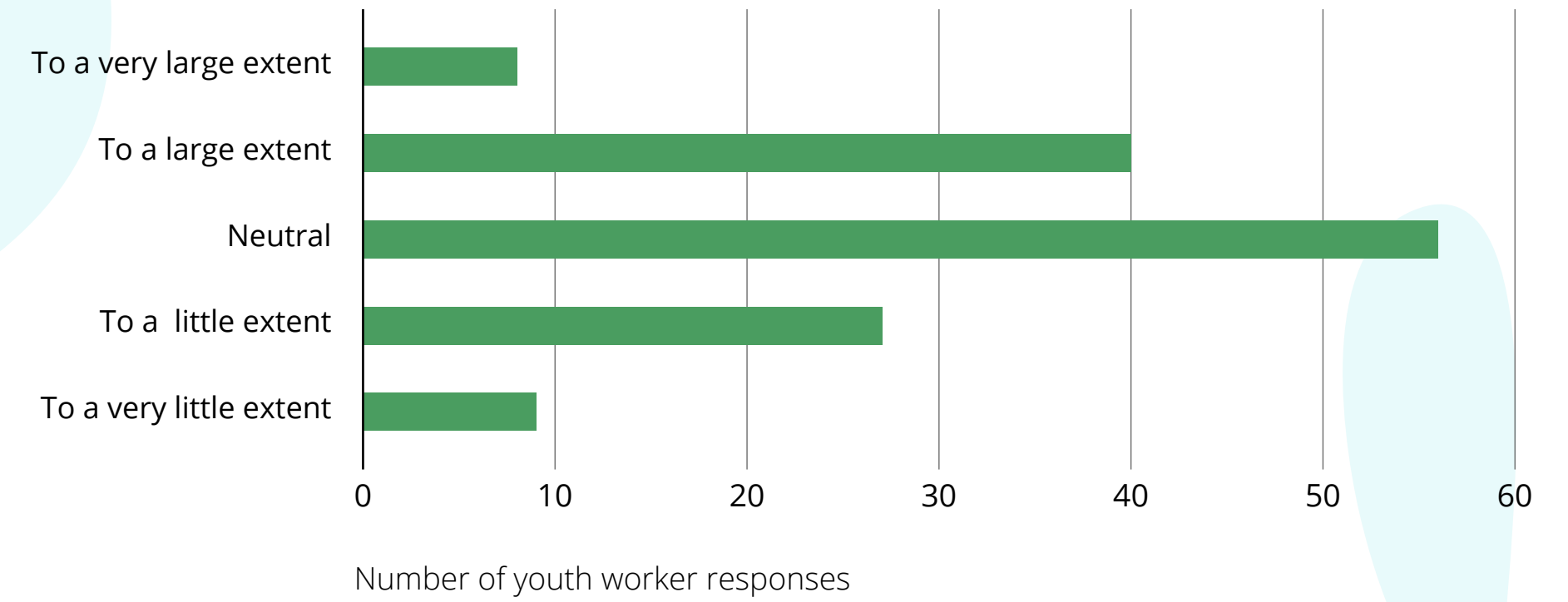
2.3.3a Eco-anxiety Support – Key insights from Youths

Regarding these emotional responses to eco-anxiety, do you feel sufficiently heard and understood by youth workers?



2.3.4a Eco-anxiety support – Key insights from youth workers

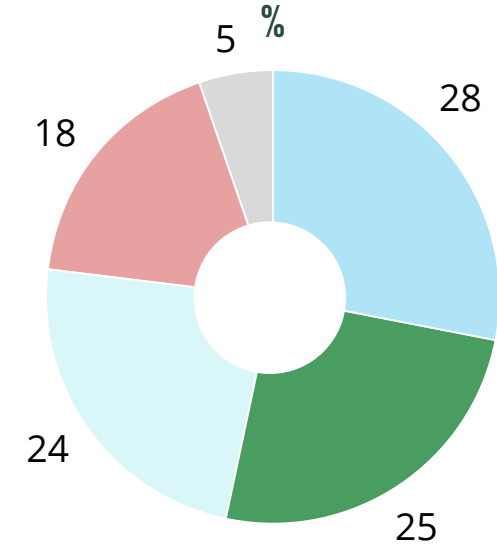
Within your profession, to what extent do you think you can support youth dealing with eco-anxiety?



2.3.3b Eco-anxiety support – Key insights from youth

What forms of support / resources would you like to receive to help you better manage your experience of eco-anxiety?

