



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-France

WP 2/A3: Stress management in Youth survey Results [07.24 – 10.24]

Date of Issue: 10/10/2024

Partner Organisation: Vanillea International



Co-funded by
the European Union

Stress management in Youth survey Results France

Lead Author: VANILLEA INTERNATIONAL

Copyright

© Copyright the EMERGE Youth Consortium
2023-2-FR02-KA220-YOU-000175097
All rights reserved.



[Stress management in Youth survey Results France](#) © 2024 by [EMERGE Youth Consortium](#) is licensed under [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](#)

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 France. Additional responses were collected from outside the EU.

Table of Contents

Executive Summary - Purpose and scope of the document	2
1 Introduction	5
The EMERGE Youth - From Stress to Success - Survey.....	5
1.1 Purpose of the Report.....	5
2 EMERGE Youth - From Stress to Success – Survey Results	6
Analysis of Results	7
1. Participant Consent and Country of Origin.....	7
2. Participants' Age Profile	7
3. Participants' Gender Profile	8
4. Participants' Employment Status	8
The Impact of Stress on Participants' Life.....	9
5. Participants' Stress Levels at the Time of the Survey.....	9
6. Participants' Main Sources of Stress in Life	10
7. The Impact of Stress on Participants' Daily Lives	10
8. Participants' Feelings of Stress Hindering their Ability to Perform well in Professional or Academic Settings	11
9. Participant Descriptions of Stressful Situations Hindering Performance.....	12
2.1.1 Participants' Description of Situations where Stress Helped Performance.	14
Participants Identified Coping Mechanisms	16
2.1.2 The Strategies or Techniques Participants use to Manage Stress.....	16
2.1.3 Participants' Effective Strategies for Managing Stress	17
2.1.4 Stress Management Techniques Mentioned but not Experienced by Participants. .	17
Participants Interest in Stress Management Education.....	18
2.1.5 Participants' Interest in Learning more about Stress Management Techniques.....	18
2.1.6 Types of Resources Participants Would Find Most Helpful for Learning How to Manage Stress.....	19
2.1.7 Participants' interest in participating in workshops or courses on stress management if they are offered for free.	20
Participants Shared Opinions	20
2.1.8 Participants' Belief in Stress Management's Role in Achieving Goals	20
2.1.9 Areas for Improvement Through Better Stress Management	21
Participants Wishes - Stress Management Resources.	22
2.1.10 Desired Features for a Stress Management Web App.....	22
2.1.11 Perceived Frequency of Using a Stress Management App Tailored to Participants' Specific Needs.....	22

Participant Engagement and Community.....	23
2.1.12 Participants' Preferred Methods to Engage with the EMERGE Youth Stress Management Community.	23
2.1.13 Additional Information or Insights Shared by Participants.....	24
3. Final Conclusions.....	25
4. Annex 1 Questionnaire of Survey	26
Annex 2.1: French survey Excel spreadsheet data	27
Annex 2.2: International survey Excel spreadsheet data + conclusions.	27

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 France, with additional responses from other countries. The report is intended to support WP2 outputs, particularly a Methodology and Education pack aimed at developing stress management education for youth.

A few answers were collected outside of the EU, for reference purposes and to gain additional insight, as stress management is a global issue.

2 EMERGE Youth - From Stress to Success – Survey Results

The survey data presented in this report was compiled by Vanillea International and received a total of 36 responses in France and 14 in the rest of the World (Indonesia, Malaysia, Belgium, Brazil, India). Every participant completed all survey questions. Participants were contacted via email, social media posts, social media direct message, and others heard about the survey from word-to-mouth. 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

The main results presented will be those for France. Additional answers from Indonesia, Malaysia, Belgium, Brazil, India will be presented below as an annex.

Analysis of Results

1. Participant Consent and Country of Origin

All participants in Question 1, Section 1 of the survey (France = 36) provided informed consent, agreeing to take part in the “EMERGE Youth” research study. 36 participants were residents of France, and the survey was conducted by Vanillea International.

2. Participants' Age Profile

The analysis of survey respondents shows the following age distribution from a total of 36 participants: -18 years: 0, 18 years: 0, 19 years: 0, 20 years: 1, 21 years: 1, 22 years: 9, 23 years: 6, 24 years: 1, 25 years: 1, 26 years: 3, 27 years: 1, 28 years: 1, 29 years: 0, 30 years: 4, +30 years: 8.

Figure 2.1. illustrates the age profile and distribution of participants, including all 36 responses from individuals aged 20 to 30+. The 3 most represented categories are 22 (25%), 30+ (22,2%) and 23 (16,7%). The range 20-29 equals 66,67% and 30-30+ equals 33,3%. People 22-23 equal almost 42%. It seems to us that 2 categories were most interested in the survey: the 22-23 years old and the 30+ year olds.

