



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-Greece

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

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Stress management in Youth survey Results Greece

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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 Greece.

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Study Title: EMERGE Youth - Empowering the Next Generation of Entrepreneurs Through Stress Management Education in Youth [Project: 2023-2-FR02-KA220-YOU-000175097].

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 Greece. 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 AKNOW and received a total of 25 responses. All participants were Greece residents, and every participant completed all survey questions. Participants were contacted via phone and email. The other EMERGE Youth partners also conducted the survey across their partner countries, which include:

- Vanillea International, France,
- Aklub Centrum Vzdelavani a Poradenstvi (AKLUB), Czech Republic
- 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 (25) provided informed consent, agreeing to take part in the “EMERGE Youth” research study. All participants were residents of Greece, and the survey was conducted by AKNOW.

2. Participants' Age Profile

The participants' age distribution shows a balanced mix across various age groups, ranging from under 18 to over 30 years old. While the largest group consists of individuals aged over 30, there is also strong representation from those aged 26-30 and 18-25, with a few younger participants under 18. This spread demonstrates the Erasmus project's inclusivity and ability to engage participants at different stages of their lives. The presence of both younger and more mature individuals suggests the project's tools and stress management education are relevant across age demographics, supporting the needs of a broad audience. This diversity strengthens the project's impact, making it more representative and adaptable for future initiatives.

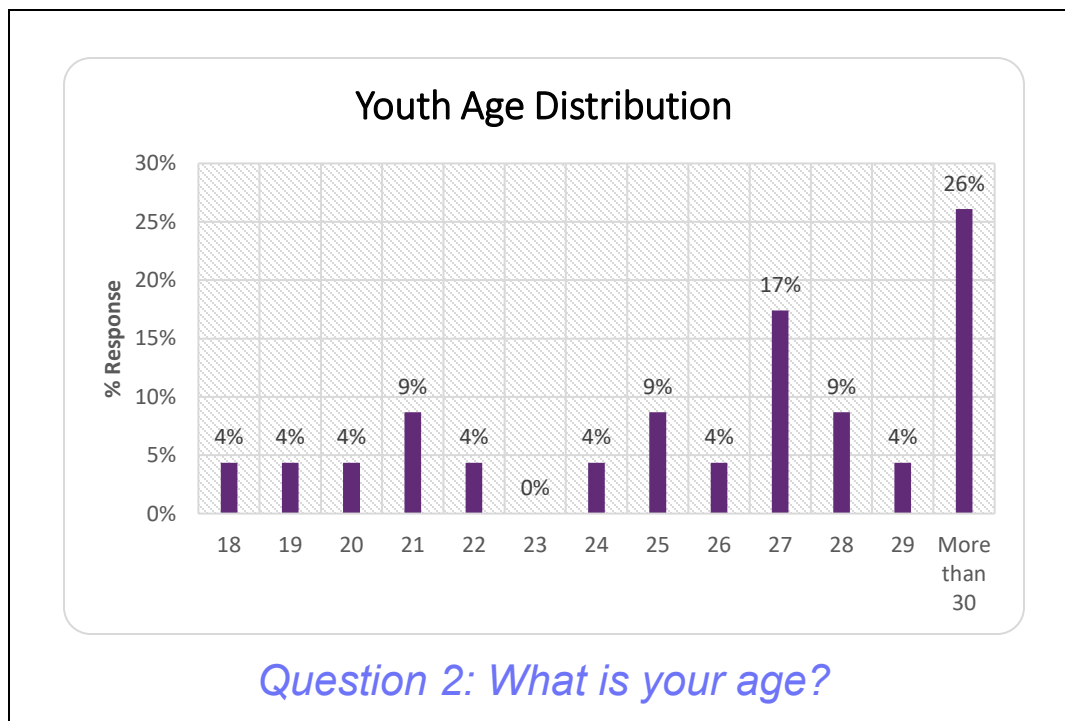


Figure 2.1. Question 2: Participants Age Distribution.

3. Participants' Gender Profile

The gender distribution among participants shows a relatively even split, with a slight majority identifying as female. Out of the 25 respondents, 12 identified as male, 11 as female, 1 as "Other," and 1 preferred not to disclose their gender. This diverse representation highlights the inclusivity of the project in engaging participants across different gender identities. The close balance between male and female respondents suggests that the project appeals equally to both genders, while the inclusion of non-binary participants reflects the project's sensitivity to gender diversity. This broad representation ensures that the project's findings and tools are applicable and relevant across a wide range of gender perspectives.

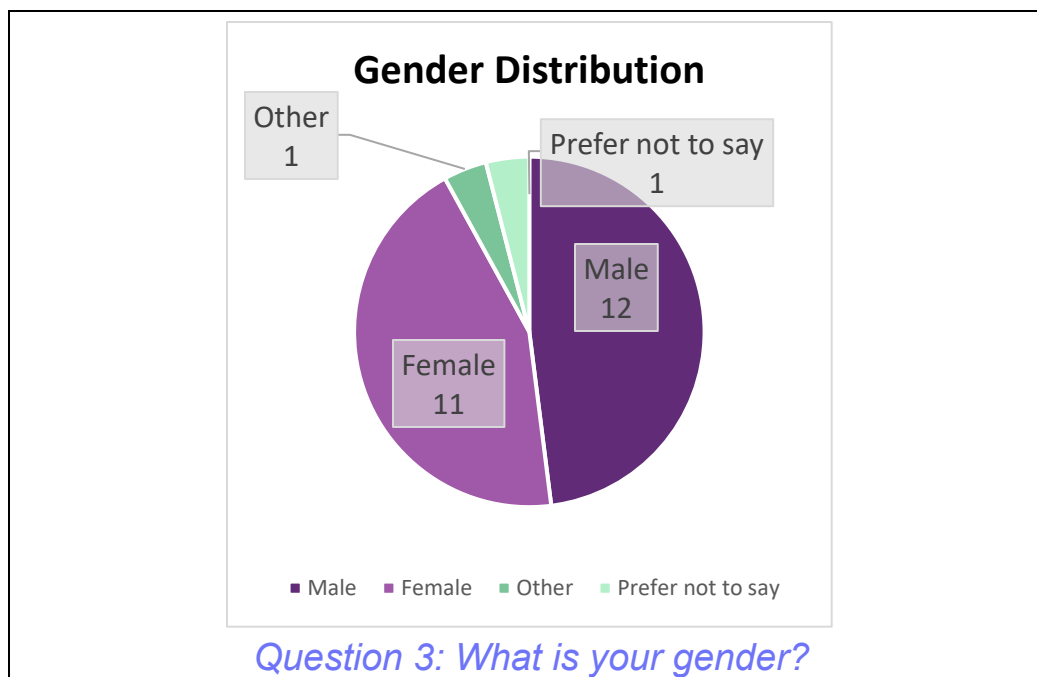


Figure 2.2. Question 3: Participant Gender Profile.

4. Participants' Employment Status

The employment status of participants reflects a diverse range of backgrounds, with the majority being either students or employees. Out of the 25 respondents, 7 identified as students, 12 as employees, and 2 as entrepreneurs or self-employed. Additionally, 2 participants are not currently in employment, education, or training (NEET), while 1 is actively looking for a job and 1 is engaged in professional training as a trainee. This distribution highlights the project's reach among individuals in various stages of their educational and professional journeys. The strong presence of students and employees suggests that the project resonates with those who are balancing education or work with personal development, while the inclusion of NEET participants underlines the project's relevance to its target audience. This mix of employment statuses ensures that the project's stress management tools and educational resources are adaptable to different professional and educational contexts.

