



EMERGE YOUTH

Unlocking Potential, One Breath at a Time

Empowering the Next Generation of Entrepreneurs through Stress Management Education in Youth

Project number: 2023-2-FR02-KA220-YOU-000175097

National Report - Needs Validation- Czech Republic

WP 2/A2: Stress management in Youth survey Results [07.24 – 10.24]

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Executive Summary - Purpose and scope of the document

The EMERGE Youth project has been funded to raise awareness about stress among young people and develop their stress management skills through targeted educational resources. Good mental health and well-being are essential for young people's personal and career development, influencing their future opportunities and contributing to the broader societal context. However, today's youth face increasing stress from eco-anxiety, academic pressures, career uncertainties, financial instability, and socioeconomic disparities. These challenges can lead to marginalisation and hinder future productivity (European Commission, 2022; World Health Organization, 2016).

This National Report offers an in-depth summary of the findings and insights from the *Stress Management in Youth* survey carried out in each partner country. The report is intended to support WP2 project results by providing young people with education on stress management. This initiative supports enhancing their health, well-being, employability, and entrepreneurial skills, fostering an inclusive and sustainable future (United Nations, 2022).

Project Overview

- Aims:**
- To provide personalised solutions for developing stress management techniques for young people.
 - To provide necessary tools as Open Educational Resources (OER) and include vulnerable groups in the training process, thereby improving critical stress management skills for their professional careers and mental health.

To achieve these aims, the project will develop an accessible online solution that improves educational opportunities for young people, especially those with limited access to training. Additionally, the initiative will also engage a wider youth audience interested in stress management.

In the second Work Package, a Methodology and Educational Pack will be developed to meet the training needs of youth across Europe. This package will include resources for educators, workshops, and activities designed to provide comprehensive tools and strategies for managing stress.

To support the development of the Methodology and Education pack, the project will conduct a survey assessing the impact of stress on young people aged between 18-30 across Europe. The survey analysis will inform the development of stress management education, helping youth build skills for improved health, well-being, employability, and entrepreneurship. Insights from the survey will also contribute to creating educational materials and a web app featuring best practices, training resources, and practical activities in stress management (Eurostat, 2021).

This survey is a crucial first step in understanding and addressing the training needs of young people aged between 18-30. Participation was open to this demographic, and the survey was conducted anonymously online. This report presents an analysis of the national survey results conducted in the Czech Republic.

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1 Introduction

The EMERGE Youth - From Stress to Success - Survey

1.1 Purpose of the Report

The aim of the survey was to gain an understanding of how stress affects young people across the partner countries. The project team aimed to examine participants' stress management needs, the effects of stress on their lives, and the coping strategies they employ.

This National Report offers an in-depth summary of the findings and insights from the *Stress Management in Youth* survey carried out in the Czech Republic. The report is intended to support WP2 outputs, particularly a Methodology and Education pack aimed at developing stress management education for youth.

2 EMERGE Youth - From Stress to Success – Survey Results

The survey data presented in this report was compiled by AKLUB and received a total of 33 responses. All participants were residents of the Czech Republic, and every participant completed all survey questions. Participants were contacted via personal communication or social networks. The other EMERGE Youth partners also conducted the survey across their partner countries, which include:

- Vanillea International, France,
- Asserted Knowledge Eterrotythmos Etaireia (AKNOW), Greece
- Trebag Szellemi Tulajdon- és Projektmenedzser Korlátolt Felelősségű Társaság (TREBAG), Hungary
- G.P. Mind the Game Development Ltd (MTG), Cyprus
- Atlantic Technological University (ATU), Ireland

Analysis of Results

1. Participant Consent and Country of Origin

All participants in Question 1, Section 1 of the survey (N=33) provided informed consent, agreeing to take part in the “EMERGE Youth” research study. All participants were residents of the Czech Republic, and the survey was conducted by AKLUB.

2. Participants' Age Profile

The analysis of survey respondents aged between 18 to 30 shows the following age distribution from a total of 33 participants: 18 years (3%, n=1), 19 years (3%, n=1), 20 years (6,1%, n=2), 21 years (3%, n=1), 22 years (18,2%, n=16), 23 years (12,1%, n=4), 24 years (6,1%, n=2), 25 years (12,1%, n=4), 26 years (9,1%, n=3), 27 years (12,1%, n=4), 28 years (3%, n=1), 29 years (6,1%, n=2), and 30 years (3%, n=1).

Figure 2.1. illustrates the age profile and distribution of participants, including all 33 responses from individuals aged 18 to 30. The data reveals that 63,6% of the participants were aged between 18 and 26, while only 36,3% were in the older age group.

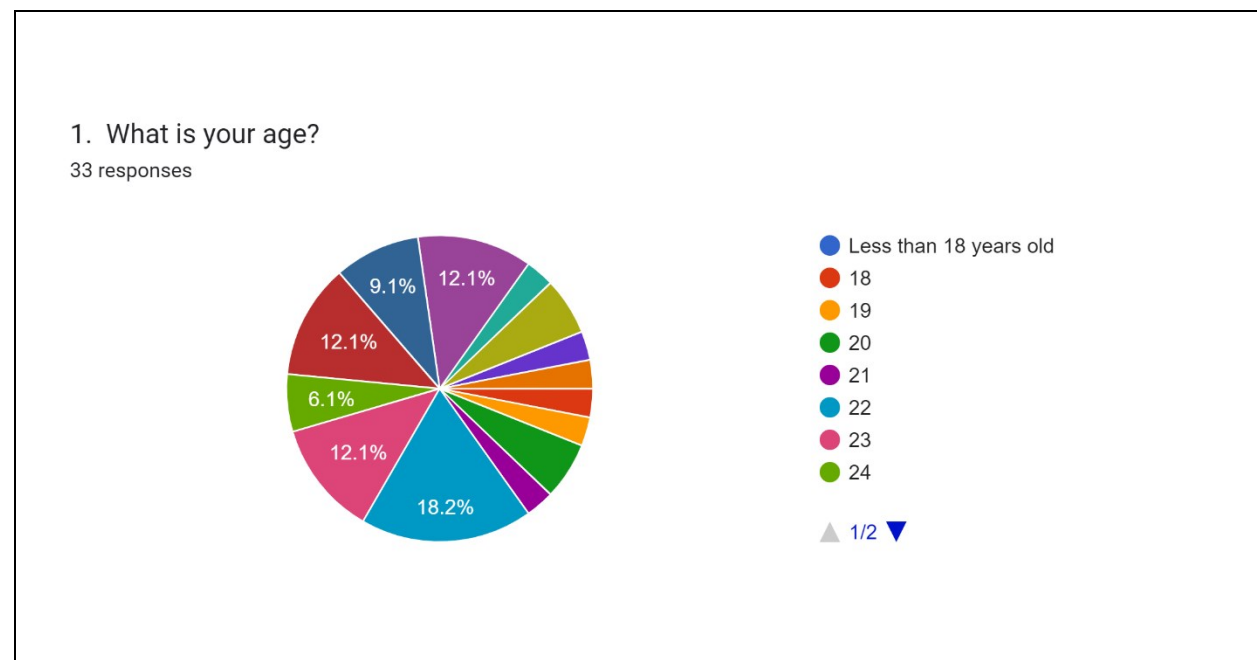


Figure 2.1. Question 2: Participants Age Distribution.

3. Participants' Gender Profile

Figure 2.2. presents that 48,5% were female (n=16) and 51,5 % were male (n=17).