1. Quel est votre âge ?

36 réponses

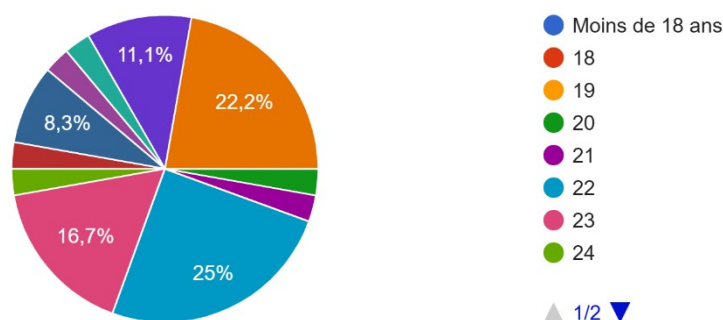


Figure 2.1. Question 2: Participants Age Distribution

3. Participants' Gender Profile

2.2. presents that 44,4% were female (n=16), 52,8% were male (n=19), 1 identified as other.

2. Quel est votre genre ?

36 réponses

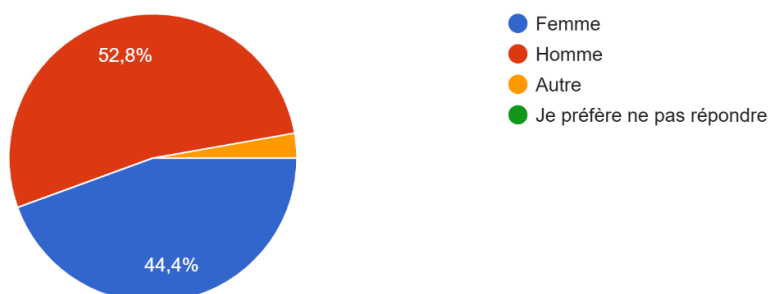


Figure 2.2. Question 3: Participant Gender Profile

4. Participants' Employment Status

As depicted in Figure 2.3., Question 4 assessed participants' employment status using a multiple-choice format. 38,9% identified as students (n=14), 33,3% as employees (n=12) and 13,9% as entrepreneurs (n=5). The rest is equally split between trainee, NEET, entrepreneur & employee, part-time employee, other.

3. Quel est votre statut professionnel actuel ?

36 réponses

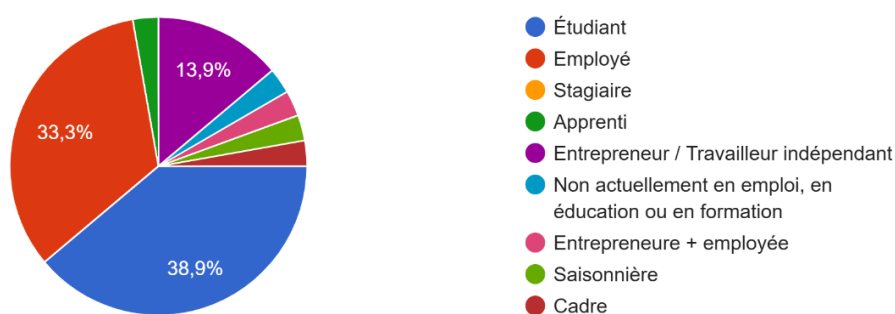


Figure 2.3. Question 4: Participants Employment Status

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. The most responses were for 2 and 3 (total 25 answers).

4. Sur une échelle de 1 à 5, comment évalueriez-vous votre niveau de stress actuel ? (1 étant le niveau de stress le plus bas, 5 étant le niveau de stress le plus élevé)

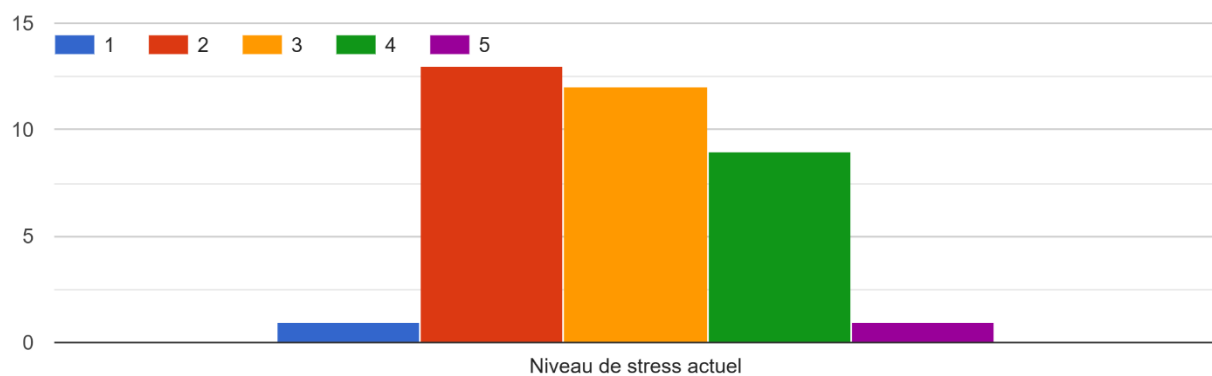


Figure 2.4. Question 5: Participants' stress levels at time of survey participation