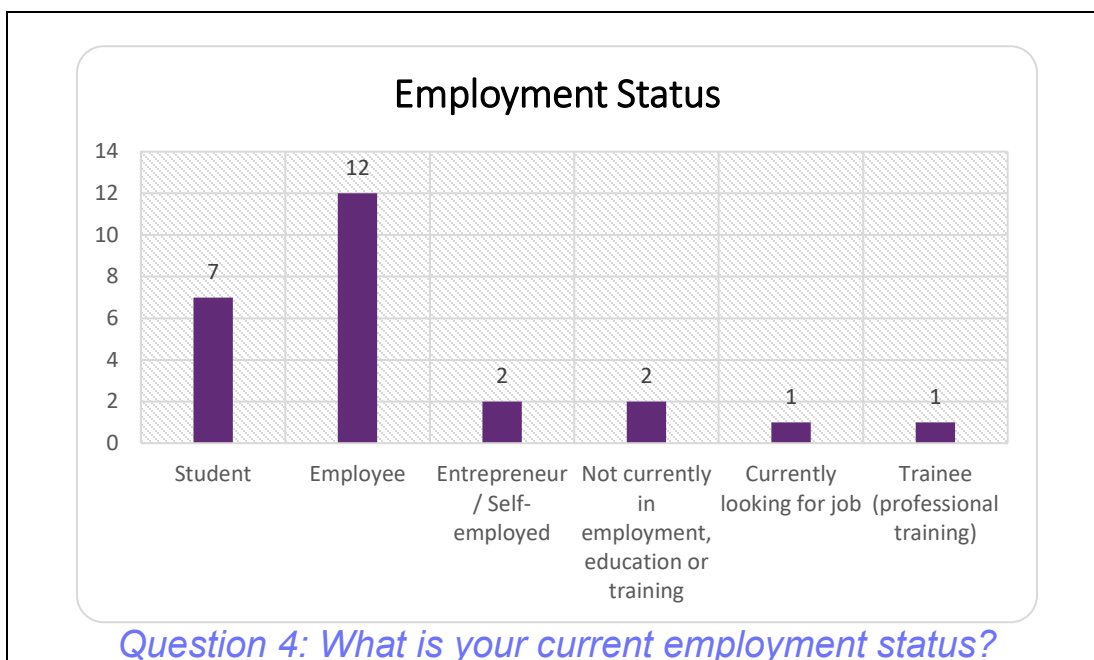


Figure 2.3. Question 4: Participants Employment Status.

The Impact of Stress on Participants' Life

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

The self-reported stress levels of participants, on a scale from 1 to 5, reveal a predominance of moderate to high stress. Out of the 25 respondents, the most common stress ratings were 3 and 4, with 8 participants each rating their stress at these levels. Additionally, 6 participants rated their stress as 5, indicating the highest level of stress, while only 3 individuals reported lower stress levels at 2. None of the participants rated their stress as 1, the lowest level.

This distribution indicates that a majority of participants are experiencing moderate to high stress, with a significant portion dealing with very high stress levels. These results underscore the importance of the Erasmus project's focus on stress management, as the participants' current stress levels suggest a pressing need for resources and strategies to help alleviate this common issue. The findings highlight the project's relevance and potential impact in addressing stress, particularly among those who are feeling overwhelmed.

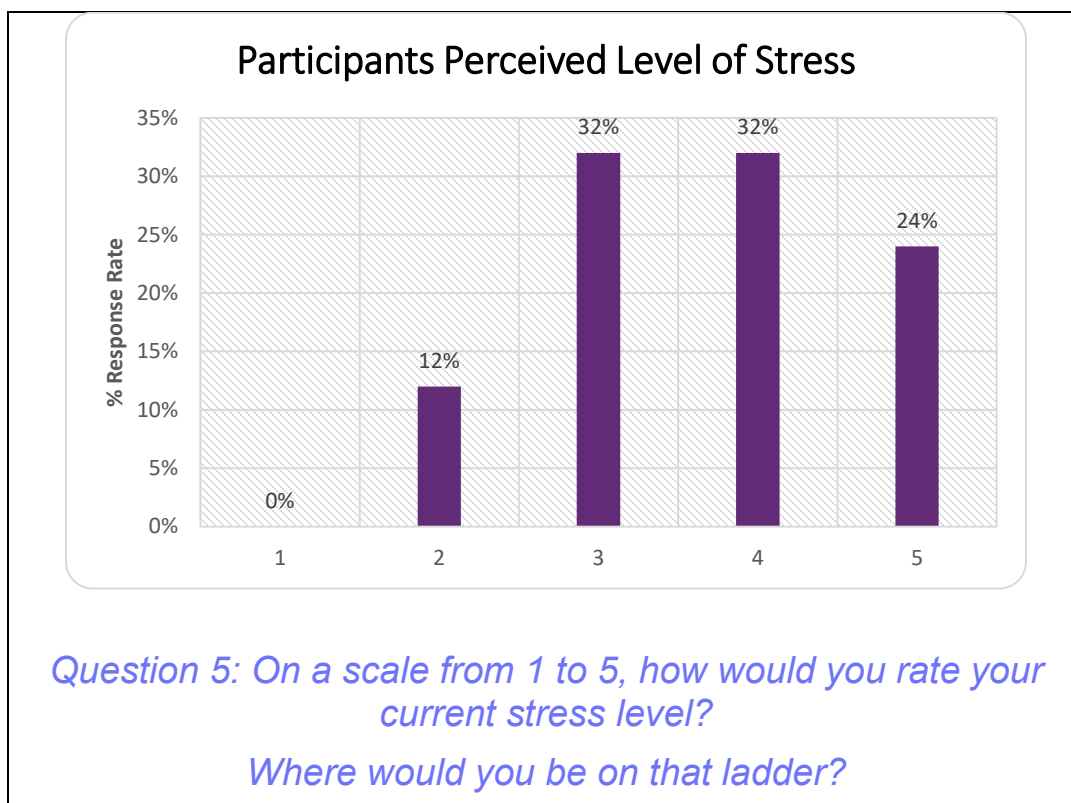


Figure 2.4. Question 5: Participants' stress levels at time of survey participation.

6. Participants' Main Sources of Stress in Life

The main sources of stress for participants reveal a strong focus on professional, financial, and personal issues. The most frequently cited stressor was "Current job / Looking for a job," which appeared in 19 responses, indicating the significant pressure individuals face regarding their employment status. "Financial issues" followed closely, mentioned by 17 participants, emphasizing the prevalent concerns about financial stability. Other notable sources of stress include "Personal / family / relationship issues," reported by 10 individuals, and "Current studies / Looking for studies," mentioned by 7 respondents, pointing to the struggles related to both education and personal dynamics.

Additional stressors identified were "The future in general" (3 participants), "Physical health" (4 participants), "Climate change" (2 participants), "Mental health" (1 participant), "Being around other people / in a social environment" (2 participants), "World conflicts" (1 participant), and "Sexual orientation" (1 participant). These responses reflect a wide array of challenges that participants face in their daily lives, spanning both personal and global concerns.

The data indicates that the majority of participants are grappling with the uncertainties of employment and financial security, along with the pressures of personal relationships. These findings reinforce the relevance of stress management interventions in addressing both immediate and broader life challenges, especially in relation to work, finances, and family.

