

CLIMATE ANXIETY AMONG CROATIAN YOUTH: EMOTIONAL AND BEHAVIORAL RESPONSES TO THE CLIMATE CRISIS

Maja Janković¹, Iva Tolić Mandić², Tamara Tišma³

¹Institute for Development and International Relations, Zagreb, maja@irmo.hr

²Institute for Development and International Relations, Zagreb, itolic@irmo.hr

³Croatian Business Council for Sustainable Development, Zagreb, tamara.tisma@hrpsor.hr

Abstract: Climate change is increasingly recognized not only as an environmental and socio-political issue but also as a significant psychological stressor, particularly among youth. These research results provide insights into how young people in Croatia perceive climate change, experience climate-related anxiety, and respond behaviorally to environmental challenges. Based on a mixed-methods approach, combining a literature review with a quantitative survey of 131 participants aged 18 to 25, the research examines levels of awareness, emotional responses, and the mental health impacts associated with climate change.

The results reveal limited familiarity with the term “climate anxiety.” Although most participants rated their knowledge of climate change as moderate, a considerable number reported experiencing worry, fear, and sleep disturbances related to climate concerns. Emotional reactions included fear (most dominant), followed by anger, sadness, and, to a lesser extent, hope. Many respondents also reported difficulties with concentration, changes in appetite, and a general decline in psychological well-being. The findings further indicate a strong belief in collective responsibility, with societal efforts viewed as more impactful than individual actions. While professional psychological support was rarely sought, many young people reported coping through conversations with friends or participation in environmental activities.

These findings underscore the importance of integrating climate change topics into formal education, enhancing psychosocial support structures, and promoting youth agency through participatory climate action. By placing the experiences of Croatian youth within the broader international context, these research results contribute to a deeper understanding of the emotional and behavioral dimensions of climate anxiety.

Keywords: climate anxiety, youth, mental health, climate change awareness, Croatia, environmental behavior

INTRODUCTION

Climate change represents one of the most serious challenges of modern society, with far-reaching consequences for ecosystems, the global economy, and public health. Among the most vulnerable groups are young people, who are particularly sensitive to environmental changes and the effects of extreme weather events. The World Health Organization (WHO, 2021) warns that climate change negatively affects children's fundamental rights, including the right to health, safety, and quality education. Beyond its physical consequences such as an increased prevalence of respiratory diseases, heat strokes, and nutritional insecurity, the psychological impact of climate change is also gaining growing attention. The concept of climate anxiety refers to feelings of stress, fear, sadness, and helplessness that individuals experience, often coupled with a perceived lack of adequate action at both global and local levels (Clayton, 2020). Young people are especially susceptible to this form of anxiety due to feelings of powerlessness and uncertainty about their future. Recent research in Australia indicates that climate anxiety is increasingly affecting people of all ages, especially children and youth, leading to various forms of psychological distress and difficult emotions (Crandon et al., 2024). Other studies also highlight that children and adolescents experience a wide range of emotions related to climate change, with worry and anxiety being the most reported and closely linked to mental health outcomes (Treble et al. 2023). Young people play a crucial role in addressing climate change, both as current activists and future decision-makers (Steffen et al., 2015). However, despite growing awareness of environmental issues, there is a lack of systematic research on the attitudes and behaviors of youth in Croatia regarding climate change (Ančić et al., 2016; European Commission, 2008, 2014, 2015, 2017, 2019, 2021). Existing studies on Croatian citizens generally reflect positive attitudes toward environmental protection, with a growing perception of climate change as a serious problem (Šimac et al., 2021).

While global movements such as Fridays for Future, initiated by Greta Thunberg in 2018, have mobilized young people around the world, including in Croatia in 2019, there is still insufficient research on how Croatian adolescents engage with climate action and what factors influence their behavior. Some studies suggest that gender and educational background significantly impact climate anxiety, with female students generally expressing greater concern for climate change and a higher tendency toward pro-environmental behaviors than male students (Dolenec & Pejnović, 2014; Cvetković, 2017; Henn et al., 2022). The Croatian school system currently lacks a dedicated curriculum on climate change, with sustainability topics primarily integrated into broader interdisciplinary content areas (Hrgović, 2019).

These research results provide insight into young people's perceptions of climate change, the prevalence of climate anxiety, its impact on mental health, and behavioral responses to environmental challenges in Croatia. They also offer recommendations for climate mitigation through both individual and collective actions.

RESEARCH PROBLEMS

Within the framework of this research, two central research problems were identified to guide the analytical focus: (1) to examine the extent to which children and adolescents in Croatia may be vulnerable to the emotional and psychological impacts of climate change, particularly in relation to limited access to information and education, and (2) to explore how the public and societal discourse on climate change in Croatia may influence the emotional experience and mental well-being of young people. These research problems emerged from a systematic review of international scientific literature, existing Croatian policy and academic documents, as well as from preliminary insights obtained through the survey conducted among young people.

A substantial body of international research indicates that children and adolescents are particularly sensitive to climate-related risks—not only due to physical exposure, but also because of their developmental emotional and cognitive characteristics (WHO, 2021; Clayton, 2020; Crandon et al., 2024). Studies conducted in countries such as Australia, Portugal, and Italy report rising levels of climate-related distress among youth and emphasize the need for early psychosocial support and intervention (Russell, 2024; Regnoli et al., 2024; Sampaio et al., 2023).