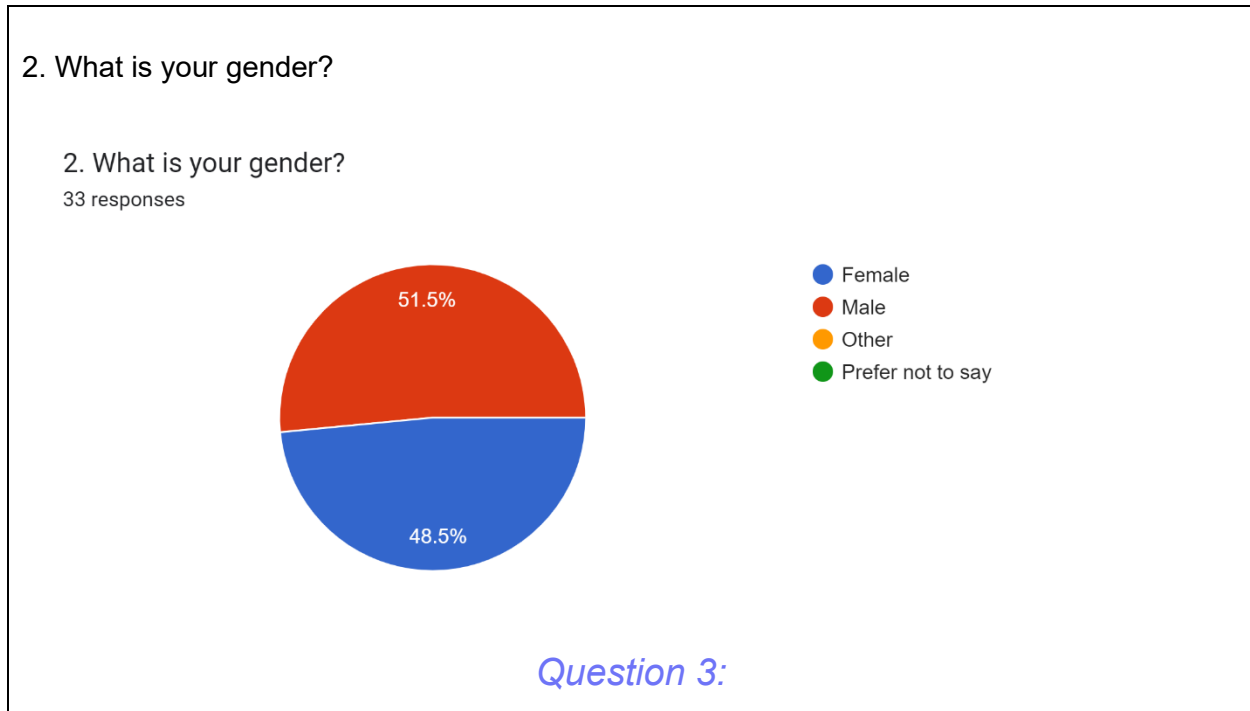


Figure 2.2. Question 3: Participant Gender Profile.

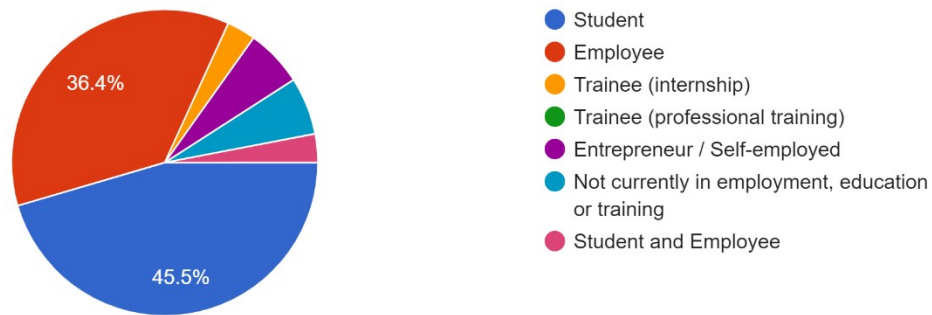
4. Participants' Employment Status

As depicted in Figure 2.3., Question 4 assessed participants' employment status using a multiple-choice format. A total of 33 options were selected, with 45,5% identifying as students (n=15) and 36,4% as employees (n=12). A smaller proportion were trainees (n=1), entrepreneurs (n=2), not in employment or education (n=2) and student/employee (n=1).

3. What is your current employment status?

3. What is your current employment status?

33 responses



Question 4

Figure 2.3. Question 4: Participants Employment Status.

The Impact of Stress on Participants' Life

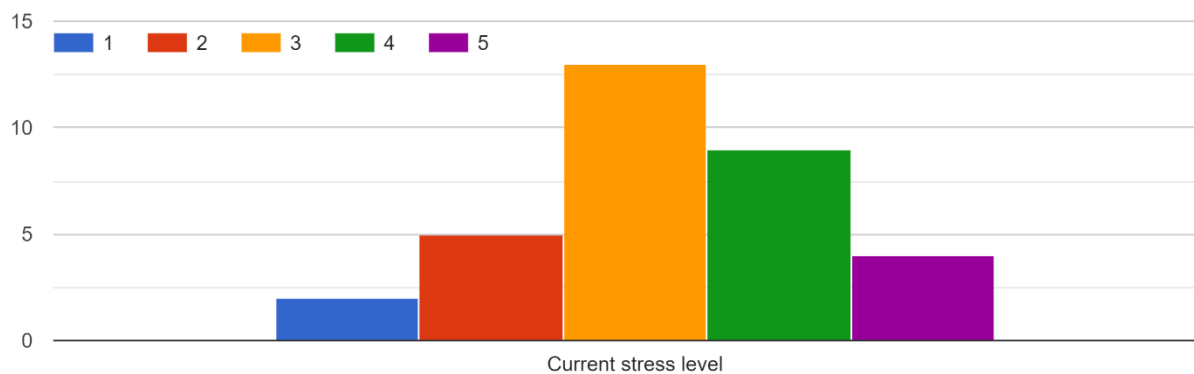
5. Participants' Stress Levels at the Time of the Survey.

In Question 5, participants rated their current stress level on a scale of 1 to 5, with 1 indicating the lowest stress and 5 the highest stress level. Figure 2.4. presents the distribution of stress levels among respondents. Most of them chose number 3 ($n=13$), followed by number 4 ($n=9$). This suggests that stress is a significant concern among young people.

5. On a scale from 1 to 5, how would you rate your current stress level?

Where would you be on that ladder?

4. On a scale from 1 to 5, how would you rate your current stress level? (1 is the lowest stress, 5 is the highest stress)



Question 5

Figure 2.4. Question 5: Participants' stress levels at time of survey participation.

6. Participants' Main Sources of Stress in Life

Participants indicated their primary sources of stress through a multiple-choice question, as shown in Figure 2.5. The top three selected were personal and family relationships (n=19, 57,6%), mental health (n=14, 42,4%) and current job or studies (each n=12, 36,4 %).

This highlights the need for comprehensive stress management interventions that address a range of factors, including interpersonal relationships, mental health, and academic or professional demands.