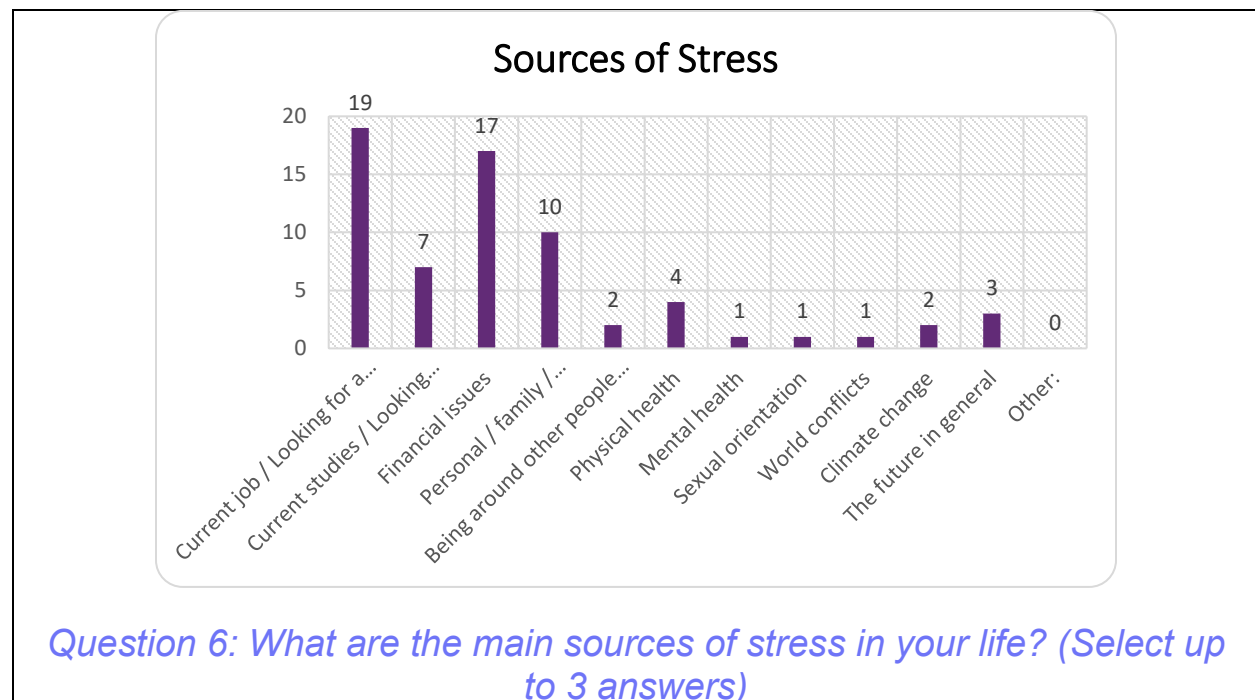


Figure 2.5. Question 6: Participants' perceived main sources of stress in life.

7. The Impact of Stress on Participants' Daily Lives

The impact of stress on participants' daily lives is significant, with the most commonly reported effect being increased anxiety, mentioned by 16 respondents. This suggests that anxiety is the predominant way stress manifests for the majority of participants. Other frequent effects include difficulty concentrating, noted by 11 participants, and difficulty sleeping, mentioned by 9 respondents, both of which indicate that stress disrupts cognitive functions and rest patterns for a considerable portion of the group.

Difficulty making decisions was cited by 11 participants, pointing to the challenge stress creates in handling daily choices and responsibilities. Emotional regulation difficulties were reported by 9 individuals, and some participants also noted problems with socializing (5 participants), showing that stress can affect interpersonal interactions. Additional responses include overeating (2 participants), loss of appetite (2 participants), and headaches (1 participant), reflecting the physical toll stress can take on the body.

These findings highlight the broad range of ways stress can negatively influence daily life, from mental and emotional difficulties to physical symptoms. The prevalence of anxiety, concentration issues, and sleep disruption underscores the need for effective stress management strategies. Addressing these challenges is crucial to improving participants' overall well-being and daily functioning.

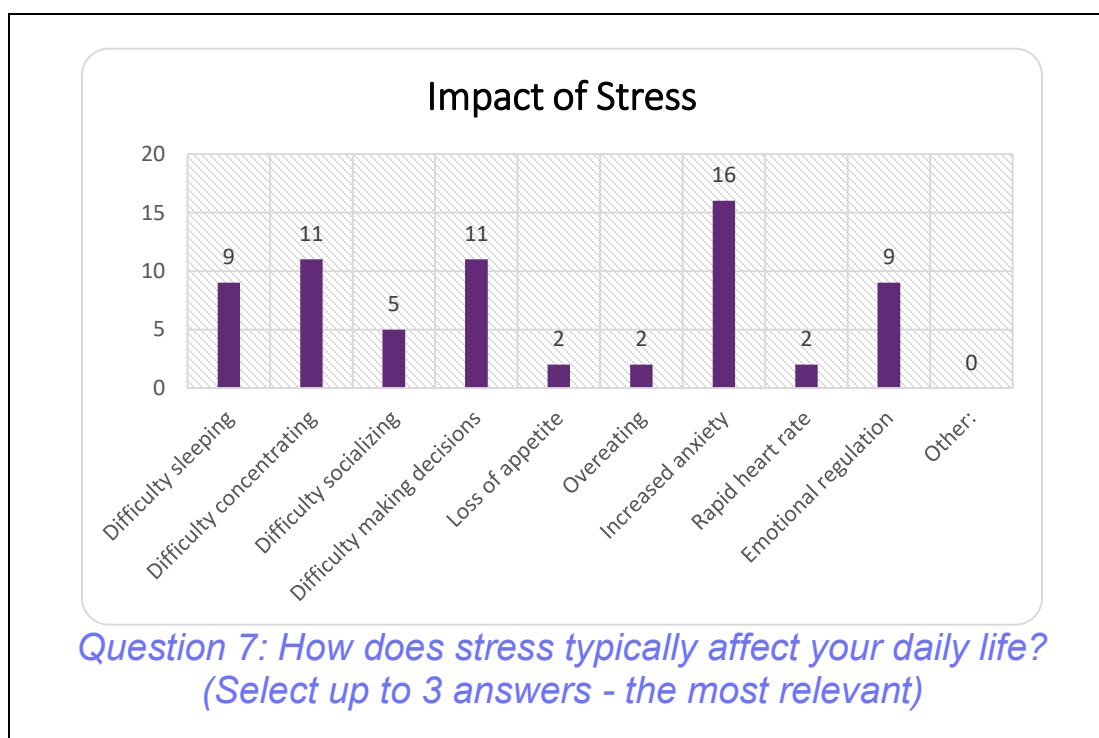


Figure 2.6. Question 7: The impact of stress on participants' daily life.

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

The responses to whether stress hinders participants' ability to perform well in professional or academic settings show a varied outlook. Out of the 25 respondents, 11 expressed uncertainty, indicating that they are unsure of the exact impact stress has on their performance. Meanwhile, 7 participants confirmed that stress does hinder their ability to perform effectively, highlighting a direct connection between stress and reduced productivity or academic success. On the other hand, 7 respondents indicated that they do not feel stress affects their performance negatively.

This mixed response suggests that while a portion of participants is directly affected by stress in their professional or academic roles, a significant number either do not perceive it as a barrier or are uncertain about its impact. The presence of uncertainty could indicate a need for greater awareness of how stress influences performance, as some participants may be experiencing subtle effects without fully recognizing them. These findings emphasize the importance of providing tools and education on stress management, particularly in helping participants understand and mitigate the impact of stress on their work and studies.