Forms of support / resources

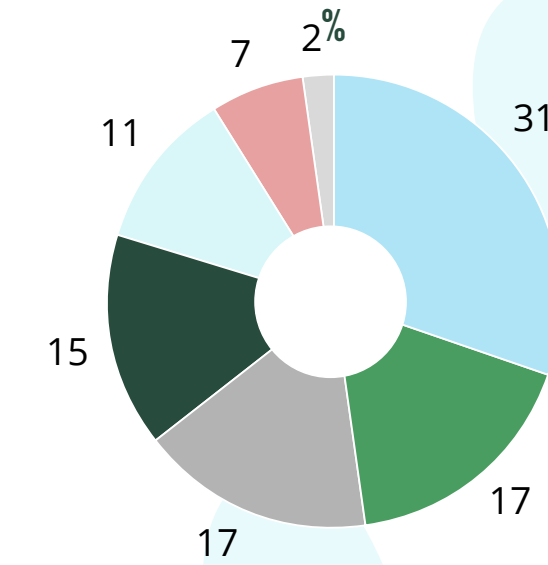


- Eco-anxiety training
- Sessions and cafes to discuss environmental emotions
- Environmental activities with youth workers
- Mediation and mind calming activities
- Other

2.3.4b Eco-anxiety support – Key insights from youth workers

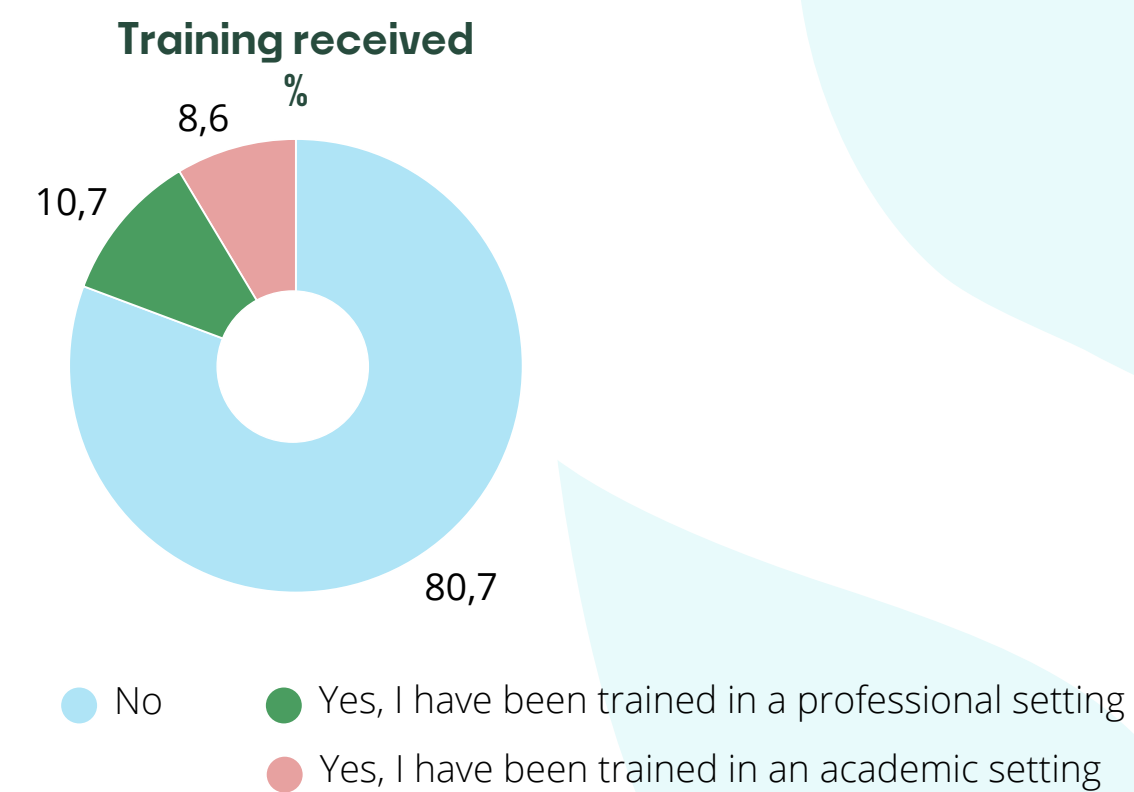
What form of support / resources would you like to receive as a youth worker to better help you manage the eco-anxiety experienced by the young people you work with?

Forms of support / resources



- Training on eco-anxiety
- Pedagogical activities to lead environmental engaging activities with youth
- Pedagogical tools for explaining environmental issues
- Pedagogical tools for helping youth identify and express emotions
- References on eco-anxiety (books, videos, podcasts)
- Activity guides on alternatives practices such as mediation
- Other

2.3.5 Eco-anxiety training in youth workers



Discussion of results

Eco-anxiety support for youth

Our study revealed that most youth felt **somewhat** heard by youth workers when it comes to eco-anxiety. Youth indicated that they would like to receive eco-anxiety training, sessions, and cafes to discuss their eco-anxiety and engage in environmental activities with youth workers.

Eco-anxiety support for youth workers

Most of the youth workers also felt **neutral** in their own capabilities to support the youths with eco-anxiety. Over 80% of the youth workers have not received any form of training on eco-anxiety, and youth workers indicate that they would like to receive **eco-anxiety training**. Other support and resources the youth workers would like to receive are pedagogical activities to lead environmentally engaging activities with youth, as well as sessions and cafes to discuss environmental emotions.