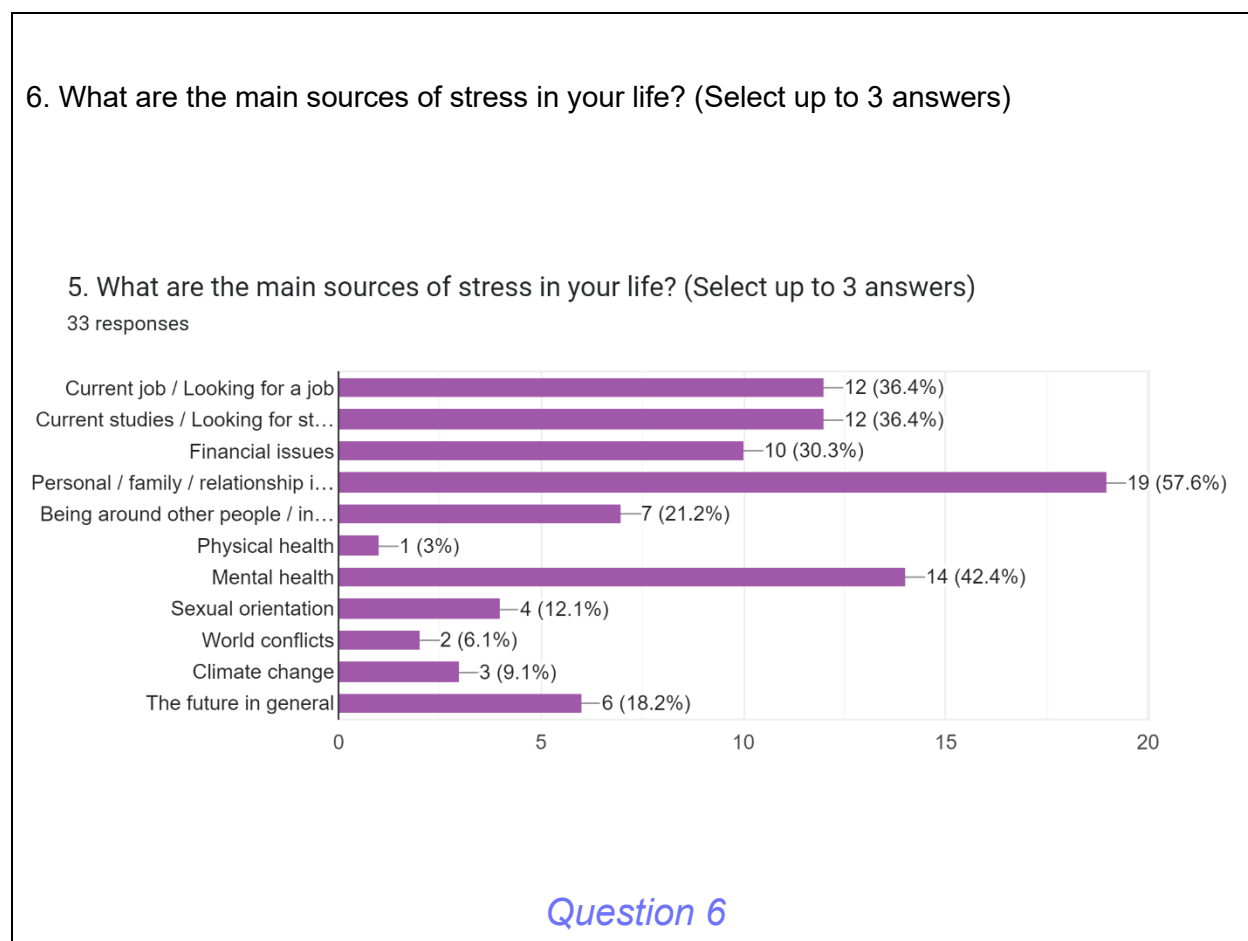


Figure 2.5. Question 6: Participants' perceived main sources of stress in life.

7. The Impact of Stress on Participants' Daily Lives

Participants selected up to three options concerning the daily lifestyle factors that contribute to their stress, as illustrated in Figure 2.6. The primary daily lifestyle factors selected by participants were difficulty sleeping (n=20), increased anxiety (n=18), and difficulty concentrating (n=15).

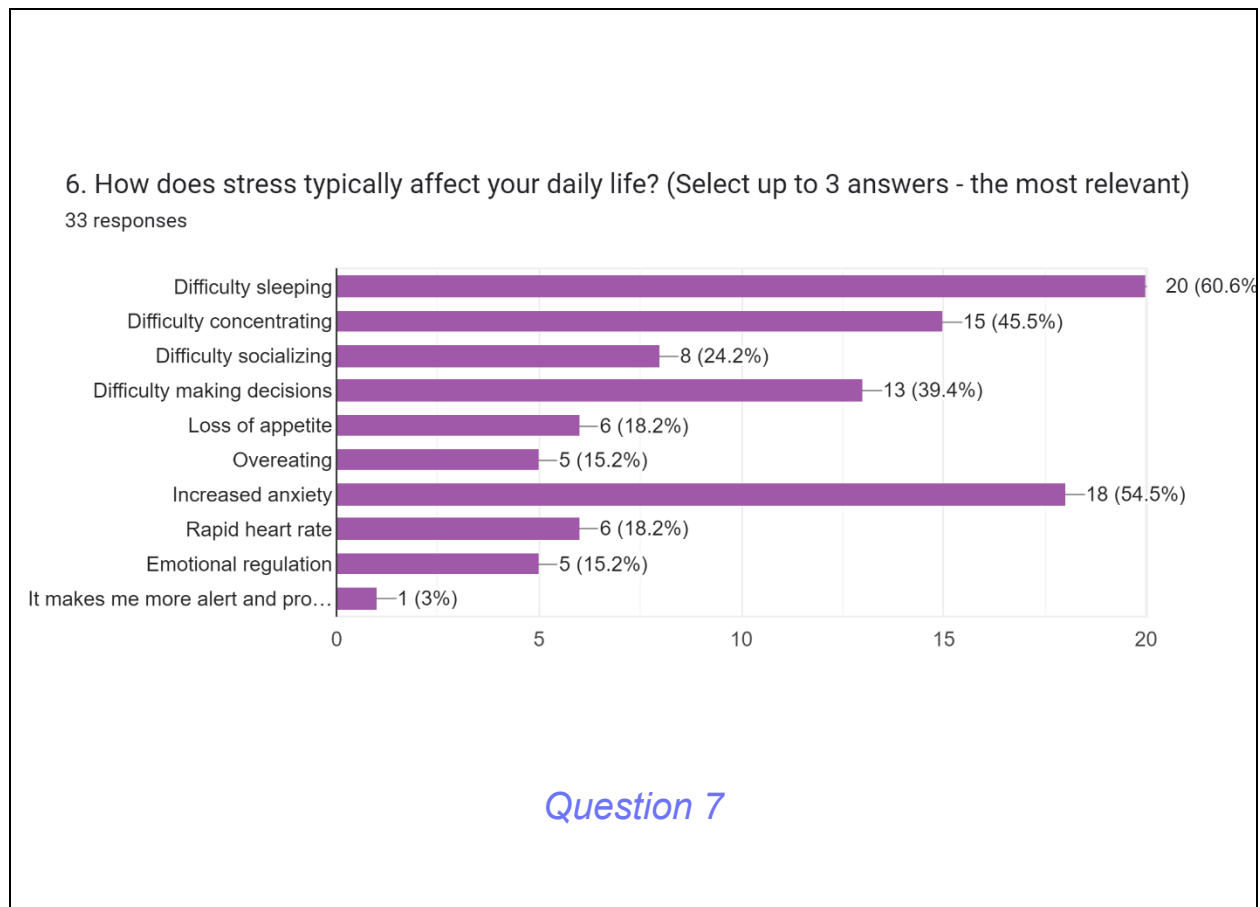


Figure 2.6. Question 7: The impact of stress on participants' daily life .

8. Participants' Feelings of Stress Hindering their Ability to Perform well in Professional or Academic Settings

As shown in Figure 2.7., participants were asked how they perceived stress impacting their ability to perform in professional and academic settings. A majority, 72,7%, felt that stress hindered their performance (n=24), while 15,2% stated it did not (n=5). Additionally, 12,1% were unsure (n=4).

This finding underscores the urgent need for effective stress management strategies to mitigate the negative impact of stress on academic and professional success.