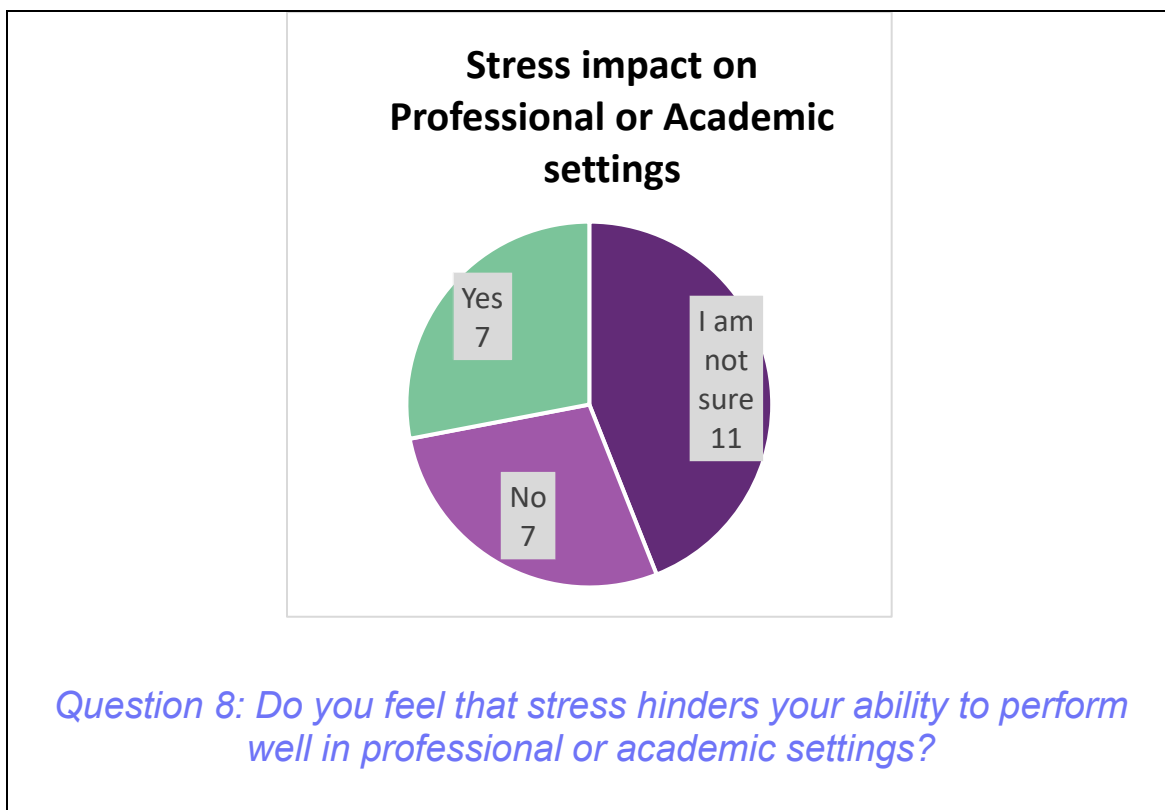


Figure 2.7. Question 8: The impact of stress on participants professional and academic performance.

9. Participant Descriptions of Stressful Situations Hindering Performance

The participants' descriptions of situations where stress hindered their performance highlight a range of personal, academic, and professional challenges. Several respondents mentioned how stress negatively affected their ability to concentrate, particularly in academic settings, such as when conflicts in personal relationships made it difficult to focus on studies or when lack of sleep due to stress reduced their capacity to engage in lectures and complete assignments effectively. In professional environments, stress-related issues included missed deadlines, reduced quality of work, and difficulty in customer interactions. One participant noted "blacking out" during a task, almost missing a deadline, while another mentioned underperforming during a work evaluation due to stress. Stress also impacted communication, with one participant sharing that personal interactions became overly emotional or defensive, making it harder to resolve conflicts. In an interview setting, stress caused another participant to falter, preventing them from answering questions properly.

These examples reveal the significant impact stress can have on both mental clarity and emotional regulation, leading to decreased performance in key academic and professional moments. They emphasize the need for effective stress management strategies to help participants navigate stressful situations and maintain high levels of performance in various areas of life.

Table 2.1. Question 9: Can you describe a situation where stress hindered your performance?

ID	Statement ADD here*	Common theme	%
P1	Having fight with my girlfriend, usually results in difficulties concentrating to studies	Personal conflicts	13
P4	I blacked out when working on a task and could not get myself into it. I almost missed my deadline because of this.	Work/deadlines	25
P5	Stress in personal interactions, for example, during conflicts or important conversations, made me overly emotional or defensive, making it difficult to communicate effectively and resolve issues.	Personal conflicts	13
P10	in an interview i was stressed and didnt answer properly because of that	Work performance	25
P11	Lack of sleep due to stress has a negative impact on my studies as I cannot concentrate during lectures or do assignments of higher quality. These have led in more stress.	Work load	25
P13	Work Evaluation	Work performance	25
P14	I under-performed on a job's deadline.	Work/deadlines	25
P17	Stress makes me sometimes not polite with costumers	Work load	25

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

Participants' responses about situations where stress helped them perform well indicate that, for some, stress can serve as a motivational force that enhances focus and productivity. Several respondents noted that approaching deadlines often leads to improved concentration and more effective time management. One participant mentioned that working under pressure enabled them to be faster and more efficient than when they felt relaxed. The urgency associated with deadlines was identified as a catalyst for increased productivity and creativity, helping individuals complete tasks more effectively.

Additionally, some participants highlighted specific instances, such as university final exams, where stress helped them concentrate better and achieve their goals. While a few respondents couldn't recall any situations where stress had a positive effect, the overall sentiment suggests that stress, when managed appropriately, can motivate individuals to perform at their best in high-pressure situations. This duality of stress—acting as both a hindrance and a motivator—underscores the complexity of stress experiences and the importance of developing strategies to harness its positive aspects while mitigating its negative effects.

Table 2.2. Question 10: Can you describe a situation where stress helped you perform well?

ID	Statement ADD here*	Common theme	%
P1	Deadlines often result in improved focus and more efficient work management.	Positive effect of stress	78%
P2	When under stress (deadlines) I study more focused	Positive effect of stress	78%
P4	I usually work well under pressure and cannot be fast and efficient when i am relaxed.	Positive effect of stress	78%
P5	The urgency created by a deadline increased my productivity and creativity, helping me complete tasks efficiently.	Positive effect of stress	78%
P10	never happened	N/A	22%
P11	Can't think of one.	N/A	22%
P13	University final exams	Positive effect of stress	78%
P14	I could focus on my exams.	Positive effect of stress	78%
P15	Stress makes me focus better	Positive effect of stress	78%

Participants Identified Coping Mechanisms

11. The Strategies or Techniques Participants use to Manage Stress

Participants reported using a variety of strategies to manage their stress, ranging from healthy habits to more challenging behaviors. The most common techniques include exercising or engaging in sports, mentioned by 12 participants, and talking or meeting with family and friends, used by 11 participants. Other popular methods are meditating or using breathing techniques (4 respondents), and engaging in creative activities such as painting, drawing, or writing (3 respondents).

Some participants also rely on therapy or coaching (8 respondents), while others turn to self-medication or addictive behaviors (4 respondents each). A few individuals cope by procrastinating or isolating themselves from others, with some also mentioning activities like reading, playing board games, or video games as ways to manage stress.