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 Current job/looking for a job (n=18, 50%), Current studies/looking for studies (n=10, 27,8%), and personal/family/relationship issues (n=10, 27,8%). The rest is distributed as such:

- 9 answers: mental health, world conflicts, future in general
- 7 answers: be around other people/in a social environment
- 6 answers: financial issues, physical health, climate change
- 1 answer: personal project, management of my company

5. Quelles sont les principales sources de stress dans votre vie ? (Sélectionnez jusqu'à 3 réponses)

36 réponses

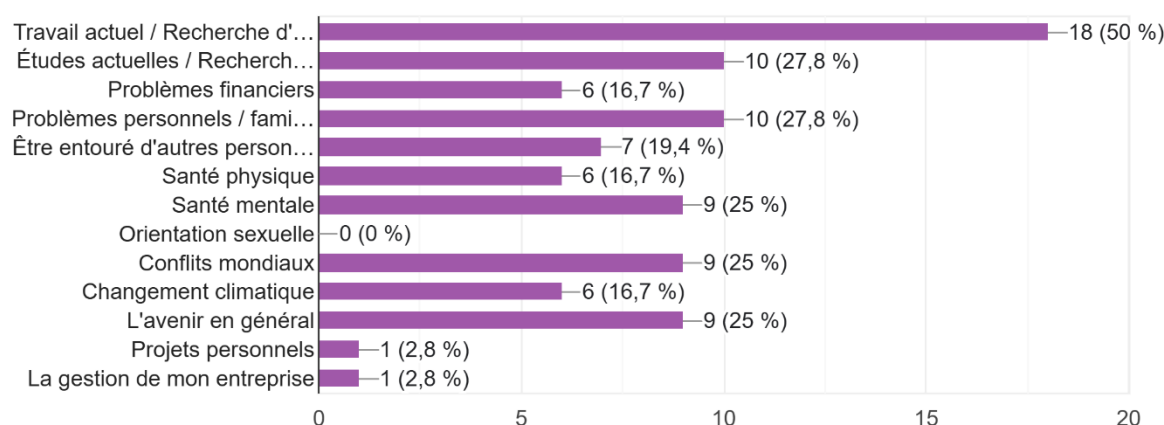


Figure 2.5. Question 6: Participants' perceived main sources of stress in life

7. The Impact of Stress on Participants' Daily Lives

***Add Text and translation as required: Example:** 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 increased anxiety (n=22, 61,1%), difficulty sleeping (n=16, 44,4%), and difficulty to concentrate (n=15, 41,7%). The rest is distributed as such:

- 11 answers: emotional regulation
- 10 answers: difficulty making decisions
- 8 answers: difficulty socialising, increased heart rate
- 7 answers: eating too much
- 6 answers: lack of appetite
- 1 answer: back pain, nail biting, irritation

6. Comment le stress affecte-t-il généralement votre vie quotidienne ? (Sélectionnez jusqu'à 3 réponses - les plus pertinentes)

36 réponses

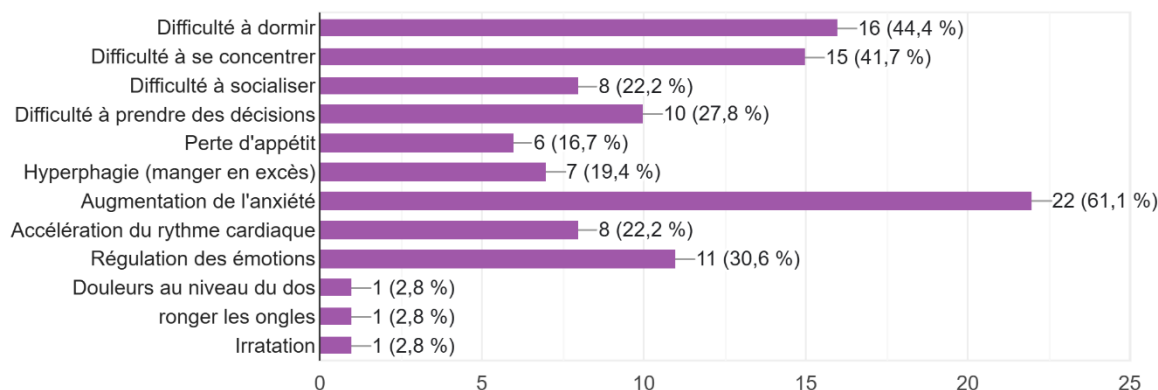


Figure 2.6. Question 8: The impact of stress on participants' daily life

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, 61,1%, felt that stress hindered their performance (n=22), while 11,1% stated it did not (n=4). Additionally, 25% were unsure (n=9), and 2,8% selected "other" (n=1). The one who chose "other" mentioned "Sometimes I get so stressed that I can't think anymore, but most of the time I can function or I go into automatic mode."