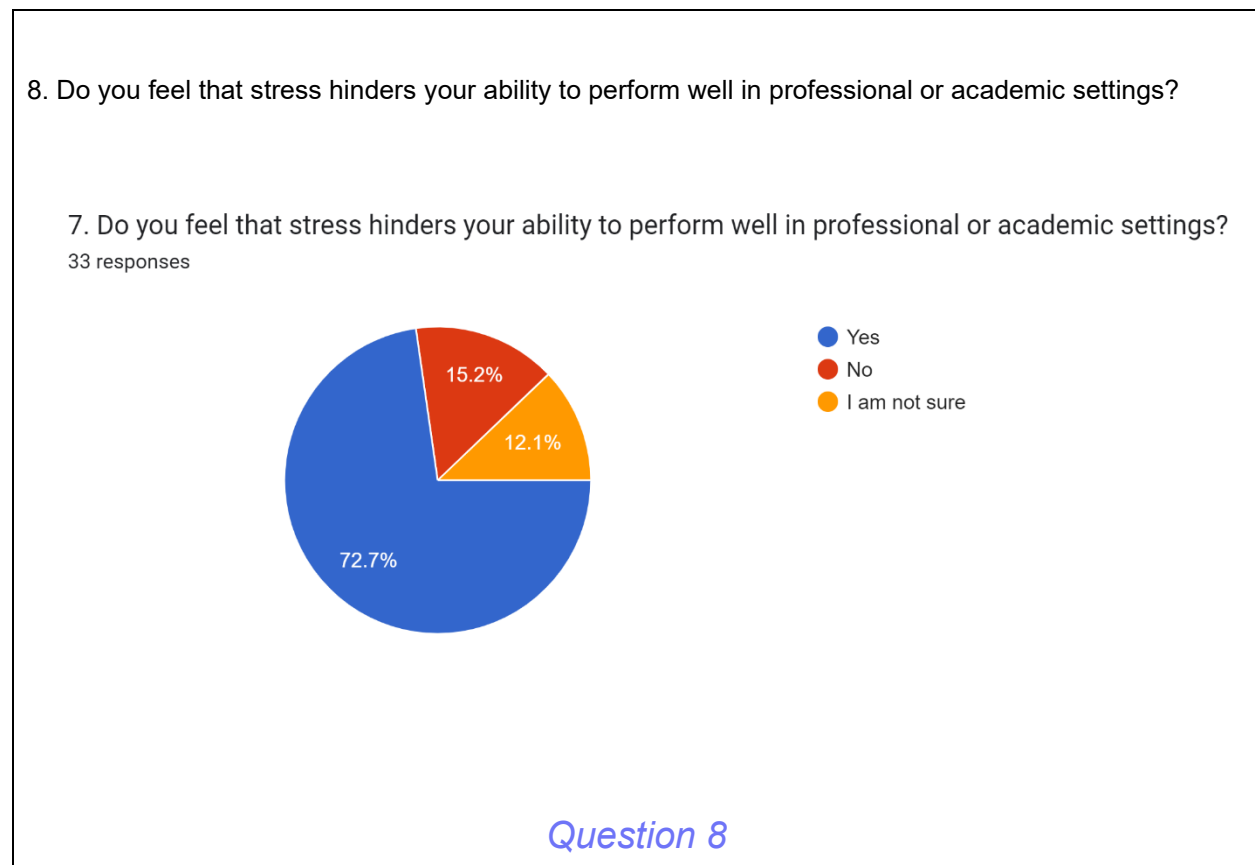


Figure 2.7. Question 8: The impact of stress on participants professional and academic performance.

9. Participant Descriptions of Stressful Situations Hindering Performance

Out of the 33 respondents, 26 provided statements about situations where stress negatively impacted their professional and/ or academic performance. The details of their experiences are presented in the table below.

The responses highlight a variety of stress triggers and their impact on individuals. Common themes include exam anxiety, performance anxiety, social anxiety, work-related stress, and general stress. Participants often reported experiencing negative emotions such as anxiety, nervousness, and overwhelm, which can lead to procrastination, difficulty concentrating, and poor performance. These findings emphasize the need for effective stress management strategies to help individuals cope with these challenges and improve their overall well-being.

Table 2.1. Question 9: Participants commentary on situations where stress hindered participants professional and/ or academic performance.

ID	Statement ADD here*	Common theme	%
P1	While I was preparing for an exam. The overwhelming anxiety before studying made me often to procrastinate and seek relief.	Exam anxiety	
P2	I got a worse grade, because of my nervousness.	Exam performance	
P3	As per the previous question, it doesn't.	N/A	
P4	Well, being tired from bad sleep and stressed from family troubles makes me slower in deciding, less concerned, more tired, anxious and decrease ability to deal with everyday situation in my whole life	General stress, fatigue	
P5	I'm a musician, so stress usually affects my performances	Performance anxiety	
P6	I do not socializing like normal I do. I am go introvert more	Social withdrawal	
P7	I sometimes lack stress and procrastinating too much.	Procrastination	
P8	Mostly during my work, sometimes when the internet connection doesn't work properly, So my videocalls Are interrupted I feel really bad about it, because of the custommers	Work-related stress	
P9	Making important life decisions	Decision-making stress	
P10	during work time it's much harder to concentrate on important thing	Work-related stress	

P11	When I had to be at some job interview.	Job interview stress	
P12	During some oral exams or presentations.	Presentation anxiety	
P13	I failed an exam because I was too busy watching the news and comparing myself to others rather than studying	Exam failure, comparison	
P14	During my oral school exam I was given questions by 2 teachers, and I totally shut down and couldn't focus on anything they were saying. Everything at that room felt too loud, except from them. I couldn't remember even basics of that subject.	Exam anxiety, panic	
P15	I used to be stressed during my high-school and university studies more than now. I think I would have handled some situations better if I knew how to manage.	Academic stress, regret	
P16	When giving presentation at school.	Presentation anxiety	
P17	I think I usually tend to overstress in any situation when I feel like there is too much going on in my life.	General stress, overwhelm	
P18	I think stress affects me at job interviews.	Job interview stress	
P19	I tend to be nervous and stressed since I only started in my first job.	New job stress	
P20	I am stressed about almost every deadline.	Deadline stress	
P21	Time pressure and learning is very complicated with high level of stress	Academic stress, time pressure	
P22	Basically in any part of my life.	General stress	
P23	During work-time is really hard to concentrate.	Work-related stress	
P24	At my exams, sometimes its almost paralysing	Exam anxiety	
P25	I am stressed about speaking infront of people, so I am not doing that well when I have to present in classroom.	Presentation anxiety, social anxiety	
P26	football match	Sports-related stress	

10. Participants' Description of Situations where Stress Helped Performance.

***Add Text and translation as required: EXAMPLE:** Out of 239 respondents, 159 participants (66%) provided statements about situations where stress positively impacted their professional and/ or academic performance, helping them to “perform well”. The details of their experiences are presented [please list] in the table below.

Table 2.2. Question 10: Participants commentary on where stress helped professional and/ or academic performance.

ID	Statement ADD here*	Common theme	%
P1	Sometimes deadline helps to make job done but I think I'm overall more productive without stress.	Mixed feelings about stress	
P2	Huh.. in my improvisation activities. But when it comes rovnv studies, it stops me.	Stress hinders performance in certain situations	
P3	Deadline chasing	Stress as a motivator	
P4	It helps me being more effective in my job. Not wasting time on unimportant tasks.	Stress as a motivator	
P5	Well, when I have little of a good stress if is quite helping with ke working smoothly and quickly.	Positive effects of low-level stress	
P6	I don't recall such a situation	No positive impact of stress	
P7	Final exams at university.	Stress as a motivator	

P8	Last minute studying for exams - I'm so stressed I actually can learn 10 times more in one day than two weeks ahead.	Extreme stress as a motivator	
P9	During exams at university, stress is helping me to focus on the important things.	Stress as a motivator	
P10	I don't have that experience, its always only disrupting	Negative impact of stress	
P11	When I had some exam at school.	Stress as a motivator	
P12	Deadlines	Stress as a motivator	
P13	Complete some assignmemts in time with reserve.	Stress as a motivator	
P14	I managed to complete a task in a couple of hours	Stress as a motivator	
P15	I'd say, sometimes it's a good motivator during projects. Yes, the factor of procrastination is there, but also the stress can keep me going for ours, because I want to be finished, so I don't have to be more stressed.	Mixed feelings about stress	
P16	Yes, I think that stress helped me to really study or prepare when I needed it.	Stress as a motivator	
P17	I am not sure.	No clear opinion	
P18	I guess it forces me to study hard and stay focused but I am not sure if it is a good thing.	Mixed feelings about stress	
P19	I think sometimes being stressed helps me to put in more effort. But it can be exhausting.	Mixed feelings about stress	
P20	I prepare a lot so I stress less and tend to organize my time. I also feel good when overcoming a stressful situation.	Proactive stress management	

P21	Its not helpful for me.	Negative impact of stress	
P22	Never	No positive impact of stress	
P23	Making though decisions	Stress as a motivator	
P24	I want to avoid stress from school which is why I prepare a lot in the afternoons for the next day.	Proactive stress management	
P25	finish work	Stress as a motivator	

Table 2.2. presents comments provided by participants. Some participants viewed stress as a powerful motivator, particularly in time-constrained situations, leading to increased focus and productivity. Others, however, highlighted the negative consequences of stress, such as decreased performance, anxiety, and procrastination. A significant number of participants expressed mixed feelings about stress, acknowledging both its potential benefits and drawbacks. Additionally, a few participants emphasized the importance of proactive stress management techniques, such as time management and planning, to mitigate the negative effects of stress. Understanding these diverse perspectives can inform the development of effective stress management strategies that cater to individual needs and preferences.