In Croatia, however, the psychological dimension of climate change—especially as it relates to children and young people—remains significantly under-researched. Only a small number of Croatian publications mention the mental health implications of climate change for younger populations, and none offer a systematic overview of youth climate anxiety. This gap highlights the importance of empirical research focused specifically on Croatian adolescents and young adults, aiming to understand how they perceive, experience, and emotionally interpret the climate crisis.

The literature review therefore integrates findings from international studies together with the limited Croatian research on climate change awareness, youth engagement, and climate-related emotional responses. This conceptual foundation supports the interpretation of the collected data within the Croatian context and helps to identify key gaps in national research.

To address these questions, a survey was conducted among 131 high school and university students in Croatia, aged 18 to 25. The data collection took place between November 2024 and March 2025. The survey assessed respondents' general awareness of climate change, emotional responses, and behavioral tendencies related to environmental challenges. It gathered participants' attitudes toward the severity of climate change and its perceived impact on daily life. We asked them for basic information such as age and level of education, whether they had heard of the term “climate anxiety,” as well as about their perception of climate change, its emotional and mental impact, its effects on health and everyday life, and their attitudes toward solutions and action. Additionally, the survey explored psychological effects such as worry, stress, and mental health changes, as well as direct experiences with extreme weather events and climate-related health issues.

The data were analyzed using both qualitative and quantitative methods, employing an integrated approach to ensure a thorough interpretation of the findings. The quantitative data from the survey were subjected to analysis using descriptive statistics (e.g., frequencies, percentages, and means) to characterize the respondents' awareness levels, emotional responses, and behavioral patterns. Comparative analysis of responses across different emotional categories (e.g., fear, anger, hope) and between varying degrees of agreement on Likert scale items allowed for a nuanced understanding of climate anxiety and its psychological characteristics. By comparing survey data with the literature review, the study offers a contextualized understanding of Croatian youth's emotional responses and behavioral patterns regarding climate change. This integrated approach provides a nuanced perspective tailored to the Croatian setting, contributing to the broader international discourse on climate anxiety among young people.

METHODOLOGY

The research employed a mixed-methods approach, integrating a qualitative literature review with quantitative data collection to obtain a comprehensive understanding of how young people in Croatia perceive climate change, experience climate-related anxiety, and adopt behavioral responses. The study was conducted within the Croatian context and specifically focused on adolescents and young adults residing in Croatia.

The survey sample primarily consisted of high school and university students, providing a broad perspective on the attitudes and emotional states of youth at different stages of formal education.

ANALYSIS OF THE PROBLEM AND LITERATURE REVIEW

Climate change represents one of the most complex global challenges of the 21st century, and its psychological impact, particularly on younger generations, is becoming increasingly evident. The lack of research in highly affected regions such as parts of the Mediterranean and Asia limits a comprehensive understanding of the full psychological effects of the climate crisis on the younger generation (Tsevreni et al., 2023). Although recent studies are relatively scarce, emerging global data consistently show that Generation Z demonstrates high levels of emotional engagement with climate issues, often expressed through a psychological response known as climate anxiety. Tsevreni et al., (2023) emphasize that, while climate anxiety has global relevance, its expression varies across geographical and socioeconomic contexts. In industrialized countries, young people often express existential fears about future disasters, whereas in regions of the Global South, climate anxiety is more rooted in the direct, daily experience of climate change impacts such as droughts, floods, and extreme weather events. The emotional responses of young people to climate change span a wide spectrum - including anger, disappointment, fear, and even hope. Climate education, however, remains fragmented and insufficient, contributing to feelings of unpreparedness among youth (Russell, 2024). A low

level of knowledge and awareness may increase the risk of negative mental health outcomes, including climate-related anxiety (Pitron et al., 2024). A study conducted in Italy with 283 participants aged 18 highlighted the mediating role of intolerance of uncertainty and fear of the future in the relationship between climate concern and psychological distress (Regnoli et al., 2024). The findings showed that heightened concern about climate change intensified feelings of insecurity, which in turn contributed to anxiety and depression - particularly among young women. In Slovenia, Plohl et al. (2023) validated two psychometric instruments: the Climate Anxiety Scale (CAS) and the Climate Change Worry Scale (CCWS). Moderate correlations with general anxiety and stress confirmed that climate anxiety constitutes a distinct psychological phenomenon. This study contributes to the development of culturally sensitive tools and facilitates better identification of vulnerable populations.

Von Gal et al. (2024) demonstrated that climate anxiety is qualitatively different from general anxiety, establishing it as a distinct psychological construct. Their experimental study found that messages emphasizing the negative consequences of climate change triggered strong emotions, fear and anger being the most powerful motivator of behavioral intentions. Despite its adverse emotional effects, climate anxiety often acts as a catalyst for activism, driving demands for political and social change. Cosh et al. (2024) reinforced the clinical relevance of climate anxiety by developing thresholds for the Climate Change Anxiety Scale (CCAS). Their results revealed a high prevalence of symptoms among youth and emphasized the importance of distinguishing between mild and severe cases. The CCAS represents a critical step toward the professionalization of support for eco-anxiety, enabling early intervention and targeted mental health services.