These findings demonstrate a need for developing more resources and forms of support for youth and youth workers to address eco-anxiety in youth. These insights will inform the development of the resources produced in the EcoReactEU project.

Responses to open questions with regard to this topic can be found in the Appendix section of the report.

Key Recommendations



Implications of the findings: raising awareness among youth workers on youth's eco-anxiety.

The findings from this study provide key insights into youth's eco-anxiety, as well as youth workers' understanding of youth's eco-anxiety. Here we discuss the implications of the findings.

Climate change is the #1 environmental problem causing youth concern and youth workers are aware of this.

These findings suggest that support for youth in Italy, Greece, and France to address their eco-anxiety should primarily focus on their concerns about climate change, but also consider the concerns about other environmental issues. Hence, we recommend that when youth workers support youth in their eco-anxiety, they make sufficient space to discuss concerns about climate change.

Government inaction on environmental problems is a leading cause of eco-anxiety for youth.

When addressing eco-anxiety, it is important to consider (1) government inaction, (2) media exposure, and (3) perceived impacts of climate change, as these are perceived to be the driving forces of eco-anxiety among youth. While these factors may be difficult to address by youth workers, it will be important to acknowledge the influence of these factors on youth anxiety and may be key topics to discuss in their support.

Youth workers report higher levels of eco-anxiety emotions compared to youth.

These findings highlight that not just youth need support with eco-anxiety, but youth workers themselves also require aid to engage in healthy coping mechanisms to address their eco-anxiety. It is important to support youth workers with their eco-anxiety to ensure their resilience and ability to support youth.

Youth workers can accurately estimate eco-anxiety emotions in youth.

This emotional alignment is likely to benefit the youth workers' ability to support youth with their eco-anxiety. While training youth workers on youth's eco-anxiety, it can be motivating to inform youth workers that they have good insights into the eco-anxiety emotions of youth, and that they can leverage these insights to support the youth they work with.

Youth employ a combination of meaning-focused coping and problem-focused coping in their daily lives. Youth workers are aware of this.

Since these have been found to be effective coping mechanisms, these findings are encouraging and may inform youth workers to further stimulate the adoption of meaning-focused coping mechanisms among youth. Youth workers can discuss the coping mechanisms with youth, and provide them with tangible suggestions to stimulate more meaning-focused coping mechanisms.

Both youth workers and youth would like to have more training on eco-anxiety.

These findings demonstrate a need for developing more resources and forms of support for youth and youth workers to address eco-anxiety in youth. Hence, the following recommendations discuss the formats in which such support can be delivered.

Creating spaces for eco-anxiety discussions.

As demonstrated in the results and analysis of this study, youth workers, in many cases, are unable to accurately estimate the emotions, levels, and causes of eco-anxiety in youth. To remedy this, we suggest the development of training on eco-anxiety in youth and the creation of more spaces to discuss emotions in detail – as supported by the results from this survey. Spaces such as cafes and round table discussions are useful to first validate the emotions in the youth while also providing insights into the specific and unique eco-anxiety experience felt by the youth. By creating these spaces, an open and inclusive path is ushered in where youth workers can creatively introduce engagement exercises to promote youth agency and transform their eco-anxiety into action. Relatedly, our study also showed that youth workers themselves experience eco-anxiety to certain degrees, spaces like this can offer mutual support where pro-environmental action inspires agency and resilience.

Develop tools to evaluate eco-anxiety support.

Now that a gap in the understanding of youth eco-anxiety by youth workers has been established from this study, we recommend a further step into developing tools that evaluate progress in eco-anxiety for management and support, especially for youth workers. These could be observational methods or well-defined measurement tools that assess youth with eco-anxiety and the rates of improvement following continuous engagement.

Involve other key youth stakeholders.

Beyond formal education, informal and non-formal education are very important to grasp eco-anxiety as a whole. Parents as well as community organisations who work with youth need to be included in eco-anxiety support strategies. Our study revealed that most of the youth participants employed problem-focused coping in managing eco-anxiety, other studies show that meaning-focused coping is more ideal and leads to better resilience. This transition to more meaning-focused coping will require more than youth workers' efforts and so, engaging and supporting youths in all spaces they participate in such as home, community, and classrooms will go a long way in helping them cope using more preferred mechanisms.



Conclusion

This EcoReactEU study is the first eco-anxiety investigation conducted to understand the emotions, levels, causes, and coping mechanisms for eco-anxiety in youth that incorporate youth workers' perspectives. We found that the extent to which youth workers can estimate these features in youth varies. As pointed out in another large study by Hickman et al (2021), Government inaction on environmental issues remains a leading cause of eco-anxiety in youth. Climate change is a high-ranking environmental problem for youth in the three countries we investigated causing a lot of concern. Both youth workers and youth are interested in eco-anxiety training that helps them understand the phenomenon better as well as more open spaces to discuss.