7. Pensez-vous que le stress entrave votre capacité à bien performer dans des contextes professionnels ou académiques ?

36 réponses

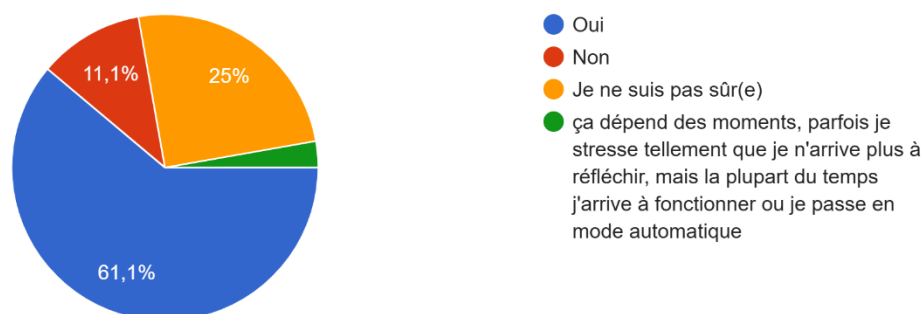


Figure 2.7. Question 8: The impact of stress on participants professional and academic performance

9. Participant Descriptions of Stressful Situations Hindering Performance

Out of the 36 respondents, **20 participants** 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.

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

ID	Statement	Common theme	%
	"Unable to sleep, therefore unable to work the next day..."	Physical reactions to stress	15%
	"Procrastination on writing my Master's thesis"	Procrastination and motivation issues	10%
	"Excessive stress makes me forget information such as the codes to my work PC which forces me to call IT support to unlock my PC."	Impact on cognitive abilities	35%
	"I usually have trouble making decisions when I'm stressed."	Impact on cognitive abilities	35%
	"Whenever you have to speak in public"	Interpersonal stress	20%
	"When there is a deadline and I am under pressure"	Stress affecting work or leadership	20%

	<i>"I am a manager and I have been stressed to the point of stressing out the colleagues I manage, by communicating my stress to them when I am supposed to be there to make sure everything goes well."</i>	Stress affecting work or leadership	20%
	<i>"During interactions with my colleagues, during presentations typically"</i>	Interpersonal stress	20%
	<i>"Salary negotiation during HR interviews"</i>	Stress affecting work or leadership	20%
	<i>"During a work day, if I am stressed, I tend to get distracted a lot more and I have more difficulty staying focused on a single objective because a lot of ideas are jostling around in my head."</i>	Impact on cognitive abilities	35%
	<i>"Tests of speed, precision and reflection. For example, to do mathematical calculations. If I am not stressed and I have time, everything is fine, but if I have to go quickly, it happens that I lose my means and I can no longer do it."</i>	Impact on cognitive abilities	35%
	<i>"That was when I did content creation."</i>	Stress affecting work or leadership	20%
	<i>"Professional interview / "important" meeting"</i>	Interpersonal stress	20%
	<i>"loss of motivation, procrastination, mental fatigue"</i>	Procrastination and motivation issues	10%
	<i>"Stuttering during job interviews, fainting"</i>	Physical reactions to stress	15%
	<i>"Every time I sit down to study, the stress of having forgotten something to do or having said or done something wrong comes over me and disrupts my concentration, making me unable to revise properly."</i>	Impact on cognitive abilities	35%
	<i>"Panic attacks, inability to speak, insomnia"</i>	Physical reactions to stress	15%
	<i>"Efficiency in everyday life and work."</i>	Impact on cognitive abilities	35%
	<i>"Lack of concentration at work with personal problems"</i>	Impact on cognitive abilities	35%
	<i>"The stress of making a mistake/saying something stupid sometimes makes me keep some of my opinions to myself."</i>	Interpersonal stress	20%

Table 2.1. presents comments provided by participants on situations where stress has hindered their performance.

The results show that the most common theme among the responses is **Impact on cognitive abilities**, accounting for 35% of the total, followed by **Interpersonal stress** and **Stress affecting work of leadership** at 20%. **Physical reactions to stress** were also significant at 15%, while **Procrastination and motivation issues** accounted for 10%. These findings highlight how stress primarily affects mental focus and interpersonal interactions.

2.1.1 Participants' Description of Situations where Stress Helped Performance.

Out of the 36 respondents, **22 participants** provided statements about situations where stress positively impacted their professional, academic, or personal performance. The details of their experiences are presented in the table below.