In the Croatian context, children and young people are not systematically recognized as a vulnerable group in national climate, environmental, or disaster risk reduction (DRR) strategies. While Croatia formally endorsed child-sensitive climate action by signing the Declaration on Children, Youth and Climate Action at COP29 in 2024 (UNICEF, 2024), this commitment has yet to be reflected in domestic policy frameworks. Although Croatian youth increasingly express awareness and concern about climate change, their emotional and psychological responses remain largely unacknowledged in national discourse. Addressing these dimensions is vital for developing effective, equitable, and sustainable climate strategies for the next generation.

Climate anxiety and concern are often rational and adaptive reactions to perceived existential threats. Youth emotional responses extend beyond fear to include anger, disappointment, and hope (Russell, 2024). Climate anxiety can serve as a motivational force while fear may inhibit action, anger more frequently propels individuals toward activism (Von Gal et al., 2024), and emotional rumination and a sense of personal responsibility have been linked to stronger environmental engagement (Sampaio et al., 2023). However, climate education and awareness remain critical yet often inadequately addressed. Incomplete or inconsistent information can foster distrust and deepen feelings of helplessness among youth (Russell, 2024). At the same time, the development of clinical thresholds for identifying climate anxiety (Cosh et al., 2024)

offers new opportunities for early detection and appropriate psychological support. In this context, recognizing, assessing, and responding to the emotional dimensions of climate change is essential for the design of effective educational, psychosocial, and policy interventions.

RESULTS

This study investigates how young people in Croatia emotionally respond to the climate crisis, with a focus on identifying levels of climate anxiety and its psychological characteristics. In addition to measuring the intensity and manifestations of climate-related anxiety, the research explores the emotional and cognitive triggers of these responses, the coping strategies employed by youth, and the influence of education and media in shaping their awareness and resilience. The relevance of this research lies in the growing recognition of climate anxiety as a serious mental health concern, particularly among adolescents and young adults. While international studies have increasingly addressed this phenomenon, research from Croatia remains limited. Gaining insight into how Croatian youth experience, interpret, and act upon these emotions is essential for designing effective education and awareness-raising strategies, tailoring psychosocial support, and developing evidence-based climate-related policies.

Figure 1. Survey Sample Overview, age distribution and educational status

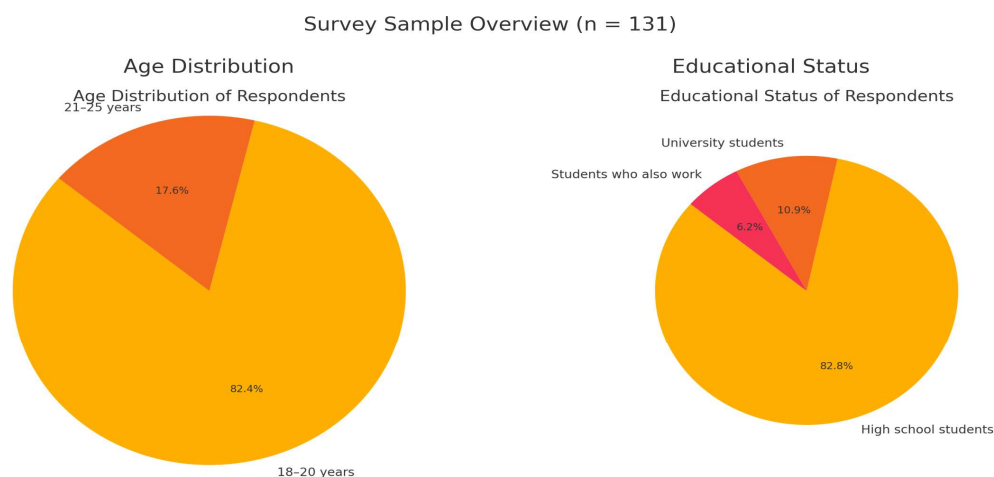


Figure 1 shows the age distribution among respondents and their educational status. The surveyed young people are mostly between 16 and 20 years old, while about 18% are older than 20. Therefore, the majority attend high school, and a smaller number are university students. When asked to self-assess their level of knowledge about climate change (Figure 2), the majority of respondents (46.6%) described themselves as "moderately informed." This indicates a general awareness of the topic, albeit without in-depth understanding. A significant portion (22.9%) considered themselves "well informed," which may reflect growing

environmental awareness among certain segments of the youth population. However, it is concerning that 8.4% reported being "not informed at all," and an additional 20.6% identified as "poorly informed." These findings point to substantial gaps - either within the formal education system or in access to clear, relevant, and accessible climate-related information.