Importantly, our data indicates that youth felt somewhat heard by youth workers when it comes to eco-anxiety, and relatedly, youth workers were also neutral in their own capability to support the youth as they experience eco-anxiety. This observation is also clear in other aspects of the data where youth workers' estimates for coping mechanisms and causes of eco-anxiety did not match the youth's reporting. As a key recommendation, opportunities to foster more connection among youth and youth workers will be beneficial to both parties to increase youth workers' insight into youth's eco-anxiety experiences. This can be achieved through training and spaces such as climate cafes.

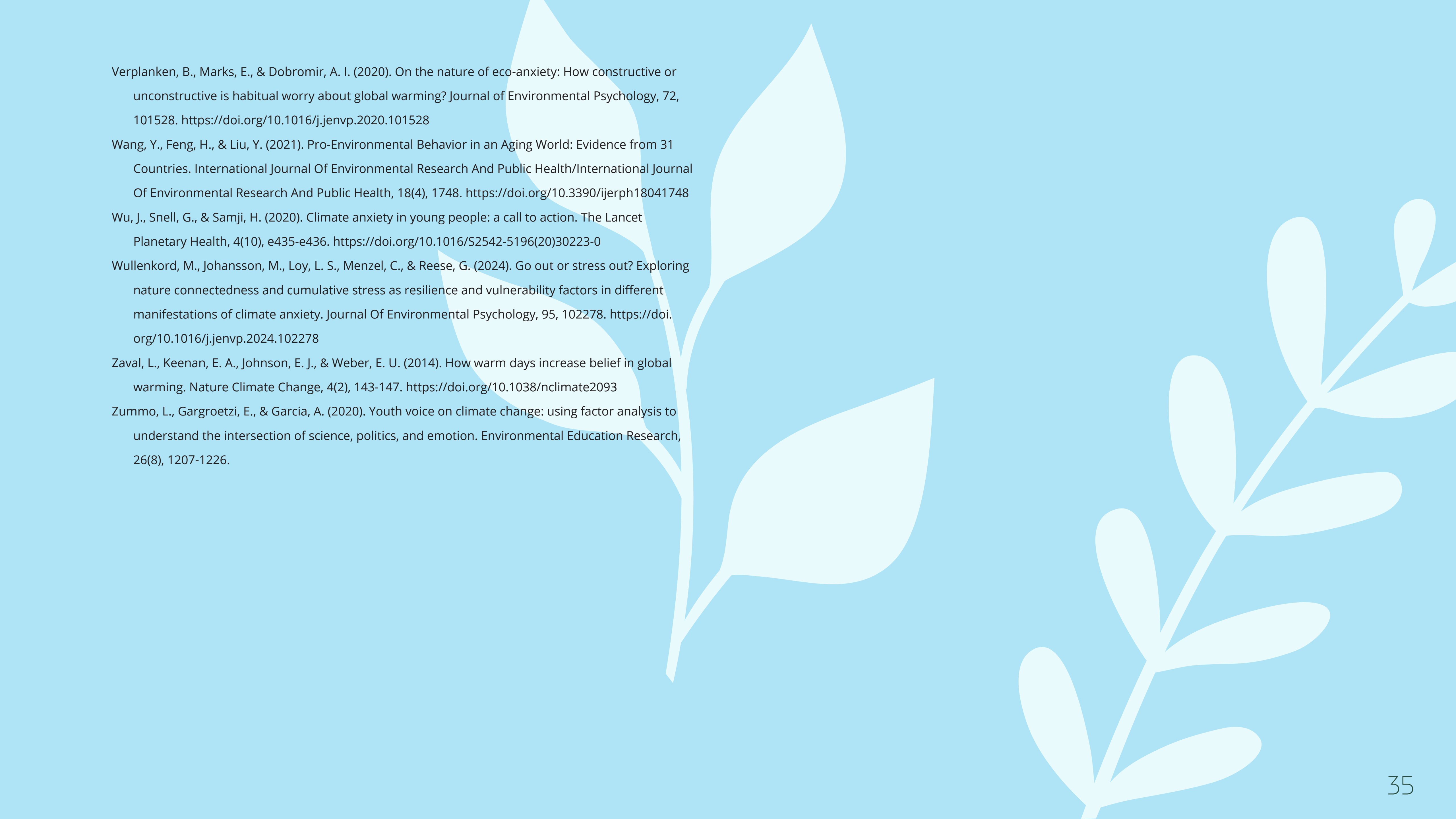
Understanding youth eco-anxiety and support strategies with youth workers is still under-explored in literature, this current study provides a crucial foundation for more regional and global investigation on the potential of youth workers in supporting youth. Our study also revealed higher levels of eco-anxiety emotions in youth workers compared to youth, an interesting revelation that calls for a greater emphasis on eco-anxiety support for youth and their stakeholders. We suggest initiatives that also involve parents and community organisations who work with youth for a more robust engagement. Ultimately, this study has provided us with rich insights into the relationship between youth and youth workers and how support initiatives can be developed within educational settings.