Participants Identified Coping Mechanisms

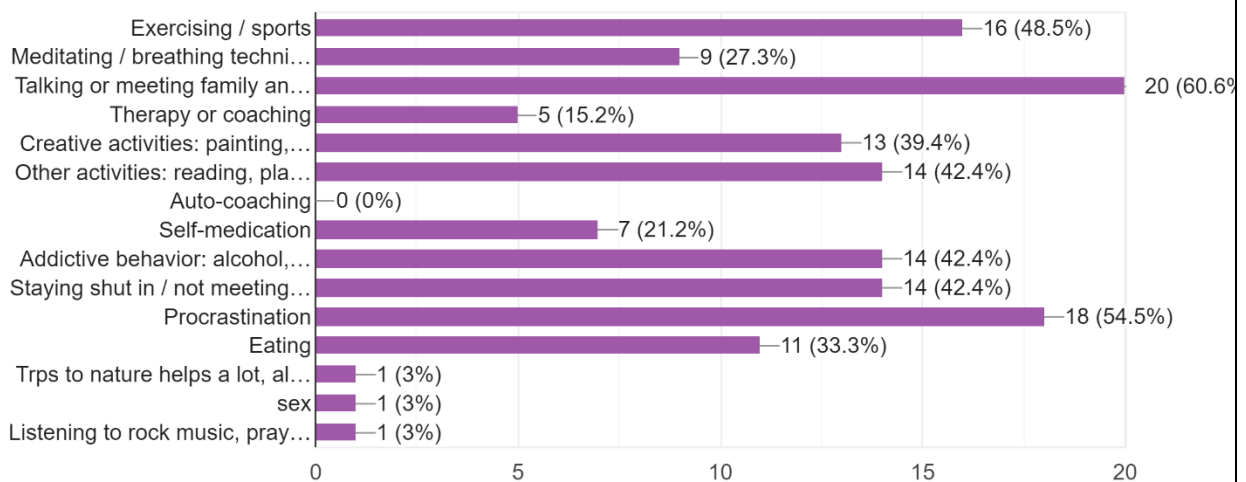
11. The Strategies or Techniques Participants use to Manage Stress

Out of 33 participants, all participants selected various strategies or techniques they use to manage stress, as presented in Figure 2.10. The most common methods were talking or meeting family/friends (n=20), procrastination (n=18) and exercising/sport (n=16). It is interesting to note that while a significant number of participants reported using exercise and social connection as stress management techniques, procrastination was also a common coping mechanism. This highlights the importance of promoting healthy and effective stress management strategies, such as mindfulness, meditation, and time management techniques.

Q.11 What strategies or techniques do you currently use to manage stress?

10. What strategies or techniques do you currently use to manage stress?

33 responses



Question 11

Figure 2.10. Question 11: Strategies or techniques participants use to manage stress.

12. Participants' Effective Strategies for Managing Stress

Participants rated the various strategies they mentioned using for managing their stress levels in Question 11.

As illustrated in Figure 2.11, 24,2% (n=8) found these strategies very effective, while 63,6% (n=21) deemed them somewhat effective. Additionally, 12,1% (n=4) reported that the strategies were not effective. This suggests that there is a need for further education and guidance on effective stress management techniques. It is important to provide participants with a range of strategies and encourage them to experiment with different approaches to find what works best for them.

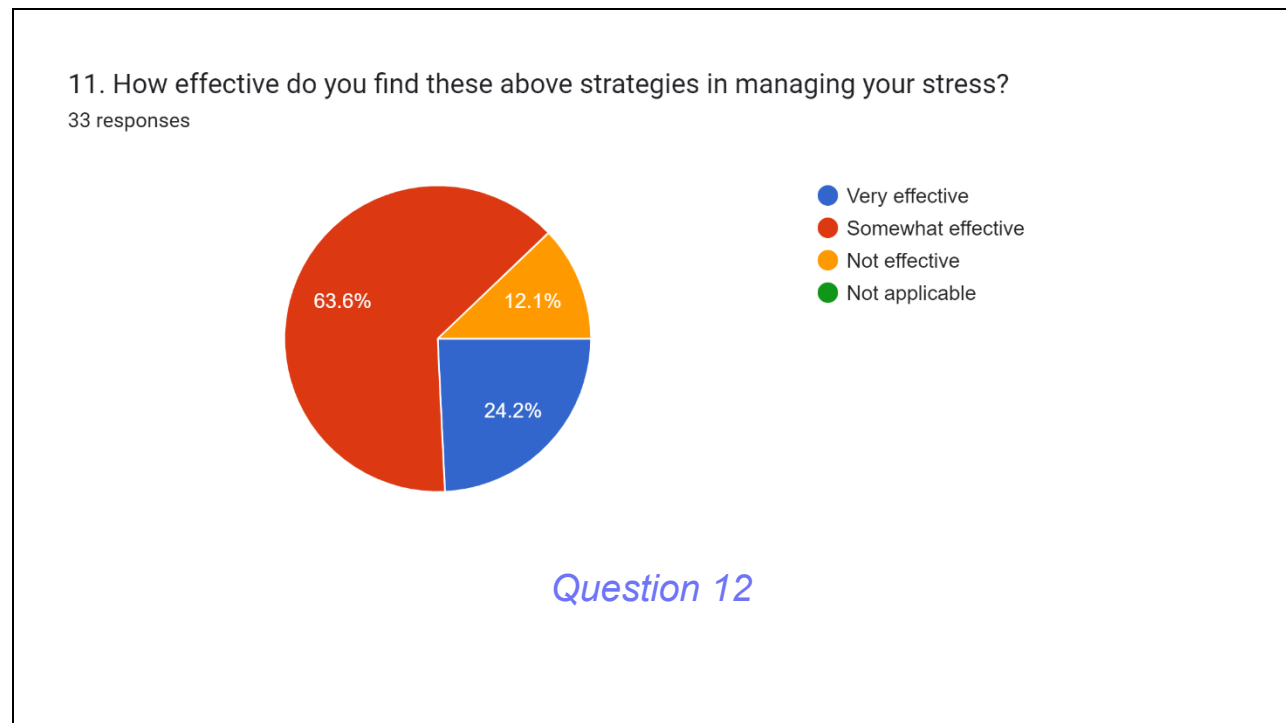


Figure 2.11. Question 12: Strategies or techniques participants use to manage stress.

13. Stress Management Techniques Mentioned but not Experienced by Participants.

Out of 33 respondents, 17 provided a written answer. The responses indicate a range of approaches to stress management, from traditional methods like meditation and exercise to more unconventional ones like screaming or using recreational drugs. Many participants expressed a desire for guidance and structured approaches to stress management, highlighting the need for accessible and effective resources. Some participants acknowledged the challenges of implementing stress management techniques, particularly for those with conditions like ADHD.

Table 2.3.: Question 3: Participants commentary on stress management techniques.

ID	Statement ADD here*	Common theme	%
P1	Meditation	Relaxation techniques	
P2	Not really	N/A	
P3	System and order. But I think that I have some form of ADHD, so this is difficult for me.	Organization, ADHD	
P4	Don't think so. I usually don't look up new stress management techniques.	Proactive stress management	
P5	I can not remember now	N/A	
P6	Screaming in some place without people, like in middle of woods	Physical release	
P7	Dropping school.	Extreme avoidance	
P8	Yes, for instance meditation.	Relaxation techniques	
P9	No.	N/A	
P10	Probably some anxiety pills. I was thinking about them, but trying to find ways around it. I'm easily stressed, so if I can, I'm trying to work it out.	Medication, self-reliance	
P11	Mindfulness, meditation, holotropic breathing	Relaxation techniques, alternative therapies	

P12	Yoga, other exercises, meditating	Physical activity, relaxation techniques	
P13	using recreational drugs	Substance use	
P14	I think I do "free time" or "relaxation" activity and reducing stress is just an added bonus. I would be interested in specific activities aimed at stress management.	Passive coping, need for guidance	
P15	I am not sure how to answer this question - I tried meditating by myself, but it did not really do anything, so I would like to try it again with a guide.	Guided meditation, need for guidance	
P16	Breathing exercise but not working for me	Relaxation techniques	
P17	I am not sure.	N/A	

Table 2.3. presents comments provided by participants. Overall, the responses suggest a need for personalized and evidence-based stress management strategies that cater to individual needs and preferences.

Participants Interest in Stress Management Education

14. Participants' Interest in Learning more about Stress Management Techniques

Participants identified their interest in learning more about stress management techniques in Question 14.