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

ID	Statement	Common theme	%
	<i>"I am a perfectionist; it is only stress that helps me perform. In general, stress is not a motivator for me but a hindrance. It is my passion for my work that allows me to perform. Even perfectionism is an obstacle in many aspects, so I manage it!"</i>	Stress as a personal motivator	14%
	<i>"Sports competition (swimming)"</i>	Stress as a source of focus in high-stakes situations	29%
	<i>"Exams"</i>	Stress as a source of focus in high-stakes situations	29%
	<i>"Good stress allows me to work efficiently and quickly."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"Deadlines help me focus and deliver the work on time."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"I don't know, but it shows a desire to do well and to anticipate the risks of the upcoming event."</i>	Stress as a driver of risk management	5%
	<i>"A pressure to succeed as a team, but with a team I genuinely appreciate."</i>	Stress as a driving force for team cohesion	10%
	<i>"I need a minimum amount of stress to work. I've always had a lot of work, and that's my rhythm. When I don't have enough work and therefore no stress at all, I have trouble concentrating and motivating myself."</i>	Stress as a personal motivator	14%
	<i>"In the last days before a deadline, it pushed me to work more to finish on time."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"Submitting a project by a set deadline, time management."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"Overall, I would say that when there is a real stake (we often stress about things that never happen), it helps me prepare well, so that when I'm in the moment that was stressing me out (e.g., a</i>	Stress as a source of focus in	29%

	<i>presentation or a sports competition), all that stress suddenly disappears and I become calm about how to handle things."</i>	high-stakes situations	
	<i>"To finish tasks more quickly and on time—tasks that initially seemed impossible—it's thanks to stress that I switched to automatic mode and managed to complete them. Without stress, if I had taken it easy, it wouldn't have worked."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"Before exams."</i>	Stress as a source of focus in high-stakes situations	29%
	<i>"During my years of study, stress helped me a lot."</i>	Stress as a source of focus in high-stakes situations	29%
	<i>"Parenting."</i>	Stress in parenting	5%
	<i>"Increased efficiency."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"I wanted to ask one of my professors for a favor, and my stress pushed me to go see them, and I was able to get what I wanted without any issues."</i>	Stress as a personal motivator	14%
	<i>"In sports."</i>	Stress as a source of focus in high-stakes situations	29%
	<i>"Submitting my work/projects/exams."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"I don't know what to do, I feel lost in my concentration."</i>	Misunderstanding of the question?	N/A
	<i>"Stress has helped me pay attention to details at work."</i>	Stress as a motivator for productivity and efficiency	38%
	<i>"In certain 'urgent' situations, stress can promote greater team cohesion and better efficiency, but only under two conditions: the rarity of these events and having a united and supportive team."</i>	Stress as a driving force for team cohesion	10%

Table 2.2. presents comments provided by participants.

The results indicate that **Stress as a motivator for productivity and efficiency** is the most significant theme, comprising 38% of responses, followed by **Stress as a source of focus in high-stakes situations** at 29%. **Stress as a personal motivator** accounts for 14%, while **stress as a driving force for team cohesion** makes up 10%. The themes of **stress as a driver of risk management** and **stress in parenting** each represent 5%. These findings show that stress can enhance performance but may also create challenges in concentration.

Participants Identified Coping Mechanisms

2.1.2 The Strategies or Techniques Participants use to Manage Stress

Participants selected from a variety of strategies to manage their stress, as illustrated in Figure 2.8. The most common strategies reported were **talking with family and friends** (n=25, 69.4%) and **exercising/sports** (n=23, 63.9%). Other notable strategies included **activities such as reading, board games, video games, etc.** (n=16, 44.4%) and **meditation/breathing techniques** (n=14, 38.9%).

The remaining responses were distributed as follows:

- **Creative activities: painting, drawing, writing** (n=13, 36.1%)
- **Procrastination** (n=12, 33.3%)
- **Eating** (n=9, 25%)
- **Staying indoors / not meeting anyone** (n=6, 16.7%)
- **Therapy or coaching** (n=4, 11.1%)
- **Addictive behaviors: alcohol, drugs, video games, etc.** (n=4, 11.1%)
- **Self-coaching** (n=2, 5.6%)
- **Self-medication** (n=1, 2.8%)
- **Deleting the Instagram app from my phone** (n=1, 2.8%)
- **Writing** (n=1, 2.8%)
- **Listening to MY music and dancing** (n=1, 2.8%)
- **Motorcycling** (n=1, 2.8%)

10. Quelles stratégies ou techniques utilisez-vous actuellement pour gérer le stress ? (Sélectionnez toutes les réponses pertinentes)