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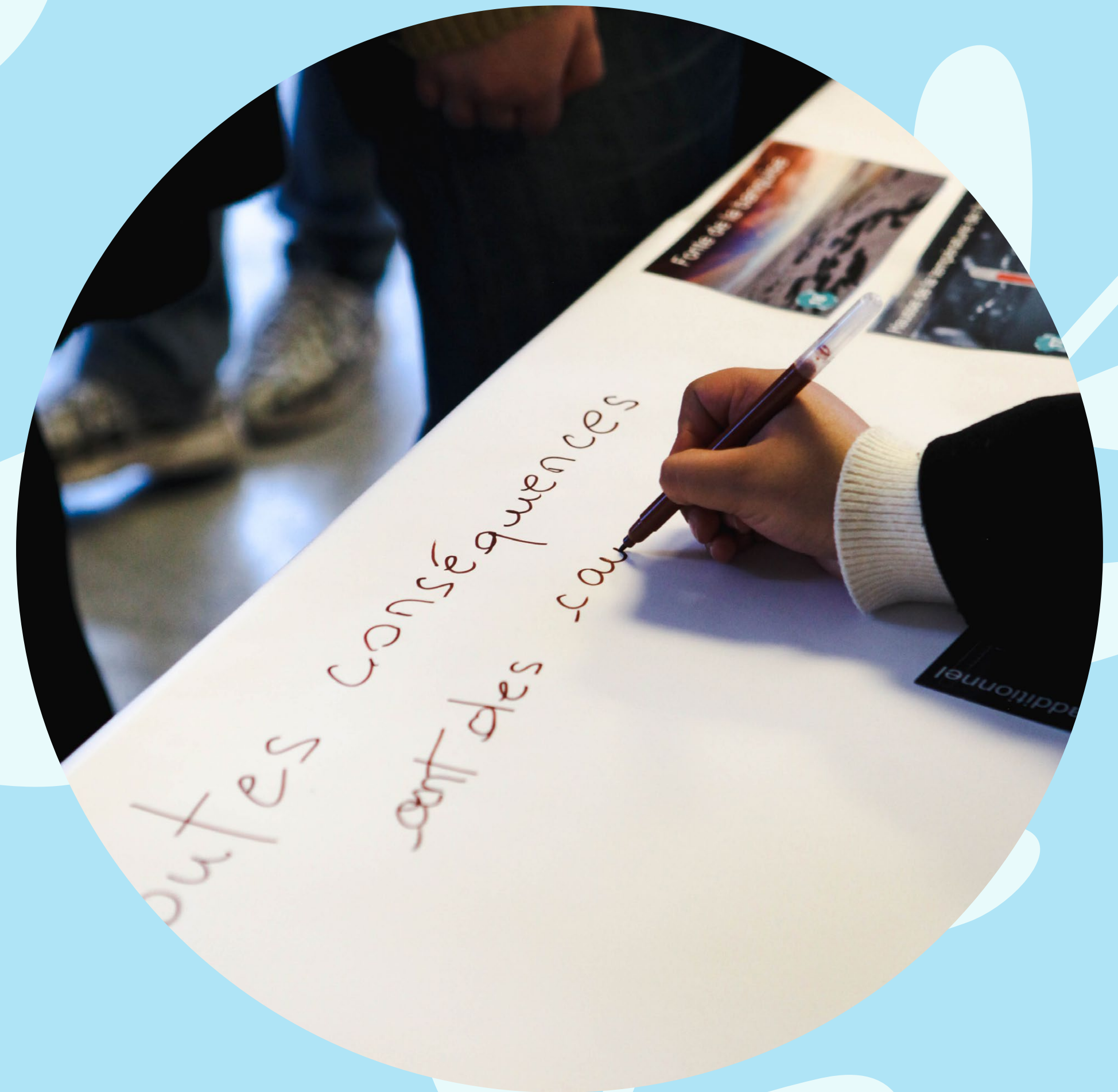
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Appendices



Appendix 1a: Study Questionnaire (Youth)

Notes:

- The questionnaire was administered using qualtrics software; The formatting in this appendix does not represent how the questionnaire visually appeared for participants.
- The survey was translated into French, Greek and Italian to support language preferences.
- Since Eco-anxiety is related to multiple environmental problems, we included some popular examples such as climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding to help explain better.
- The demographics section was compulsory to answer, participants who were below 16 or did not fill this session were unable to continue to the rest of the survey.

Section 1: Demographics

- What is your country of residence?
 - Greece
 - France
 - Italy
 - The Netherlands
 - Other (For other, participants were asked to type in their countries)

- What is your gender?
 - Male
 - Female
 - Other
 - Prefer not to say

- What is your highest level of education completed?
 - Primary school
 - High school
 - College
 - University

- Which of the below describes best where you currently live?
 - An inner city area
 - A suburban area
 - A town
 - A village
 - Rural or countryside

Section 2: Emotions associated with Eco-anxiety

- To what extent do you feel each of the following emotions when you think about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding)?
[select one for each row]

	Not at all	A little	A moderate amount	A lot	Extremely
Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helplessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hopelessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hopefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Powerlessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loneliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Over the last 2 weeks, how often have you experienced the following, when thinking about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding)?