The diversity in coping strategies highlights that while many participants opt for healthy stress management techniques, a significant number resort to behaviors that may not be as constructive. This underscores the importance of providing tools and resources to help participants adopt more effective and sustainable stress management practices.

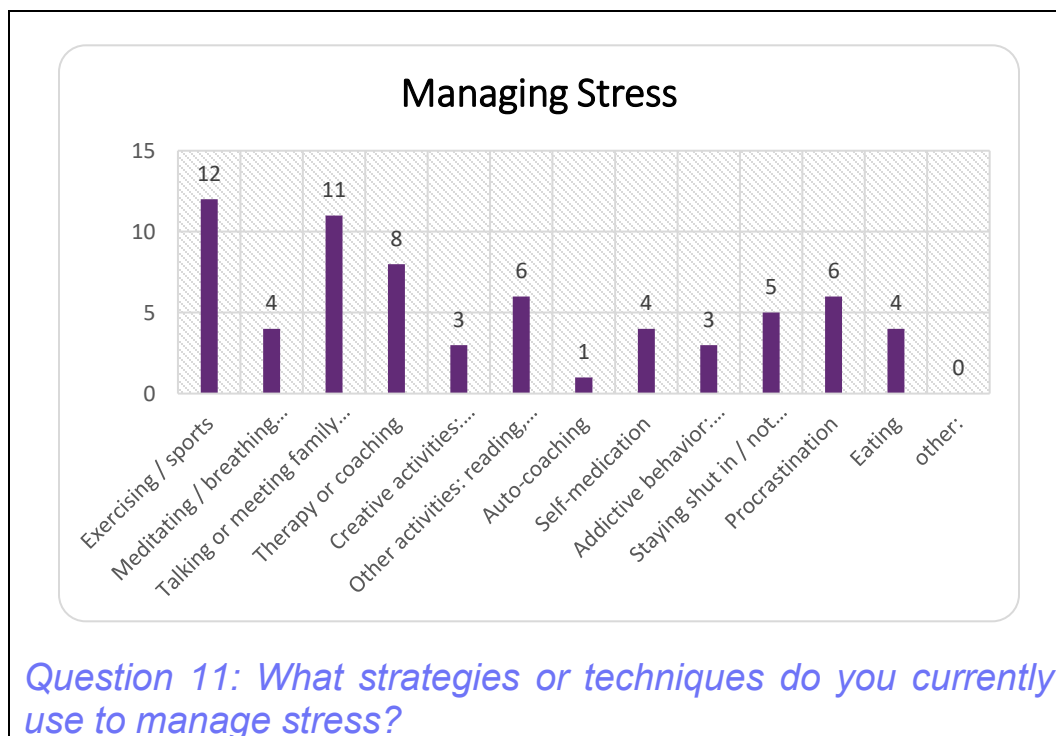


Figure 2.10. Question 11: Strategies or techniques participants use to manage stress.

12. Participants' Effective Strategies for Managing Stress

Participants reported varying levels of effectiveness regarding the strategies they use to manage stress. Out of 25 respondents, 10 found their strategies to be "very effective," while 13 considered them "somewhat effective." Only 2 participants indicated that their methods were "not effective."

This suggests that while many participants find value in their chosen stress management techniques, a significant portion feel that their methods could be improved or are only moderately helpful. These findings highlight the need for additional resources or guidance to help individuals enhance the effectiveness of their stress management approaches.

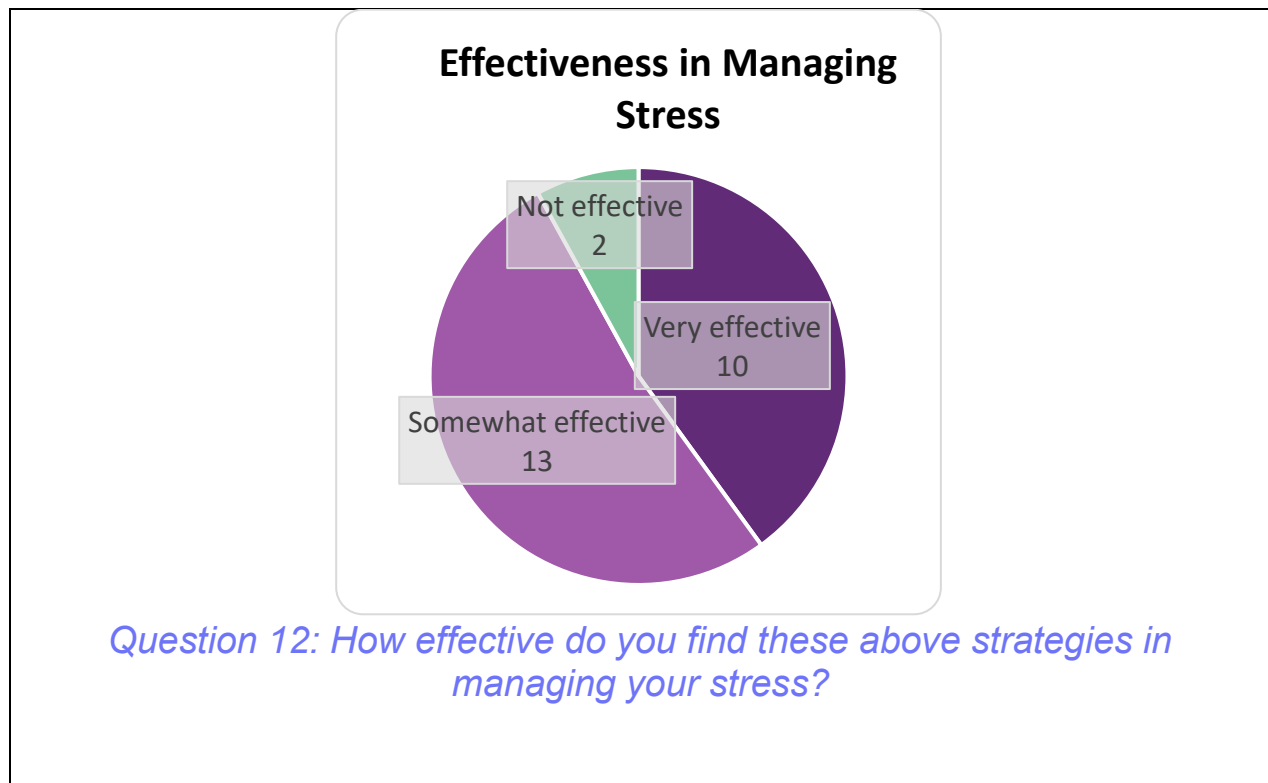


Figure 2.11. Question 12: Strategies or techniques participants use to manage stress.

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

When asked about stress management techniques they have heard of but have not yet tried, several participants mentioned methods they are curious about. These include therapy, meditation, relaxation techniques such as aromatherapy, and pilates. However, many respondents either did not specify or indicated that they were not aware of any new techniques they had not yet tried.

This feedback suggests that while some participants are open to exploring new methods, others may benefit from greater exposure to a wider range of stress management strategies. Providing further information and guidance on different techniques could encourage more individuals to experiment with new approaches to managing stress.

Table 2.3.: Question 13: Are there any stress management techniques you've heard of but haven't tried yet? If so, please specify.