Figure 2. Self-assessed knowledge of climate change

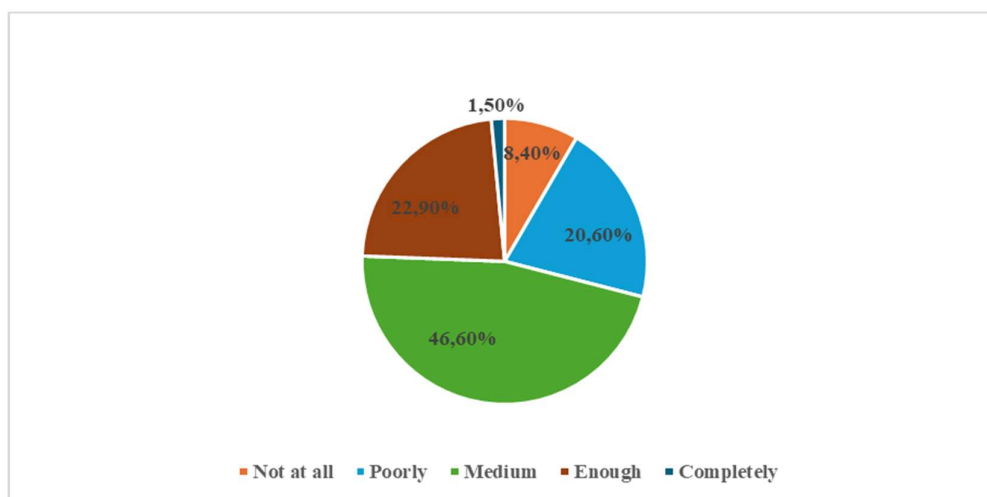


Figure 2. shows self-assessed knowledge of climate change and most respondents (70.2%) selected "other" as their main source of information on climate issues, indicating that many young people access information through non-traditional or unspecified channels. Traditional media followed at 17.6%, while formal education was cited by only 15.3% of participants. University and workplace exposure were minimal, with just 0.8% and 14.5% of respondents identifying these respectively as sources of climate-related knowledge. Social media (5.3%), friends (6.9%), and family (3.1%) were relatively infrequent sources, suggesting that informal peer and family-based networks are underutilized in raising awareness about climate change and climate anxiety. These results point to significant gaps in structured, accessible, and trustworthy information delivery, particularly through formal education and interpersonal communication (Figure 3).

Figure 3. Where did young people learn about climate anxiety?

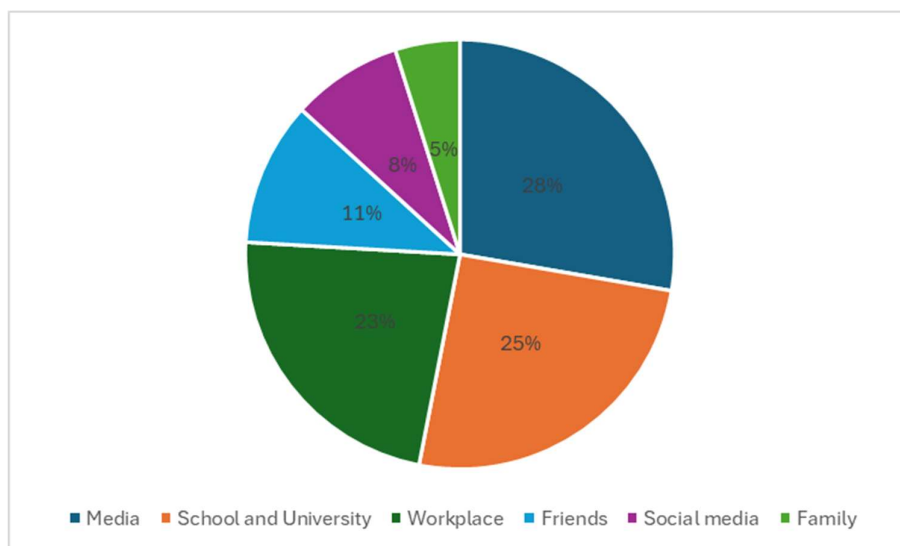


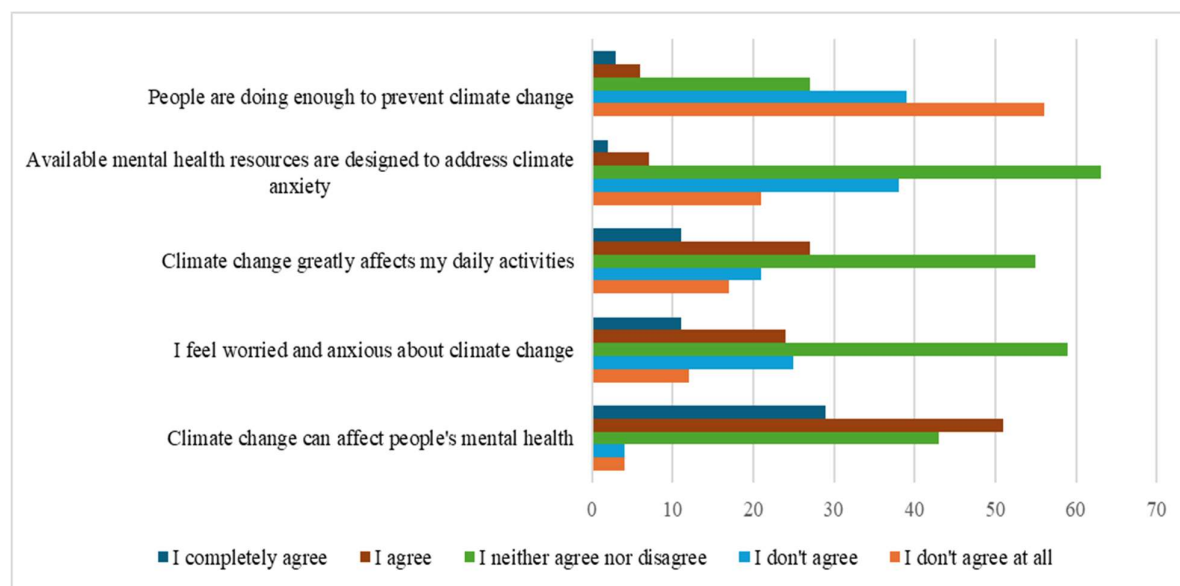
Figure 3 shows that findings underscore the urgent need to strengthen climate education, both within the formal school curriculum and through socially engaged media formats tailored to younger audiences. This proposed approach would reduce climate anxiety by integrating climate education and promoting participatory action that can help strengthen young people's sense of agency and emotional resilience. When youth are equipped with knowledge and concrete actions, climate anxiety can be transformed from an inhibiting fear into an adaptive motivational force that promotes engagement and a sense of purpose. Addressing the existing gaps in structured and trustworthy information delivery is crucial, as incomplete or inconsistent information can foster distrust and deepen feelings of helplessness. Strengthening education combats this by providing clarity and pathways for action. A low level of knowledge and awareness directly increases the risk of negative mental health outcomes, including climate anxiety. Comprehensive and systematic education, therefore, serves as a protective factor against distress