36 réponses

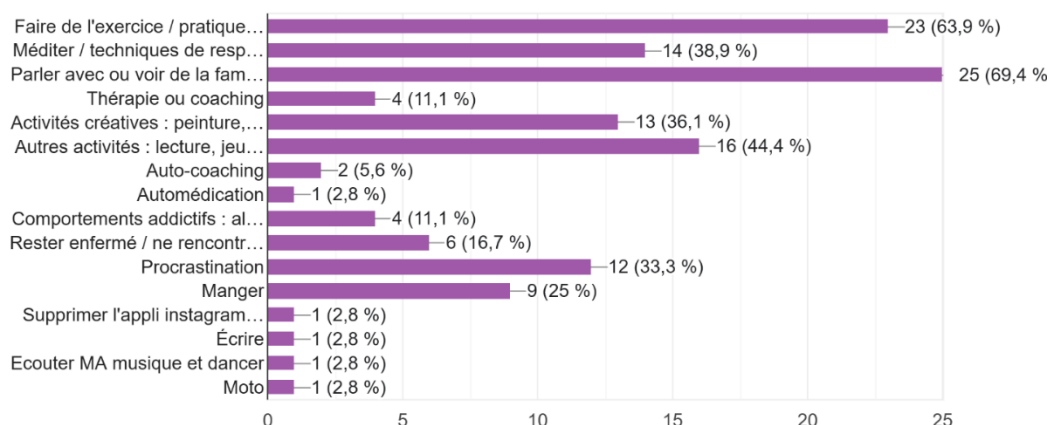


Figure 2.8. Question 11: Strategies or techniques participants use to manage stress.

2.1.3 Participants' Effective Strategies for Managing Stress

As shown in Figure 2.9, participants were asked to evaluate the effectiveness of the strategies mentioned above for managing their stress. A significant majority, 61.1% (n=22), rated these strategies as **"somewhat effective,"** while 11.1% (n=4) deemed them **"very effective."** Additionally, 27.8% (n=10) felt the strategies were **"not very effective."**

11. Quelle est l'efficacité des stratégies mentionnées ci-dessus pour gérer votre stress ?

36 réponses

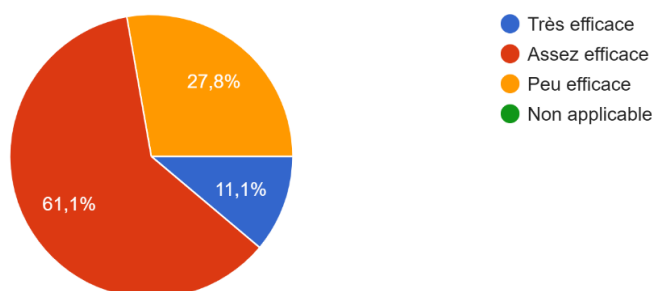


Figure 2.9. Question 12: Participants' Effective Strategies for Managing Stress

2.1.4 Stress Management Techniques Mentioned but not Experienced by Participants.

Out of the 36 respondents, **16 participants** provided information about stress management techniques they have heard of but have not yet tried. The details of these techniques and their distribution across various themes are presented in the table below.

Table 2.3.: Question 13: Participants commentary on stress management techniques.

ID	Statement	Common theme	%
	"Everything related to meditation. I don't take the time to try."	Meditation/mindfulness	28%
	"I would like to meet a kinesiologist."	Alternative medicine	11%
	"Yoga"	Physical activities	17%
	"Yoga, Pilates..."	Physical activities	17%
	"Meditation, other alternative medicines (hypnosis, acupuncture...)"	Meditation/mindfulness & Alternative medicine	28% & 11%
	"Therapy"	Therapy/counselling	17%

	<i>"Yes, journaling, meaning forcing myself to write about what is going well and what is not. Many athletes incorporate it into their mental preparation, and I think it could be beneficial for a lot of people, including myself."</i>	Journaling/organizational tools	11%
	<i>"Being organized through to-do lists"</i>	Journaling/organizational tools	11%
	<i>"Not to my knowledge."</i>	Negative answers	11%
	<i>"Sleep more. I can't manage to do it."</i>	Self-improvement	6%
	<i>"Therapy"</i>	Therapy/counselling	17%
	<i>Meditation</i>	Meditation/mindfulness	28%
	<i>Meditate</i>	Meditation/mindfulness	28%
	<i>I should see a therapist.</i>	Therapy/counselling	17%
	<i>Meditate and dance, Pilates</i>	Meditation/mindfulness & Physical activities	28% & 17%
	<i>Yes, a lot, but the fact that I don't try them is a choice.</i>	Negative answers	11%

Table 2.3. presents comments provided by participants.

The results indicate that **meditation/mindfulness** is the most significant theme, comprising 28% of the responses, followed by **therapy/counselling** and **physical activities (yoga/pilates/dance)** at 17%. **Alternative medicine** and **journaling/organizational tools** each represent 11% of the responses. **Self-improvement** was noted by 6% of respondents. Additionally, 11% of responses indicated a lack of interest or awareness of new techniques. These findings suggest that practices related to mindfulness and therapy are the most recognized but not yet utilized, highlighting an interest in mental health and well-being approaches.