ID	Statement ADD here*	Common theme	%
P1	Therapy	Therapy	17%
P2	no	other	17%
P4	Meditation	Self relaxing	50%
P10	Relaxation Technique, like aromatherapy	Self relaxing	50%
P11	I heard pilates might help.	Sports	17%
P14	Meditating	Self relaxing	50%

Participants Interest in Stress Management Education

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

The majority of participants expressed a strong interest in learning more about stress management techniques. Out of 25 respondents, 17 indicated they were "very interested," while 8 were "somewhat interested." None of the participants reported a lack of interest in further learning.

This widespread interest demonstrates the eagerness among participants to explore additional strategies for managing stress. It also suggests that providing more resources and training on stress management would be well-received, contributing to the project's overall goal of empowering individuals with effective tools for handling stress.

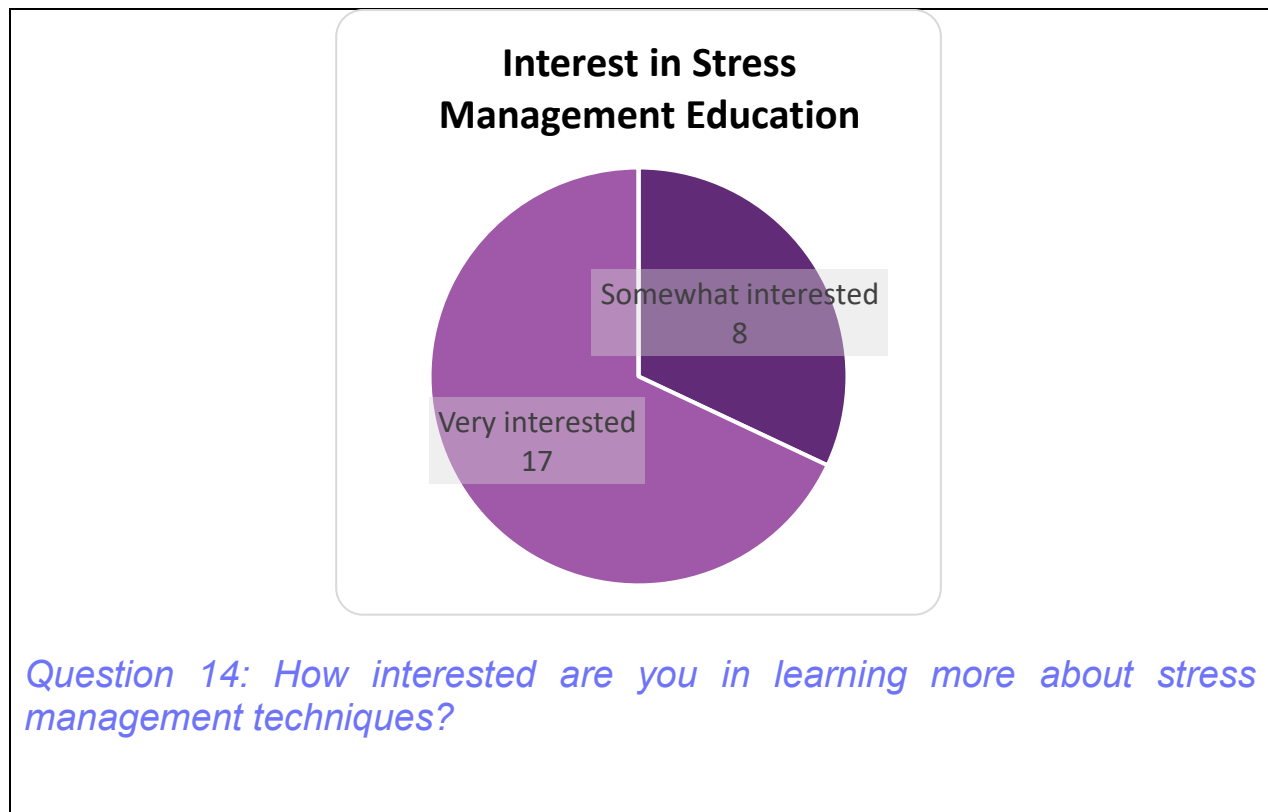


Figure 2.13: Question 14: Participants interest in learning more about stress management techniques.

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

Participants indicated a preference for a variety of resources to learn about stress management, with **workshops** and **mobile apps** being the most frequently mentioned. Workshops were highlighted by 7 respondents, while 5 participants preferred mobile apps. **Videos** also emerged as a popular resource, cited by 5 individuals, followed by **online courses** and **web apps**, which were mentioned by 3 and 2 respondents respectively. Some participants also expressed interest in **articles/books** and **social media** as useful resources.

This feedback shows that participants value interactive and easily accessible formats, such as workshops, apps, and videos, for learning about stress management. Providing a mix of these resources could accommodate different learning preferences and help make stress management education more engaging and practical for a wide audience.



Question 15: What type of resources would you find most helpful for learning about stress management?

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.

The majority of participants expressed a strong willingness to participate in a free stress management workshop or course. Out of 25 respondents, 16 indicated they were "very likely" to join, while 9 reported being "somewhat likely." No participants reported being unlikely to participate.

This high level of interest suggests that offering free workshops or courses on stress management would be well-received and could attract a significant number of participants. It also emphasizes the demand for accessible, structured learning opportunities, further reinforcing the project's mission to provide valuable tools and resources for managing stress.



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

A strong majority of participants believe that improved stress management could positively impact their ability to achieve personal and professional goals. Out of 25 respondents, 21 answered "Yes," while 4 expressed uncertainty by selecting "I'm not sure." Notably, none of the participants indicated that better stress management would not be beneficial.

This overwhelming belief underscores the importance of the Erasmus project's focus on stress management education. It suggests that participants are not only aware of the challenges posed by stress but also recognize the potential for effective management strategies to enhance their overall well-being and goal attainment. Providing resources and support in this area could significantly empower participants in both their personal and professional lives.



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 key areas in which they would like to see improvements as a result of better stress management. The most frequently mentioned areas were **personal and family relationships and career**, with both receiving numerous responses. **Physical and mental health** was also highlighted as a significant area for improvement. Additionally, **education and training** emerged as a noteworthy focus for some participants.

This feedback illustrates that many individuals see the potential for stress management to enhance various aspects of their lives. The strong emphasis on personal and family relationships indicates a desire for improved interpersonal connections and support systems, while the focus on career suggests that participants recognize the impact of stress on professional success and satisfaction. Addressing these areas through effective stress management strategies could lead to holistic improvements in participants' overall well-being and life satisfaction.