Figure 4 presents responses to five key statements concerning climate change, measured using a five-point Likert scale ranging from "Strongly agree" to "Strongly disagree." A majority of respondents disagreed with the statement "People are doing enough to prevent climate change," reflecting widespread skepticism about the adequacy of current climate action. This response likely stems from a belief that existing efforts are insufficient and that more ambitious, coordinated global action is needed to address the climate crisis effectively. For the statements "Climate change significantly affects my daily activities" and "I feel worried or anxious about climate change," most respondents selected neutral positions. This may indicate uncertainty, emotional ambivalence, or a transitional state of awareness, suggesting that climate change is increasingly perceived as part of everyday life, even if its effects are not yet fully internalized or understood. These neutral responses could also reflect a normalization of climate-related stress, which may intensify over time if unaddressed. Low agreement levels with the statement

“Available mental health resources are adapted to address climate anxiety” reveal that respondents perceive current mental health services as inadequate for managing climate-specific emotional distress. This points to a significant gap in psychosocial support systems, which are generally facing inadequate resources and are often already overloaded with cases of general anxiety, depression, and other prevalent psychological issues. This underscores the urgent need for targeted mental health interventions tailored to climate anxiety and related psychological conditions, while simultaneously advocating for broader societal strengthening of the overall psychosocial support infrastructure. In contrast, a large proportion of respondents agreed with the statement “Climate change can affect people’s mental health,” indicating broad recognition of the psychological dimensions of environmental change. This finding demonstrates that young people in Croatia are aware of the mental health implications of climate change and supports the integration of mental health considerations into climate adaptation strategies and public health policies.

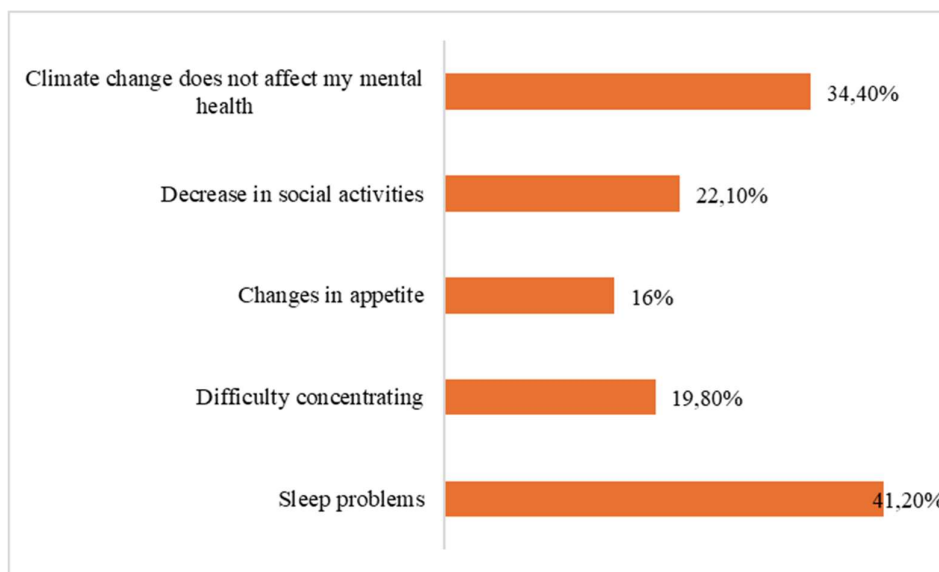
Overall, the findings indicate that young people are developing a more complex and growing awareness of climate change and its psychological impact. While emotional responses to climate change are becoming more pronounced, institutional recognition and support in mental health remain insufficient. As youth awareness increases, aligning perceived environmental risks with systemic preparedness will be essential for building climate-resilient societies.

Figure 4. The impact of climate change on young people’s daily lives



The survey results (Figure 5) indicate that half of respondents perceive changes in their mental health that they associate with climate change, confirming the significant psychological impact of the climate crisis. In contrast, 34.4% reported no such connection.