	Not at all	Several Days	Over half of the days	Nearly Every day
Feeling nervous, anxious or on edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to stop or control worrying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worrying too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling afraid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about future climate change and other global environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about past events related to climate change and the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about losses to the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty enjoying social situations with family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty working and/or studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling anxious about the impact of your personal behaviours on the earth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling anxious about your personal responsibility to help address environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling anxious that your personal behaviours will do little to help fix the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Causes of Eco-anxiety

In the previous question you have indicated to what extent you experience emotional responses to environmental problems. In this question, we would like to know what causes these emotional responses. Please rate to what extent the following statements apply to you:

“The way I feel about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding) is because of:”

	Not true at all	Not very true	Fairly True	Very True	Extremely	Completely true
Past and current environmental impacts experienced by me and/or someone I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipated future impacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The things that I see or read about in the news or on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guilt as a result of my lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My government’s inaction to solving environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My fellow citizens’ inaction to solving environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (participants are encouraged to type in responses)						

Section 4: Relationship between Environmental Problems and Eco-anxiety

Now, we would like you to learn more about which environmental problems you are particularly concerned about. Please rank-order the environmental problems below on how concerned you are about the environmental problem. (The options you are most concerned about should be at the top).

Climate change
Plastic pollution
Wildfires
Air pollution
Heatwaves

Section 5: Coping with Eco-anxiety

In this next question, we would like to know what you do, think or use to cope with these emotional responses. Please indicate to what extent the statements apply to you, and choose only one alternative per item.

	Not true at all	Not very true	Fairly True	Very True	Extremely	Completely true
More and more people have started to take environmental problems seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have faith in humanity; we can fix all problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have faith in people engaged in environmental organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust the politicians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even though it is a big problem, one has to have hope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think that the problem is exaggerated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not true at all	Not very true	Fairly True	Very True	Extremely	Completely true
I don't care since I don't know much about environmental problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climate change is something positive because the summers will get warmer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nothing serious will happen during my lifetime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Problems do not concern those of us living in Europe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think about what I myself can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I search for information about what I can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talk with my family and friends about about what I can do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid the news and media related to climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I accept my anxious feelings about the environment and remind myself that they will pass after some time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take action on protecting the environment (e.g reducing my energy use, joining climate activism, planting trees).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to maintain balance between my environmental engagements and my personal life (through self care and rest).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (participants are encouraged to type in responses)						

Section 6: Eco-anxiety Support

- Regarding these emotional responses, do you feel sufficiently heard and understood by youth workers?
 - To a great extent
 - Somewhat
 - A Little
 - Not at all

- What forms of support/resources would you like to receive to help you better manage your experience of eco-anxiety?
 - Eco-anxiety Training
 - Environmental activities with youth workers
 - Meditation and Mind Calming activities
 - Sessions and cafes to discuss environmental emotions

If other, kindly describe _____

Appendix 1b: Study Questionnaire (Youth workers)

Section 1: Demographics

- What is your country of residence?
 - Greece
 - France
 - Italy
 - The Netherlands
 - Other (For other, participants were asked to type in their countries)

- What is your gender?
 - Male
 - Female
 - Other
 - Prefer not to say

- What is your highest level of education completed?
 - Primary school
 - High school
 - College
 - University

- Which of the below describes best where you currently live?
 - An inner city area
 - A suburban area
 - A town
 - A village
 - Rural or countryside

- What category of youth worker do you fall into?
 - Youth NGO Worker
 - Teacher
 - Leisure Centre Worker
 - Government Worker,
 - Educator
 - Other (Participants are encouraged to type)

- What are the ages of youth you work with?
 - 5-10 years
 - 10-15 years
 - 15-25 years

Section 2: Emotions associated with Eco-anxiety

- To what extent do you feel each of the following emotions when you think about environmental problems (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding)?
[select one for each row]

	Not at all	A little	A moderate amount	A lot	Extremely
Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helplessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hopelessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hopefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all	A little	A moderate amount	A lot	Extremely
Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Powerlessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loneliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Emotions associated with Eco-anxiety in Young People

In the remainder of the survey, we would like to get your view on the eco-anxiety among the young people you work with. For the next question, we would like to know your view of the above emotional responses to environmental problems among the young people you work with. Imagine the average young person that you work with and try to fill out the following questions for them. Please rate the emotions on how you think they apply to young people

	Not at all	A little	A moderate amount	A lot	Extremely
Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helplessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hopelessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hopefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all	A little	A moderate amount	A lot	Extremely
Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Powerlessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loneliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- We would also like to understand your views of eco-anxiety levels in the young people you work with. Thinking back over the last 2 weeks, how often do you think these young people have been bothered by the following problems, when thinking about climate change and other global environmental conditions (e.g. climate change, biodiversity loss, plastic pollution, deforestation, wildfires, sea level rise, air pollution, droughts, heatwaves, flooding).