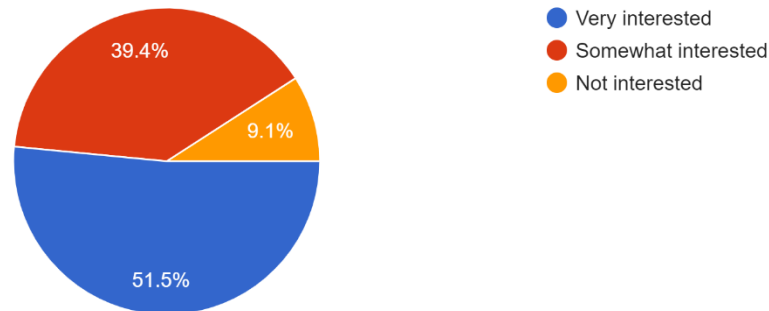
Figure 2.13., illustrates that 51,5% participants expressed a "Very Interested" response, while 39,4% chose "Somewhat Interested", and 9,1% participants indicated they were "Not Interested".

With over half of the participants expressing "very high" interest and another 39.4% showing "somewhat high" interest, there is a clear demand for accessible and effective stress management resources. This finding suggests a promising opportunity to develop targeted interventions that can significantly impact the well-being of young people.

14. How interested are you in learning more about stress management techniques?

13. How interested are you in learning more about stress management techniques?

33 responses



Question 14

Figure 2.13: Question 14: Participants interest in learning more about stress management techniques.

15. Types of Resources Participants Would Find Most Helpful for Learning How to Manage Stress

Participants identified various types of resources that they would find helpful for learning about stress management, as shown in Figure 2.14. The most frequently mentioned resources included mobile apps (27,3%), workshops (21,2%) and videos (15,2%).

The preference for mobile apps, workshops, and videos as preferred resources for learning about stress management aligns with contemporary trends in education and self-improvement. Mobile apps offer flexibility and accessibility, allowing individuals to learn at their own pace. Workshops provide structured learning experiences and opportunities for interaction with peers. Videos offer a visual and engaging way to learn about complex topics. By focusing on these preferred formats, the EMERGE Youth project can create effective and engaging stress management resources.

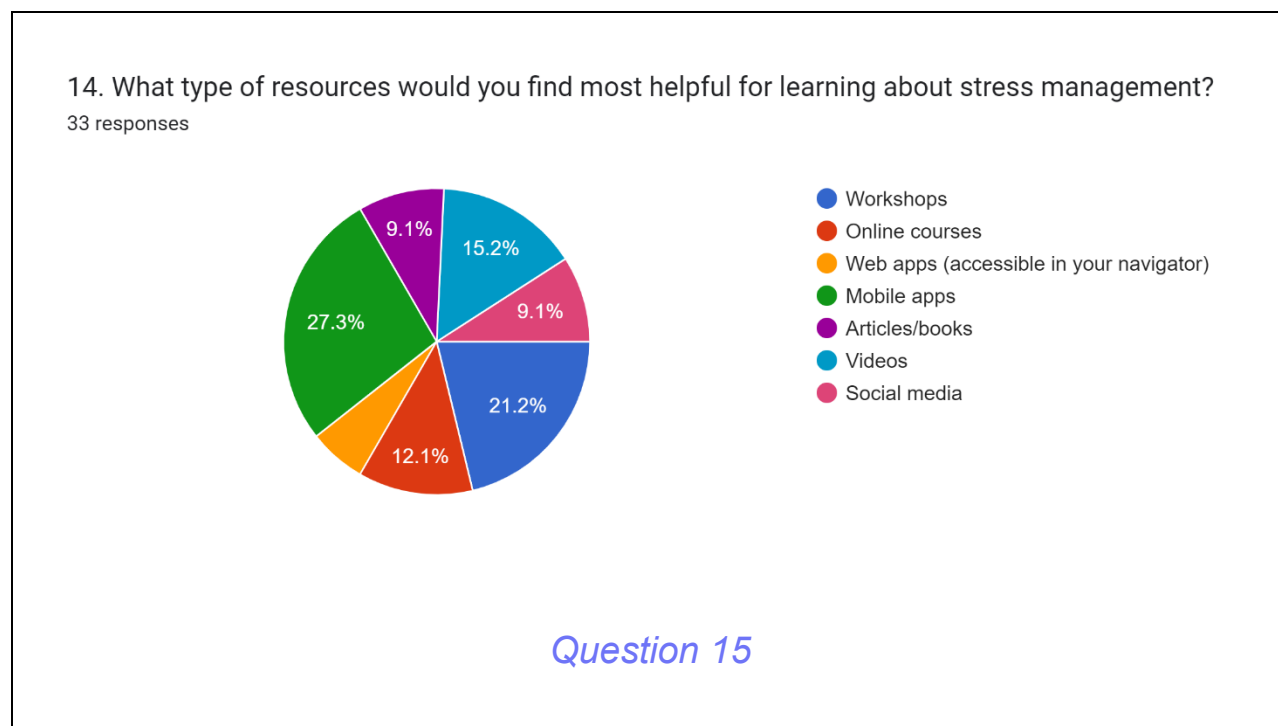


Figure 2.14. Question 15: The types of resources participants would find most helpful for learning how to manage stress.

16. Participants' interest in participating in workshops or courses on stress management if they are offered for free.

Participants shared varying levels of interest in attending workshops or courses on stress management if they were offered for free. As illustrated in Figure 2.15, over half (51,5%, n=17) indicated they would be “very likely” to participate, while 24,2% (n=8) were “somewhat likely” and 24,2% (n=8) were “not likely”.

This suggests a strong interest among participants in accessing free stress management resources, with the majority indicating a willingness to engage in learning opportunities.



Figure 2.15. Question 16: Participants likelihood to participate in a free workshop or course on stress management.

Participants Shared Opinions

17. Participants' Belief in Stress Management's Role in Achieving Goals

As illustrated in Figure 2.16., participants indicated that when asked if better stress management could help them achieve their personal and professional goals, 90,9% (n=30) responded "Yes," 6,1% (n=2) were "Not Sure," and 3% (n=1) answered "No".

This result highlights the importance of addressing stress as a key factor in overall well-being and success. By providing young people with effective stress management tools and strategies, we can empower them to achieve their full potential.

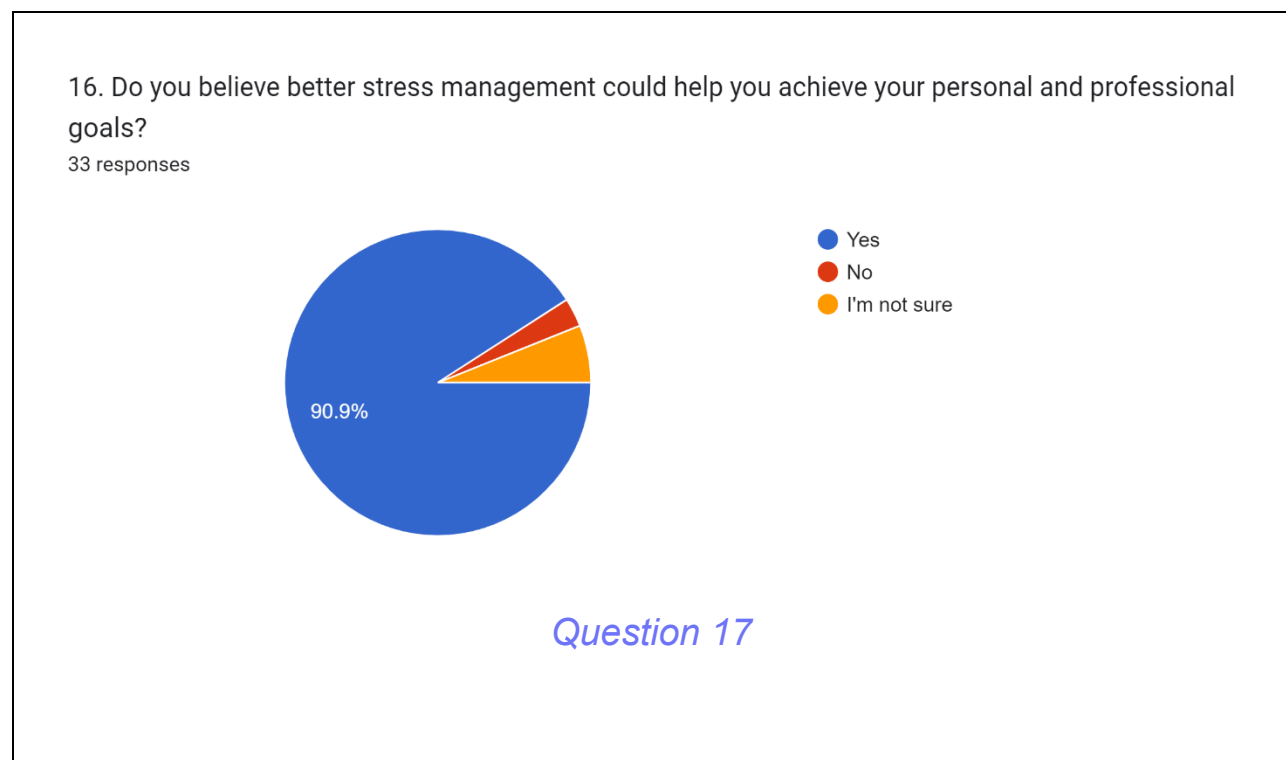


Figure 2.16. Question 17: Participants belief that better stress management could help them achieve your personal and professional goals.