Figure 5. Perceptions of the mental health impacts of climate change among youth

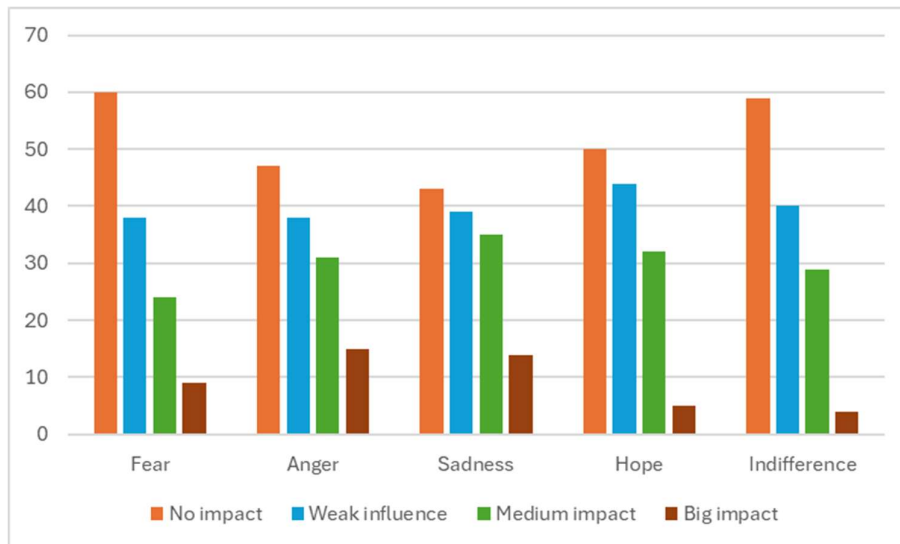


These findings reflect individual differences in how climate-related psychological effects are perceived, differences that may be shaped by factors such as levels of climate awareness, personal exposure to environmental disruptions, or subjective emotional resilience. The results highlight the urgent need for further research and education on the psychological consequences of climate change, as well as the development of targeted mental health support programs. One of the most striking findings is that 41.2% of respondents reported sleep problems related to climate concerns. This result underscores the profound physiological and somatic effects that environmental stress and worry can exert on young individuals. While climate anxiety may be a contributing factor, it is important to note that such symptoms may also stem from direct physical discomfort caused by climate change. Therefore, these reported symptoms are best viewed as general manifestations of climate-related psychological distress. Notably, 34.4% of respondents stated that climate change does not affect their mental health, suggesting that while concern is widespread, emotional vulnerability varies. Additionally, 22.1% reported a reduction in social activities, indicating a retreat from communal interaction, possibly as a coping mechanism or expression of emotional fatigue. Cognitive impacts were also observed: 19.8% of participants reported difficulty concentrating, while 16% noted changes in appetite, further confirming the broad psychological and somatic manifestations of climate-related stress. All these findings emphasize the necessity of integrating mental health considerations into climate adaptation policies and support services, particularly for youth. Addressing both the emotional and behavioral aspects of climate anxiety is critical for fostering individual resilience and promoting collective well-being in the face of intensifying environmental threats.

Figure 6 illustrates the intensity of emotional responses to climate change, categorized as fear, anger, sadness, hope, and indifference. Each emotion was assessed based on its reported impact on individuals, ranging from no, weak, medium, big to high impact. Fear emerged as the

dominant emotional response, with the highest number of respondents indicating that it had a strong impact on them. This finding reflects a deep concern about the future and highlights the psychological weight climate change carries among young people. Anger and sadness also featured prominently, especially within the moderate and high impact categories, suggesting widespread frustration and grief over ecological degradation and perceived inaction. Hope was reported with moderate frequency, most commonly in the categories of low to moderate impact. This pattern may indicate that although some respondents recognize positive developments or initiatives, these are not yet sufficient to counterbalance prevailing negative emotions. Indifference, on the other hand, was the least expressed emotion, with most participants reporting that it had little or no impact on them. This low level of emotional disengagement suggests that apathy toward climate change is not widespread among the youth surveyed.

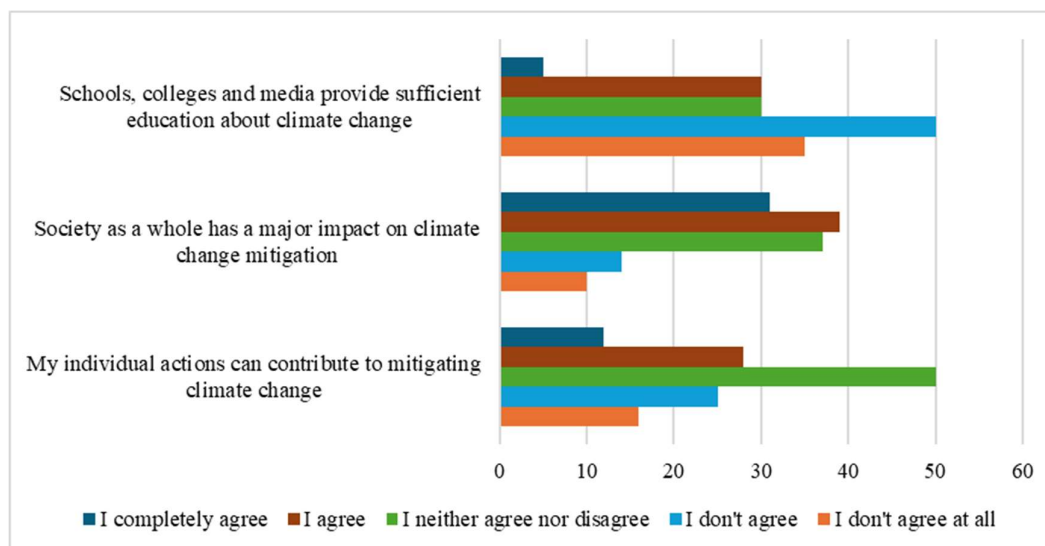
Figure 6. Types and intensity of emotions triggered by climate change