	Not at all	Several days	Over half of the days	Nearly every day
Feeling nervous, anxious or on edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to stop or control worrying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worrying too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling afraid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about future climate change and other global environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about past events related to climate change and the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about losses to the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all	Several days	Over half of the days	Nearly every day
Feeling nervous, anxious or on edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to stop or control worrying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worrying too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling afraid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about future climate change and other global environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about past events related to climate change and the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to stop thinking about losses to the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty enjoying social situations with family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Difficulty working and/or studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling anxious about the impact of your personal behaviours on the earth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling anxious about your personal responsibility to help address environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling anxious that your personal behaviours will do little to help fix the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Causes of Eco-anxiety in Young People

Now, we would like to understand your views on what you think causes these emotional responses in the young people you work with. Please rate to what extent the following statements might apply to them.

The way young people I work with feel about environmental problems (e.g. climate change, ecological degradation, resource depletion, species extinction, ozone hole, pollution of the oceans, deforestation) is because of:

	Not true at all	Not very true	Fairly True	Very True	Extremely	Completely true
Past and current environmental impacts experienced by me and/or someone I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anticipated future impacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The things that I see or read about in the news or on social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guilt as a result of my lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My government's inaction to solving environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My fellow citizens' inaction to solving environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (participants are encouraged to type in responses)						

Section 4: Relationship between Environmental Problems and Eco-anxiety in Young People

Please rank-order the environmental problems below based on how concerned you expect the young people you work with to be about each environmental problem. (The options you feel they are most concerned about should be at the top).

Climate change

Plastic pollution

Wildfires

Air pollution

Heatwaves

Section 5: Coping with Eco-anxiety

In this next question, we would like to know what you feel the young people you work with do, think or use to cope with these emotional responses. Please indicate to what extent the statements apply to the young people you work with, based on your observations and interactions with them. Only choose one alternative per item.

	Not true at all	Not very true	Fairly true	Very true	Extremely	Completely true
More and more people have started to take environmental problems seriously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have faith in humanity; we can fix all problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They have faith in people engaged in environmental organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They trust the politicians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even though it is a big problem, one has to have hope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not true at all	Not very true	Fairly true	Very true	Extremely	Completely true
They think that the problem is exaggerated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They don't care since they don't know much about environmental problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climate change is something positive because the summers will get warmer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nothing serious will happen during their lifetime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental Problems do not concern those of us living in Europe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They think about what they can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They search for information about what they can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They talk with their family and friends about about what they can do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They avoid the news and media related to climate change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They accept my anxious feelings about the environment and remind myself that they will pass after some time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They take action on protecting the environment (e.g reducing my energy use, joining climate activism, planting trees).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to maintain balance between my environmental engagements and my personal life (through self care and rest).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (participants are encouraged to type in responses)						

Section 6: Eco-anxiety Support

- Within your profession, to what extent do you think you can support youth dealing with eco-anxiety?
 - To a very large extent
 - To a large extent
 - Neutral
 - To a little Extent
 - To a very Little Extent

 - Have you been trained on how to deal with eco-anxiety among youth?
 - Yes, I have been trained in an academic setting
 - Yes, I have been trained in a professional setting
 - No

 - What form of support/resources would you like to receive as a youth worker to better help you manage the eco-anxiety experienced by the young people you work with?
 - Training on youth eco-anxiety
 - Pedagogical tools for explaining environmental issues
 - Pedagogical activities to lead environmental engaging activities with youth
 - Pedagogical tools for helping youth identifying and expressing emotions
 - References on eco-anxiety (Books; Videos; Podcasts, etc)
 - Activity guides on alternative practices such as meditation)
- If other, kindly describe _____

Appendix 2

2a. Other suggested support/resources that Youth would like to receive

Suggestion in participant's language	Translation in English (with DeepL)
Ik denk dat het belangrijkste is om het probleem aan te pakken en op te lossen met zijn allen. In plaats van een tijdelijke oplossing die het daadwerkelijke probleem niet onder de handen neemt	I think the most important thing is to address the problem and solve it all together. Instead of a temporary solution that doesn't address the actual problem at hand
I want this madness stopped. I don't want to manage my eco anxiety. I want to use it as a means to obligate the governments and people to take action.	I want this madness stopped. I don't want to manage my eco anxiety. I want to use it as a means to obligate the governments and people to take action.
parlarne	Talks
Per quanto mi riguarda non provo ansia in merito ai problemi ambientali, questo perché di natura non sono una persona ansiosa. Tuttavia trovo che per molte persone sarebbe utile realizzare che il tempo non è scaduto e che provare angoscia non serve a nulla. Questo può essere fatto anche semplicemente descrivendo i dati positivi e ottimisti, ponendo la questione più dal punto di vista di ciò che si può ancora fare, piuttosto che ciò che ormai è impossibile fare	As far as I am concerned, I do not feel anxiety about environmental problems, this is because I am not an anxious person by nature. However, I find that for many people it would be helpful to realize that time is not up and that feeling anxious does no good. This can also be done by simply describing the positive and optimistic data, putting the question more from the point of view of what can still be done, rather than what is now impossible to do
Parlarne di più nelle scuole	Talk about it more in schools
Fare qualcosa per aiutare l'ambiente	Doing something to help the environment
je ne sais pas	I don't know
nothing	nothing
Attuare soluzioni concrete per ridurre l'emergenza	Implementing concrete solutions to reduce the emergency
occasioni di manifestazione	manifestation occasions
Informazione	Information
Essere attenti a non usare troppa energia, non inquinare, rispettare l'indifferenziata, non buttare niente per terra e usare l'auto se davvero ce ne bisogno, comprare solo cose essenziali di plastica	Be careful not to use too much energy, don't pollute, respect undifferentiated garbage, don't throw anything on the ground and use the car if you really need to, buy only essential things made of plastic
Informazioni semplici e possibili soluzioni	Simple information and possible solutions
Parlare di più di soluzioni in atto	Talk more about solutions in place