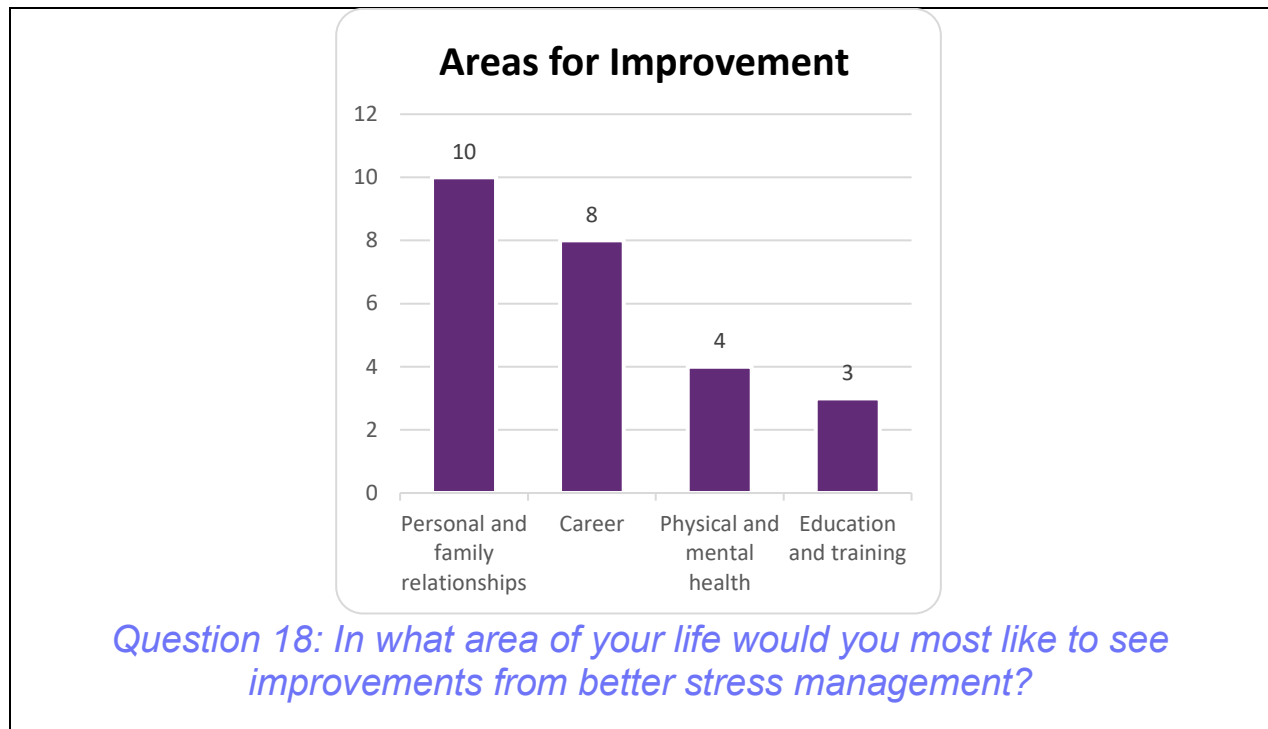


Figure 2.17. Question 18: Areas of life participants identified wanting to see better stress management improvements.

Participants Wishes - Stress Management Resources.

19.Desired Features for a Stress Management Web App

Participants provided a variety of suggestions for features they would like to see in a stress management web app. The most frequently requested features include **personalized plans** and **progress tracking**, each mentioned by the majority of respondents. Many participants also emphasized the importance of **educational content** and **interactive content**, such as videos, which they believe would enhance their learning experience. Additionally, features like **self-improvement tools**, **community support**, and **rewards** systems were also commonly suggested.

This feedback indicates a strong desire for a customizable and engaging platform that not only tracks users' progress but also offers educational resources and interactive elements to maintain motivation. The inclusion of community support and rewards reflects participants' interest in both social connection and personal achievement, which could help sustain long-term stress management efforts. Incorporating these features would likely create a well-rounded, user-friendly app that meets diverse needs.

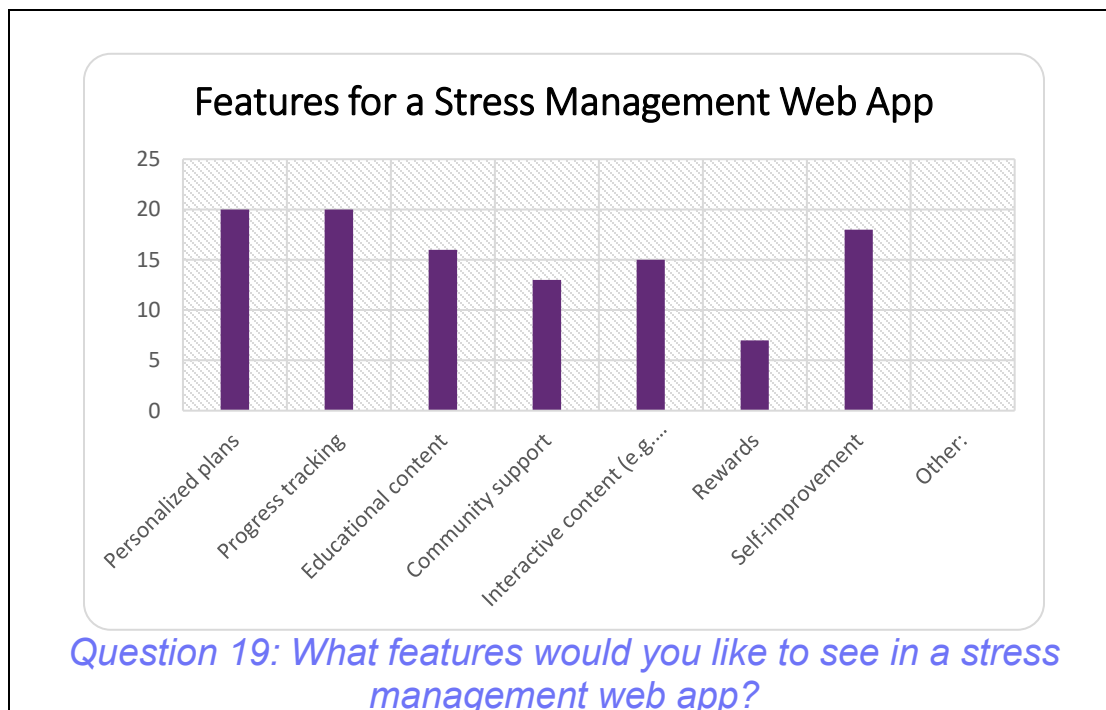


Figure 2.18. Question 19: Participants desired features for a stress management web app.

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

Participants indicated how often they would use a stress management app if it catered to their specific needs. **12 participants** stated they would use the app **daily**, making it the most frequent response. **9 participants** said they would use it **weekly**, while **1 participant** each indicated they would use it **2-3 days per week**, **monthly**, or **rarely**. Only **1 participant** mentioned they would **never** use the app.

This feedback suggests that a significant portion of participants would engage with a stress management app regularly, indicating a strong demand for ongoing support and resources. The interest in daily and weekly usage highlights the potential for such an app to become an integral part of participants' routines, helping them manage stress consistently. Providing personalized content and features could enhance user engagement and effectiveness, ultimately supporting participants in their stress management journeys.