These findings underscore the urgency of implementing educational programs and psychosocial interventions that address climate anxiety and emotional distress. Moreover, they highlight the need to cultivate constructive hope and agency in young people by promoting climate engagement and participatory action. Supporting emotional resilience while fostering informed activism may serve as a key strategy in mitigating the psychological toll of the climate crisis.

Figure 7 illustrates young people's perception of influence and responsibility in addressing the climate crisis, measured on a five-point Likert scale (where 1 is "I don't agree at all" and 5 is "I completely agree").

Figure 7. What can be done to address climate change?



The results show that respondents placed the greatest trust in collective action, with the majority agreeing that "Society as a whole has a major impact on climate change mitigation". This signals a strong belief in shared responsibility as the most effective solution. In contrast, individual actions received slightly lower agreement scores, suggesting that young people may perceive their personal contributions as limited in impact. Notably, the statement that "Schools, colleges and media provide sufficient education about climate change" received the lowest ratings, pointing to a perceived deficit in effective climate communication and engagement from formal institutions. This emphasizes the need to strengthen educational programs to raise awareness and foster motivation for individual action, while reaffirming the importance of collective efforts.

DISCUSSION AND CONCLUSION

The findings of this study contribute to a more nuanced understanding of how young people in Croatia perceive climate change, experience climate anxiety, and engage behaviorally with environmental challenges. Survey data indicate that fear is the most prominent emotional response, while anger, sadness and hope. While the international literature shows that factors such as gender, education, and media exposure shape young people's emotional and behavioral responses to climate change (Dolenec & Pejnović, 2014; Henn, Sloam & Nunes, 2022), Croatian youth demonstrate lower levels of self-assessed climate awareness compared to their European peers (Oliver & Adkins, 2020). The survey results also indicate that many young people perceive current mental health resources and formal educational institutions as insufficiently equipped to address the psychological dimensions of the climate crisis. These findings point to the need for improved climate communication, better-integrated educational strategies, and stronger support systems for youth.

This research helps bridge a significant knowledge gap by offering the first empirical insights into the emotional landscape of climate change among Croatian young adults. It provides an opportunity to assess whether Croatian youth exhibit patterns consistent with global trends in climate anxiety or whether unique national dynamics require context-specific interventions. When compared with international findings, the results of this research highlight key areas for innovation in education, mental health services, and public policy. Notably, the potential of targeted educational programs and participatory environmental initiatives is clearly evident, as these approaches can help strengthen young people's sense of agency and emotional resilience. The integration of climate change education into school curricula, the promotion of peer dialogue, and the expansion of access to psychosocial support services emerge as essential tools in equipping youth to better understand, cope with, and act upon climate-related concerns (Hrgović, 2019; European Commission, 2021).

These findings offer empirical support for both central research hypotheses. First, that children and adolescents in Croatia are particularly vulnerable to the psychological effects of climate anxiety due to a lack of information and education and second, that young people's mental health is partly shaped by the broader climate change discourse. Climate change is increasingly perceived by Croatian youth as a source of psychological distress. In line with global patterns, their emotional responses are marked by complexity and intensity, with fear emerging as the most dominant emotion, followed by anger and sadness, especially among those who report moderate to high levels of perceived impact. These findings confirm the first hypothesis, showing that the developmental sensitivity of adolescents, combined with limited access to structured climate education, significantly increases their psychological vulnerability. The research strongly supports the second hypothesis, establishing a clear link between climate change discourse and youth mental health. Emotional responses are not experienced in isolation but are shaped by wider social narratives and a perceived lack of sufficient action. Despite these emotional challenges, many young people adopt constructive coping strategies: nearly half of the respondents (48.9%) rely on social support, and 22.1% engage in environmental activism. These behaviors indicate that climate anxiety can be adaptive, motivating engagement and a sense of purpose when supported by a conducive environment. However, this adaptive potential coexists with significant challenges. The presence of cognitive and physiological symptoms such as sleep disturbances (41.2%), concentration difficulties (19.8%), and appetite changes (16%), along with a very low rate of professional psychological help-seeking (only 3.8%), exposes considerable weaknesses in youth-oriented mental health infrastructure. Equally concerning are the limitations within the education system. A full 71.8% of respondents had never heard the term "climate anxiety," and only 15.3% cited school as a relevant source of information. These results clearly indicate a lack of systemic integration of climate education within Croatia's formal schooling and underscore the urgent need for curricular reform and awareness-raising initiatives.