18. Areas for Improvement Through Better Stress Management

Participants identified several areas of their lives where they wanted to see improvements through better stress management.

As presented in Figure 2.17, these areas included career (33,3%), education and training (27,3%), physical and mental health (24,2%) and personal and family relationships (15,2%). This finding underscores the need for comprehensive stress management interventions that target multiple aspects of life.

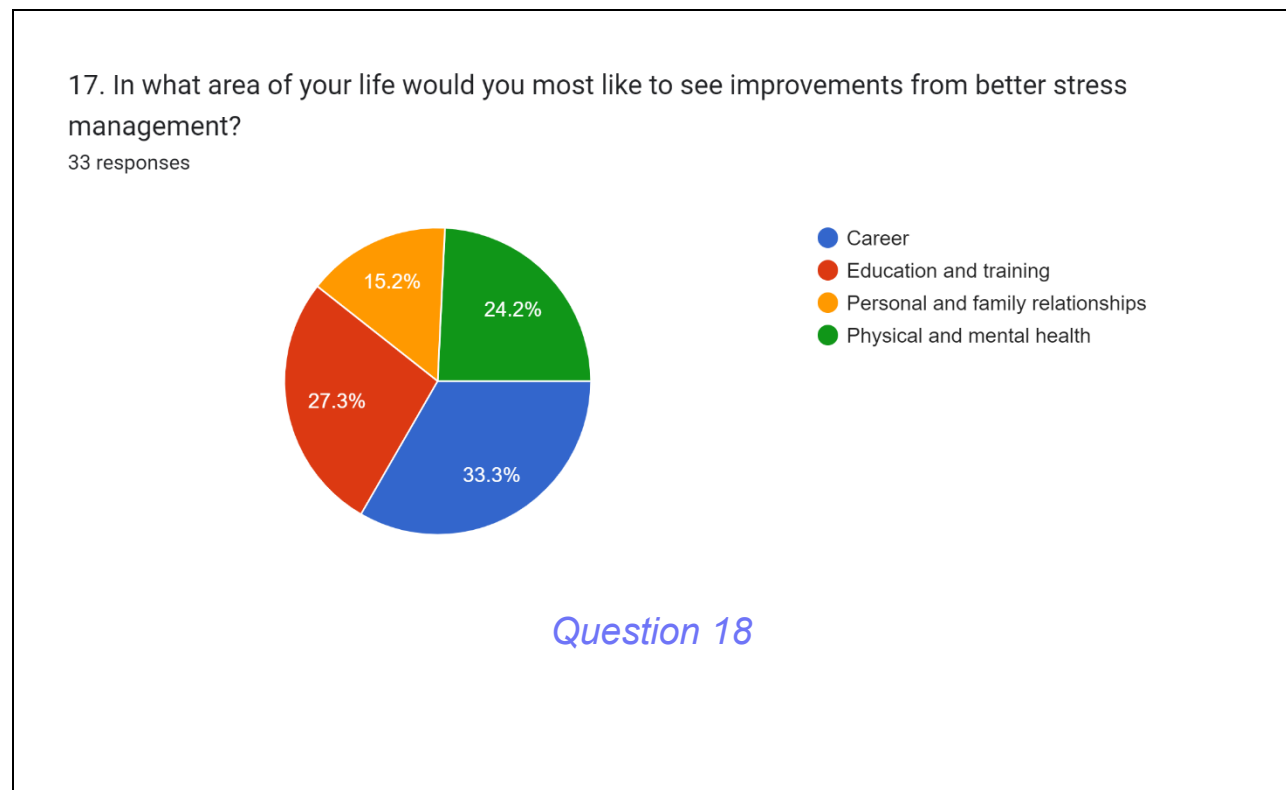


Figure 2.17. Question 18: Areas of life participants identified wanting to see better stress management improvements.

Participants Wishes - Stress Management Resources.

19.Desired Features for a Stress Management Web App

Participants expressed a desire for several features in a stress management web app when answering question 19. As presented in Figure 2.18, these features included personalised plans, progress tracking, educational content, rewards, and self-improvement. By incorporating these features, a web app can provide tailored support, motivate users, and foster a sense of accomplishment. This aligns with the growing trend of using technology to promote mental health and well-being.

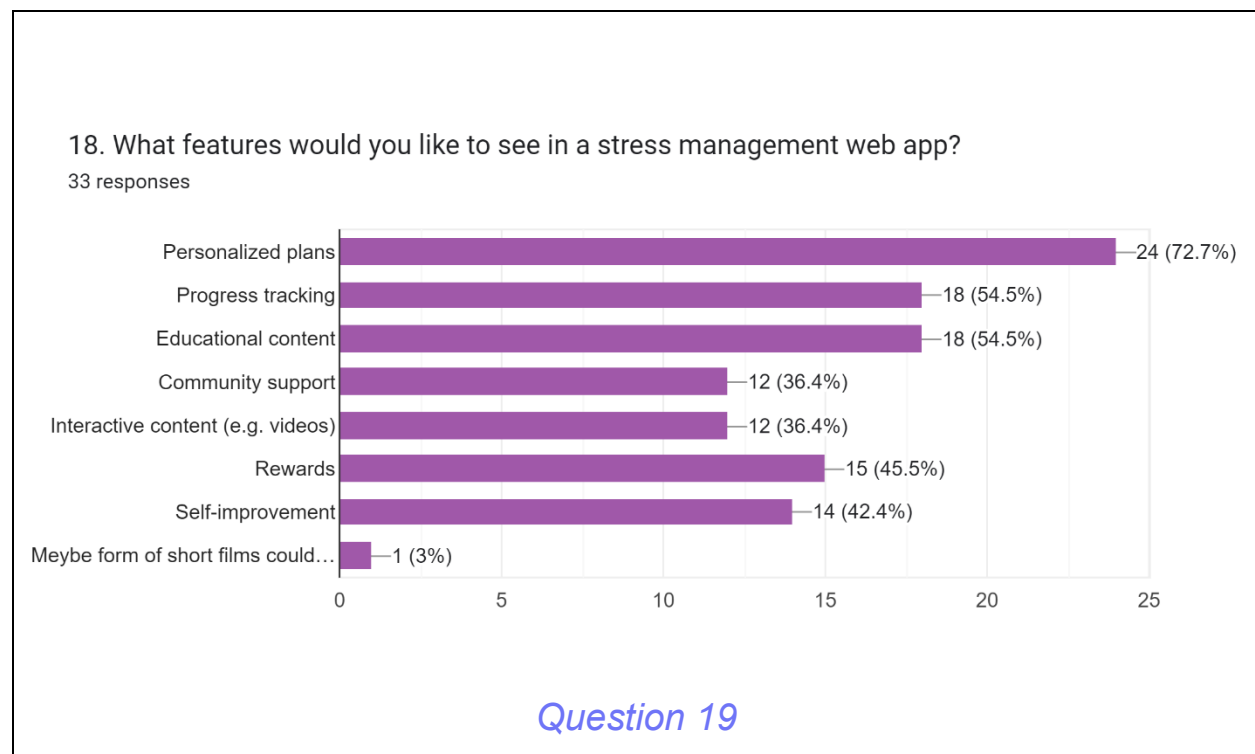


Figure 2.18. Question 19: Participants desired features for a stress management web app.