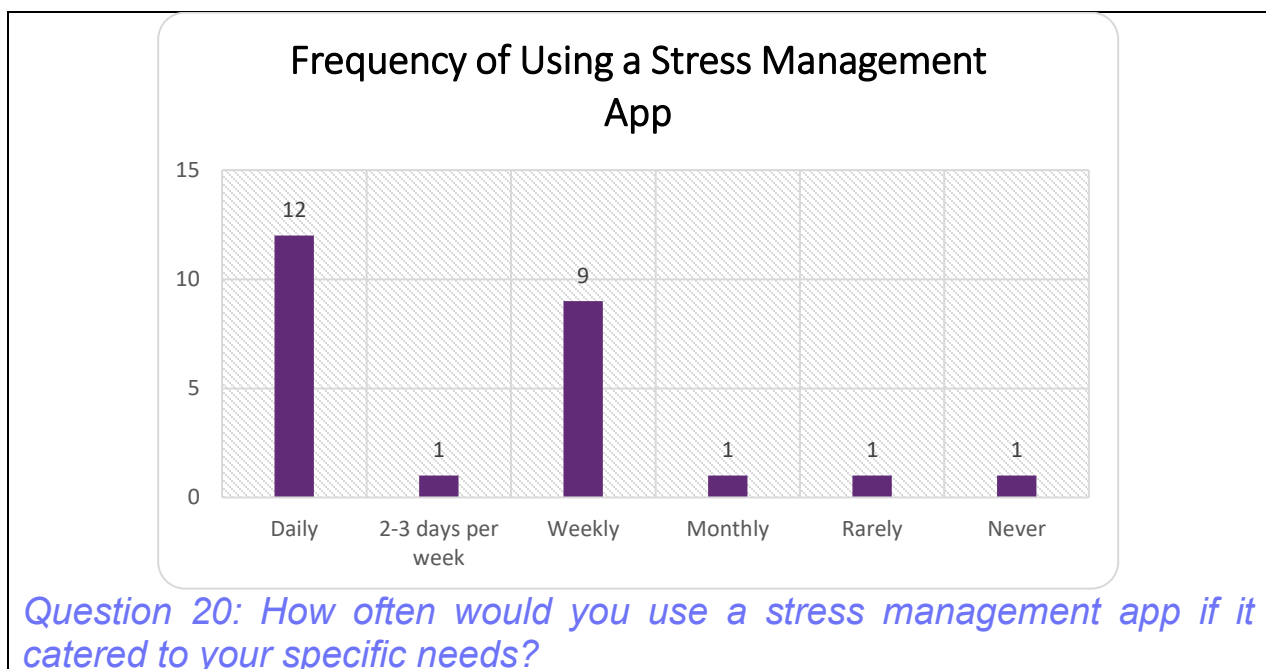


Figure 2.19. Question 20: Participants perceived frequency of using a stress management app.

Participant Engagement and Community.

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

When asked how they would prefer to stay engaged with a stress management community, the majority of participants (14) indicated a preference for **social media groups**. **Regular meetups** were the second most popular option, selected by 8 respondents, while **newsletters** were chosen by 3 participants.

This suggests that participants lean towards digital engagement via social media, which provides convenience and the ability to interact at any time. However, the interest in regular meetups also shows a desire for personal interaction and community building through face-to-face or live events. Combining both social media engagement and periodic in-person or virtual meetups could foster a more dynamic and supportive community.

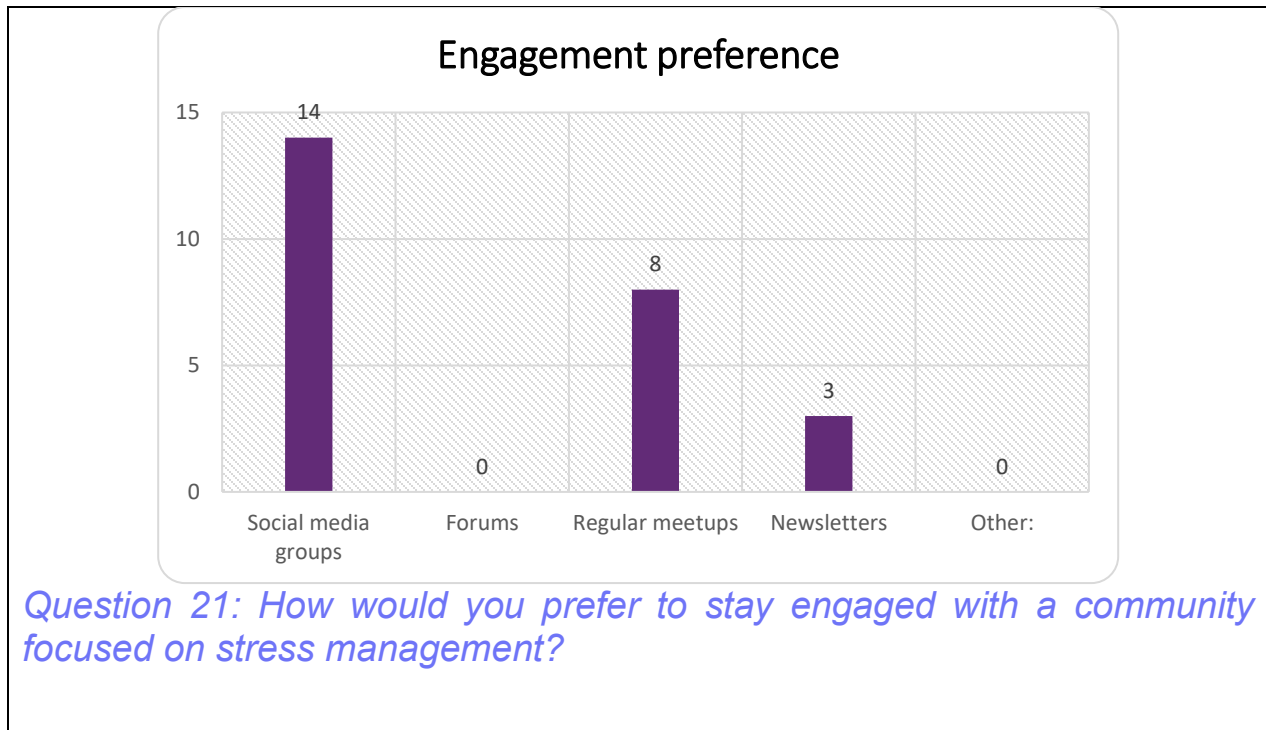


Figure 2.20. Question 21: Participants preferred methods to stay engaged with the EMERGE Youth stress management community.

22. Additional Information or Insights Shared by Participants

No participants left feedback for this question.

Table 2.4.: Question 22: Would you like to add anything?

ID	Statement ADD here*	Common theme	%

3. Final Conclusions

This report offers insights into the current stress management levels among youth participants aged 18-30 in Greece, offering valuable insights for the broader EMERGE Youth European research sample based on 25 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, 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:

Recommendation 1: Develop personalized and accessible stress management resources

Given the participants' strong interest in stress management and preferences for digital solutions like mobile and web apps, it is essential to create a platform that offers personalized stress management plans, progress tracking, and interactive content. This will ensure that young people can engage with tools tailored to their individual needs, helping them manage stress effectively and improve their well-being.

Recommendation 2: Incorporate community-based support and workshops

Since many respondents expressed a preference for engaging with stress management communities through social media groups and regular meetups, it is recommended to facilitate both online and offline interactions. Offering workshops, whether virtual or in-person, alongside digital community platforms, would foster peer support and provide ongoing opportunities for learning and sharing best practices in stress management.

In conclusion, this report sheds light on the stress management challenges and needs of young people in Greece, offering valuable insights that contribute to the broader EMERGE Youth European research project. The participant group for this survey consisted of 25 young people aged between 18 and 30, residing in Greece. The group featured a diverse mix of employment statuses, including students, employees, entrepreneurs, and individuals currently not in education, employment, or training (NEET). There was also a balanced gender representation, with both males and females actively participating, alongside a few respondents identifying as "other" or preferring not to specify their gender.

In terms of stress levels, the group showed a range of responses, from moderate to high levels of stress, indicating varying experiences with managing stress. This diversity in background, employment, and current stress levels provided rich insights into the needs and preferences for stress management tools, making the findings relevant for developing inclusive and impactful resources for a wider European audience.

The survey results indicate a high level of interest in stress management resources, with participants expressing a desire for personalized, accessible tools to support their well-being. Key areas for improvement identified by respondents include career, personal relationships, and

mental health. The findings will directly inform the development of educational materials and a free web app aimed at empowering youth with practical stress management skills. By addressing these needs, the project will not only enhance the mental and physical health of young people but also improve their employability and entrepreneurial opportunities across Europe.

5. Annex 2: The results for the questionnaire in Greece can be found [here](#).