Participants Interest in Stress Management Education

2.1.5 Participants' Interest in Learning more about Stress Management Techniques

As shown in Figure 2.10, participants were asked to indicate their level of interest in learning more about stress management techniques. A significant majority, 63.9% (n=23), reported being **"somewhat interested,"** while 25% (n=9) stated they were **"very interested."** Additionally, 11.1% (n=4) expressed that they were **"not interested."**

13. Quel est votre niveau d'intérêt pour apprendre davantage sur les techniques de gestion du stress ?

36 réponses

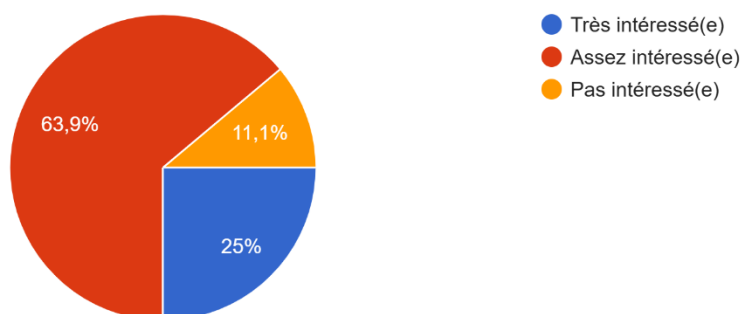


Figure 2.10. Question 14: Participants interest in learning more about stress management techniques

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

As shown in Figure 2.11, participants were asked about the type of resources they would find most useful for learning stress management. The most popular option was **workshops**, selected by 27.8% (n=10) of respondents, followed by **videos** at 19.4% (n=7). **Articles/books** and **social media** each garnered 16.7% (n=6). Additionally, 13.9% (n=5) of participants indicated a preference for **mobile apps**. Other resources like **web applications** and the combination of **workshop and application** were each chosen by 2.8% (n=1) of respondents, while **online courses** were not selected by any participants.

14. Quel type de ressources trouveriez-vous le plus utile pour apprendre la gestion du stress ?

36 réponses

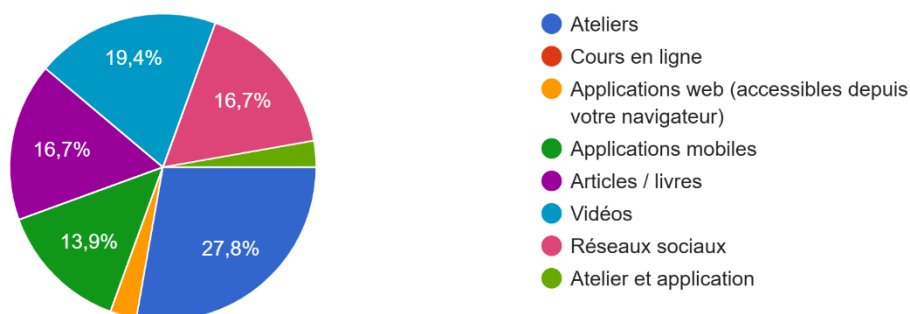


Figure 2.11: Question 15: The types of resources participants would find most helpful for learning how to manage stress

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

As shown in Figure 2.12, participants were asked about the likelihood of attending a workshop or course on stress management if it were offered for free. Responses were evenly split, with 38.9% (n=14) indicating it was **"unlikely"** and another 38.9% (n=14) stating it was **"somewhat likely"**. Additionally, 22.2% (n=8) of respondents reported that it was **"very likely"** they would participate.

15. Quelle est la probabilité que vous participiez à un atelier ou à un cours sur la gestion du stress s'ils étaient offerts gratuitement ?

36 réponses

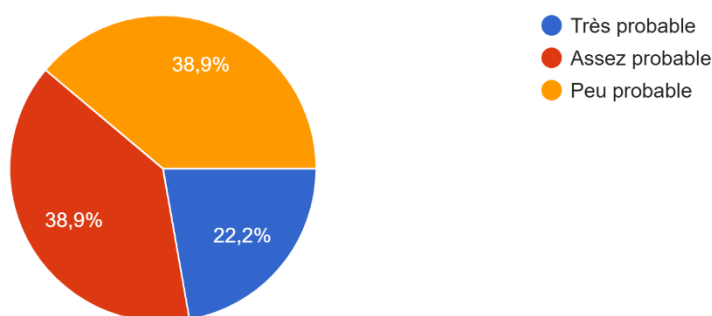


Figure 2.12. Question 16: Participants likelihood to participate in a free workshop or course on stress management

Participants Shared Opinions

2.1.8 Participants' Belief in Stress Management's Role in Achieving Goals

As shown in Figure 2.13, participants were asked whether they believed that better stress management could help them achieve their personal and professional goals. A majority, 69.4% (n=25), responded **"yes,"** while 30.6% (n=11) were **"not sure."** No participants responded **"no."**

16. Pensez-vous qu'une meilleure gestion du stress pourrait vous aider à atteindre vos objectifs personnels et professionnels ?