Suggestion in participant's language	Translation in English (with DeepL)
<p>Πρακτικές δραστηριότητες σε παιδιά και νέους για να αντιληφθούν μέσα από την πράξη την αξία προστασίας του περιβάλλοντος. Έτσι μέσα από τη συνεργασία και την ομαδικότητα όσοι αντιμετωπίζουν περιβαλλοντικό άγχος θα βρουν κάπου στήριξη</p>	<p>Practical activities for children and young people to understand through practice the value of environmental protection. So through cooperation and teamwork those who are facing environmental stress will find somewhere to find support.</p>
<p>Ateliers ludiques où l'on peut s'exprimer sur le sujet de façon innovante en montrant d'autres exemples ou en réfléchissant à d'autres solutions que celles qui sont le plus diffusées. Apporter un autre point de vue nuancé sur le sujet que les représentations très dystopiques ou utopiques que l'on peut avoir.</p>	<p>Playful workshops where people can express themselves on the subject in an innovative way, showing other examples or reflecting on solutions other than those most widely disseminated. Bring a more nuanced viewpoint to the subject than the very dystopian or utopian representations we may have.</p>
<p>Des actions concrètes des acteurs du dérèglement climatique. Et non pas un "effort" demandé à ceux qui le subissent ("effort" demandé qui participe à la culpabilisation des personnes et aggravant l'éco-anxiété)</p>	<p>Concrete action by those affected by climate change. And not an "effort" demanded of those who suffer from it ("effort" demanded which contributes to making people feel guilty and aggravates eco-anxiety).</p>
<p>Avoir des dirigeants compétents</p>	<p>Having competent managers</p>
<p>Je crois qu'à un moment on ne peut pas se concentrer uniquement sur la réaction émotionnelle mais qu'on arrêtera d'avoir peur en abordant la racine du problème. Si on croit en la science c'est normal d'avoir peur! Je veux pas de la méditation, je veux être sûr que l'air sera respirable d'ici 30/40/50 ans!</p>	<p>I believe that at some point we can't just focus on the emotional reaction, but that we can stop being afraid by tackling the root of the problem. If you believe in science, it's normal to be scared! I don't want meditation, I want to be sure that the air will be breathable in 30/40/50 years!</p>
<p>pas besoin</p>	<p>no need</p>
<p>que les politiciens prennent au sérieux cet enjeu</p>	<p>that politicians take this issue seriously</p>

2b. Other suggested support/resources that Youth Workers would like to receive

Suggestion in participant's language	Translation in English (with DeepL)
Activité et engagement permettant de reprendre en mains leur futur	Activity and commitment to take back control of their future
“Vivre avec l'éco-lucidité” (Actes Sud, 2024)	“Living with eco-lucidity” (Actes Sud, 2024)
Ποιο ενεργοί εκπαιδευτικοί και περισσότερα σχολεία του δασους	More active teachers and more forest schools
activités pour donner de l'espoir	activities to give hope
Δυνατότητα στα πλαίσια του σχολείου για διοργάνωση σχετικών εκπαιδευτικών εκδρομών ή πρόσκληση ψυχολόγων στο σχολείο	Possibility within the school to organise relevant educational excursions or invite psychologists to the school
Je crois que ce sentiment d'éco-anxiété est normal et légitime et que pour qu'il diminue ou disparaisse, il faut que la société change. Le problème doit être traité à la source.	I believe that this feeling of eco-anxiety is normal and legitimate, and that for it to diminish or disappear, society needs to change. The problem must be tackled at source.
éducation politique des jeunes	political education for young people
Réflexion multi-acteur, jeunes et politiques autour de la mobilisation des jeunes dans des formats d'activisme qui leur correspondent et qui mêle les générations et des systèmes de gouvernances horizontaux (hors de la démocratie d'élevage")	Multi-actor, youth and political reflection on the mobilization of young people in activism formats that correspond to them and that mix generations and horizontal governance systems (outside of “breeding democracy”).

Colophon

Editors

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