20. Perceived Frequency of Using a Stress Management App Tailored to Participants' Specific Needs

Participants indicated their perceived frequency of using a stress management app catered to their needs, as presented in Figure 2.6.2. The responses indicated that 36,4% of participants would use the app daily, 42,4% weekly, 3% monthly and 2% rarely.

The high level of interest in using a stress management app, with nearly 80% of participants indicating they would use it daily or weekly, suggests a strong demand for accessible and user-friendly digital tools. This finding emphasizes the potential for mobile apps to play a significant role in promoting mental health and well-being among young people.



Figure 2.19. Question 20: Participants perceived frequency of using a stress management app.

Participant Engagement and Community.

21. Participants' Preferred Methods to Engage with the EMERGE Youth Stress Management Community.

Participants identified their preferred methods for staying engaged with a community that focuses on stress management. As presented in Figure 2.20, the majority would favour social media groups (66,7%), followed by forums (12,1%) and regular meetups (12,1%). Newsletters were chosen by 9,1%.

The strong preference for social media groups as a preferred method of engagement suggests that online communities can play a significant role in fostering support and connection among young people. Social media platforms offer a convenient and accessible way for individuals to share experiences, seek advice, and build relationships with others who share similar challenges.

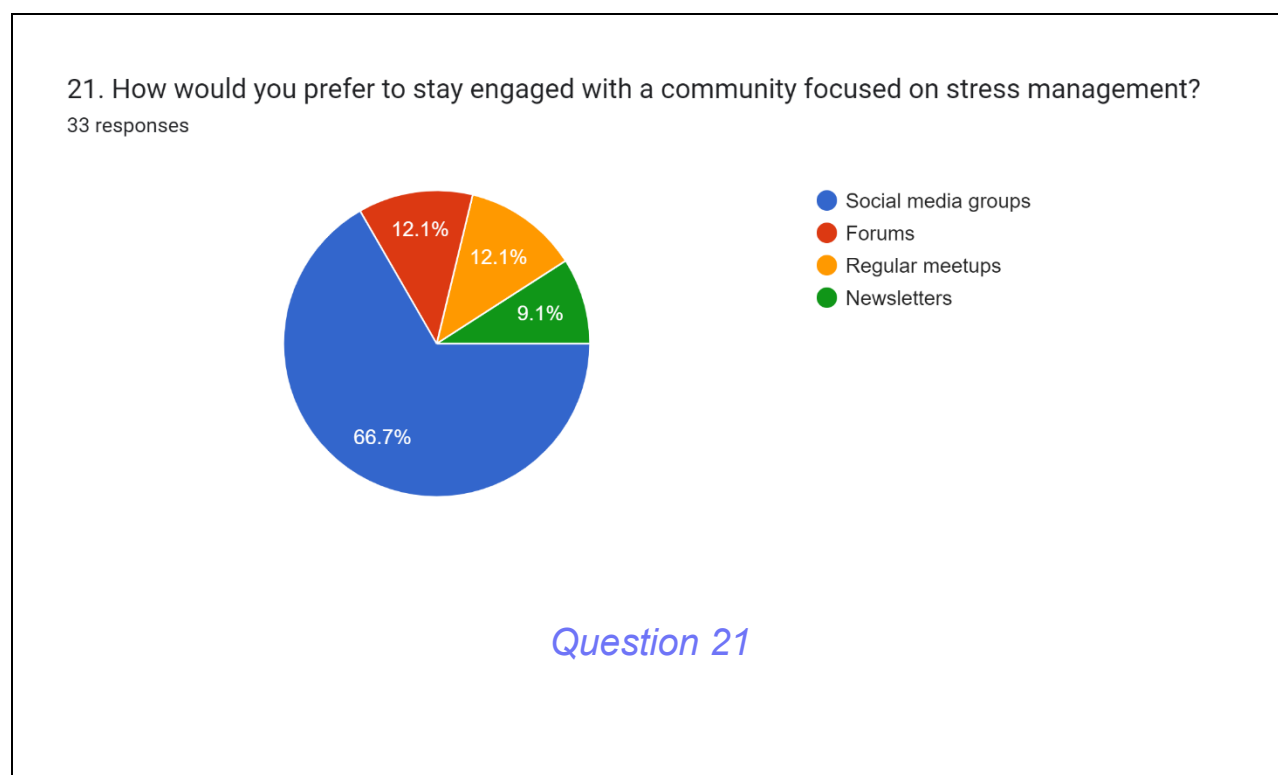


Figure 2.20. Question 21: Participants preferred methods to stay engaged with the EMERGE Youth stress management community.

22. Additional Information or Insights Shared by Participants

Only four participants provided additional information, however, none of them can be considered valuable to the project.

Table 2.4.: Question 22: Participants additional information or insights.

ID	Statement ADD here*	Common theme	%
P1	Good luck with your project!	N/A	
P2	No	N/A	
P3	Good luck	N/A	
P4	Good luck with the app! Let me know should you need any help. That's my job.	N/A	

3. Final Conclusions

This report offers insights into the current stress management levels of youth participants aged 18-30 within the Czech context, providing valuable feedback to the wider EMERGE Youth European research sample, based on 33 survey responses. The survey explored how stress affects young people and identified stress management needs and coping strategies. The findings demonstrate a considerable interest in stress management among Irish youth, which will inform the creation of targeted resources to meet these needs and enhance the well-being of young people throughout Europe. The survey analysis will inform the creation of educational materials and a free web app to promote best practices in stress management education, helping youth build skills for better health, well-being, employability, and entrepreneurship opportunities throughout Europe.

Based on the findings, the following actionable next steps are recommended:

Developing a Comprehensive Stress Management Web App:

A key recommendation is to develop a comprehensive stress management web app. This app should offer personalized stress management plans tailored to individual needs and preferences. It should also incorporate interactive tools such as mindfulness exercises, relaxation techniques, and journaling prompts. Additionally, a community feature would allow users to connect with others, share experiences, and receive support. To enhance user engagement, the app should include a progress tracking system that allows users to monitor their progress and set goals.

Organizing Workshops and Webinars:

To complement the web app, organizing workshops and webinars is essential. These sessions can provide practical skills in stress management techniques like mindfulness, time management, and problem-solving. Inviting mental health professionals to lead these sessions can offer valuable insights and expert advice. To ensure maximum engagement, a mix of presentation formats, group discussions, and hands-on activities should be employed.

Creating Informative Educational Materials:

Developing user-friendly educational materials is crucial to disseminate information about stress management. These materials should be presented in various formats, such as infographics, articles, and videos, to cater to different learning styles. Tailoring content to specific age groups and interests will enhance its relevance. Moreover, making these materials multilingual will ensure accessibility to a wider audience.

Collaborating with Youth Organizations:

Partnering with youth organizations can significantly amplify the reach of stress management initiatives. By collaborating with these organizations, the project can disseminate information, promote stress management resources, and co-create resources that resonate with young people.

Conducting Ongoing Evaluation:

To ensure the effectiveness of the implemented interventions, ongoing evaluation is crucial. This involves collecting feedback from app users and workshop participants, analyzing usage data to identify trends and areas for improvement, and iteratively refining resources based on these insights.

By implementing these recommendations, the EMERGE Youth project can empower young people with the knowledge and tools they need to effectively manage stress and improve their overall well-being.

In summary, the findings highlight the need for tailored stress management resources for young people, aligning with the EMERGE Youth project's goals to provide personalised solutions and tools for developing stress management techniques as Open Educational Resources (OERs). Future actions will involve follow-up surveys to evaluate the effectiveness of the implemented educational resource pack, and further research within the EMERGE Youth project to further address the stress management needs of young people in Ireland and Europe. Developing an accessible online solution will expand educational opportunities, particularly for individuals with limited access, while engaging a wider youth population in stress management. Ultimately, this will enhance essential stress management skills in their lives.

4. Annex 1 Questionnaire of Survey

Link: https://docs.google.com/forms/d/1OaO5vDfjxFibAT-9nQYhPVY_FEkTCAjp2HW7BqBFXw/edit

5. Annex 2: Link to survey Excel spreadsheet data.

Link: <https://docs.google.com/spreadsheets/d/1NhGj7C16DC3oCe07-zMLepk8Mwoo4JATPMzKxUF0ulk/edit?resourcekey=&gid=944305880#gid=944305880>