By situating the Croatian context within the broader international discourse on youth mental health and climate change, this research offers actionable insights for policymakers, educators,

and mental health professionals. It affirms the importance of recognizing climate anxiety not as a pathological condition, but as a rational and potentially adaptive response to an existential threat. Future research should build on these findings by conducting longitudinal studies, evaluating intervention strategies, and tracking the long-term mental health effects of living in a climate-threatened world. Developing interdisciplinary responses that integrate education, psychosocial support, and public health frameworks will be essential in fostering resilience among young people and ensuring that they are supported in both understanding and acting on the climate crisis.

REFERENCES

- Ančić, B., Puđak, J., & Domazet, M. (2016). Environmental attitudes and behaviors in Croatia: Trends and determinants.
- Clayton, S. (2020). Climate anxiety: Psychological responses to climate change. *Journal of Anxiety Disorders*, 74, 102263. <https://link.springer.com/article/10.1007/s11920-023-01430-y>
- Cosh S. M., Williams S. E., Lykins A. D., Bartik W., Tully P. J. (2024) Detecting and classifying eco-anxiety: development of clinical cut-off scores for the climate change anxiety scale. *BMC Psychol.* 2024 Dec 18;12:738. doi: 10.1186/s40359-024-02240-4.
- Crandon J. T., Scott G. J., Charlson J. F., Thomas J. H. (2024). Coping with climate anxiety: impacts on functioning in Australian adolescents. <https://www.tandfonline.com/doi/full/10.1080/00050067.2024.2404987>
- Cvetković, A. (2017). Gender differences in environmental attitudes among Croatian youth.
- Dolenec, D., & Pejnović, D. (2014). The role of education in shaping environmental consciousness.
- European Commission. (2008, 2014, 2015, 2017, 2019, 2021). Special Eurobarometer reports on climate change.
- Fridays for Future Croatia. (2019). Youth climate activism in Croatia.
- Henn, M., Sloam, J., & Nunes, A. (2022). Young people, climate activism, and political engagement.
- Hrgović, P. (2019). Sustainability education in the Croatian school system.
- Oliver, J., & Adkins, S. (2020). Comparative climate awareness: Croatia and the EU
- Pitron V., Lemogne C., Clayton S., Léger D., Van den Bergh O., Witthöft M. (2024) Climate change anxiety and its association with somatic symptom distress and idiopathic environmental intolerances: A cross-sectional study, *Journal of Psychosomatic Research*, Volume 187, 111937
- Plohl N., Mlakar I., Musil B., Smrke U. (2023) Measuring young individuals' responses to climate change: validation of the Slovenian versions of the climate anxiety scale and the climate change worry scale. *Sec. Environmental Psychology*. Volume 14 - 2023 | <https://doi.org/10.3389/fpsyg.2023.1297782>

Regnoli G. M., Tiano G., de Rosa B. (2024) Is Climate Change Worry Fostering Young Italian Adults' Psychological Distress? An Italian Exploratory Study on the Mediation Role of Intolerance of Uncertainty and Future Anxiety. MDPI. Vol. 12, Issue 8, 10.3390/cli12080118

Russell T., (2024) A 'greenhouse affect'? Exploring young Australians' emotional responses to climate change. <https://doi.org/10.1007/s10584-024-03737-y>

Sampaio F., Costa T., Teixeira-Santos L., Guedes de Pinho L., Sequeira C., Luís S., Loureiro A., Soro J.C., Merino J. R., Moreno Poyato A. M., Peña Loray J. S., Rodríguez Quiroga P., Léon V. O'Brien L. V., Teaghan L. Hogg T. L., Stanley S. K. (2023) Validating a measure for eco-anxiety in Portuguese young adults and exploring its associations with environmental action

Steffen, W., et al. (2015). Planetary boundaries: Guiding human development on a changing planet.

Šimac, I., Trako Poljak, T., & Ivanović, V. (2021). Perceptions of climate change among Croatian citizens.

Treble M., Cosma A., Martin G. (2023). Child and Adolescent Psychological Reactions to Climate Change: A Narrative Review Through an Existential Lens

Tsevreni I., Proutsos N., Tsevreni M., Tigkas D. (2023) Generation Z Worries, Suffers and Acts against Climate Crisis—The Potential of Sensing Children's and Young People's Eco-Anxiety: A Critical Analysis Based on an Integrative Review. Vol. 11. Issue 8. 10.3390/cli11080171. <https://doi.org/10.3390/cli11080171>

United Nations International Children's Emergency Fund, UNICEF (2022). The impact of climate change on children: A global crisis. Accessed from <https://www.unicef.org/environment-climate-change>

United Nations International Children's Emergency Fund, UNICEF (2024). Declaration on Children, Youth and Climate Action. Accessed from <https://www.unicef.org/environment-and-climate-change/climate-declaration>

Von Gal A., Fabiani G., Piccardi L. (2024) Climate change anxiety, fear, and intention to act. Sec. Environmental Psychology. Volume 15 - 2024 | <https://doi.org/10.3389/fpsyg.2024.1341921>

World Health Organization, WHO. (2021). Climate change and health. Accessed from <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>