36 réponses

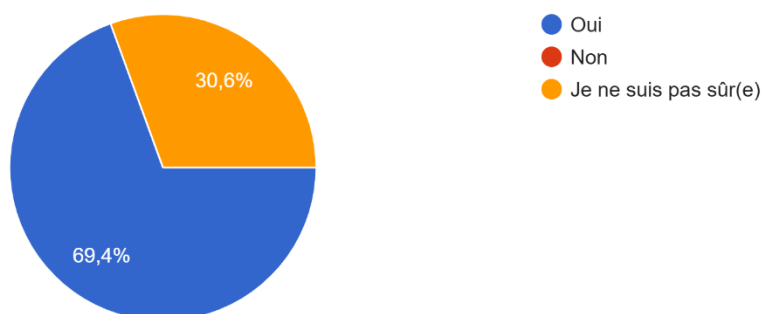


Figure 2.13. Question 17: Participants belief that better stress management could help them achieve your personal and professional goals

2.1.9 Areas for Improvement Through Better Stress Management

As shown in Figure X, participants were asked in which area of their life they would most like to see improvements through better stress management. The most selected area was **physical and mental health**, chosen by 33.3% (n=12) of respondents, followed by **personal and family relationships** at 27.8% (n=10). **Career** was identified by 25% (n=9), and **education and training** by 11.1% (n=4). Additionally, 2.8% (n=1) of participants indicated a combination of **career and personal/professional relationships**.

17. Dans quel domaine de votre vie aimeriez-vous le plus voir des améliorations grâce à une meilleure gestion du stress ?

36 réponses

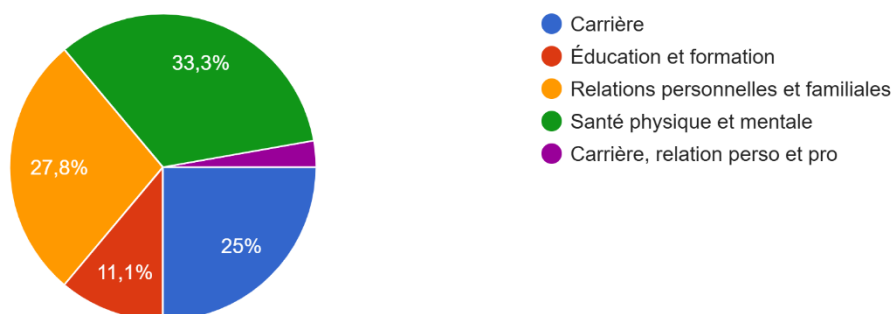


Figure 2.14. Question 18: Areas of life participants identified wanting to see better stress management improvements

Participants Wishes - Stress Management Resources.

2.1.10 Desired Features for a Stress Management Web App

As shown in Figure 2.15, participants were asked which features they would like to see in a web-based stress management app. The most requested features were **progress tracking**, selected by 52.8% (n=19) of respondents, followed by **personalized guides** and **interactive content**, each chosen by 50% (n=18). **Community support** was preferred by 36.1% (n=13), while **educational content** was selected by 33.3% (n=12). **Self-improvement** tools were indicated by 27.8% (n=10), and **rewards** were the least requested feature, chosen by 16.7% (n=6).

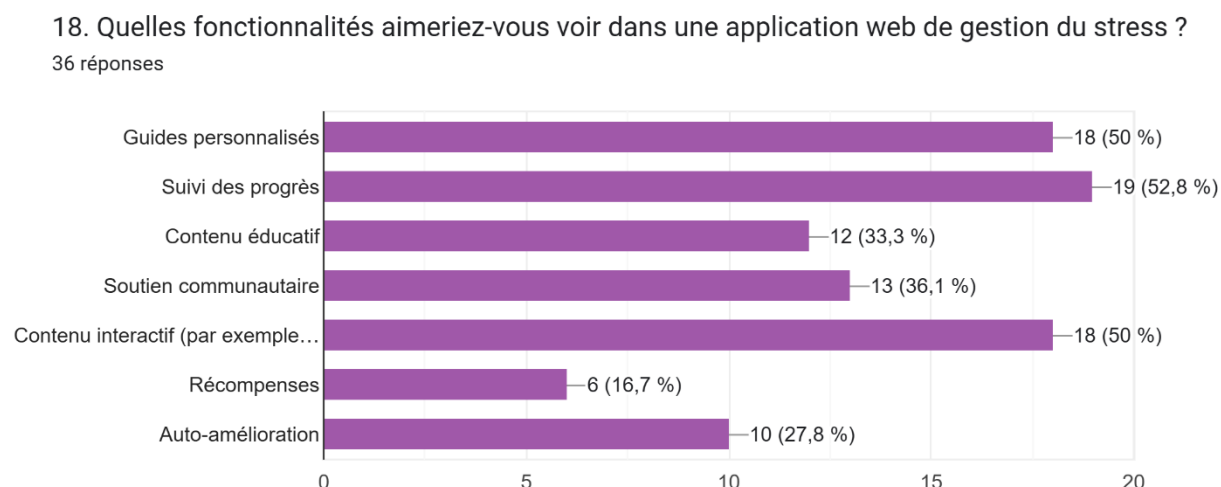


Figure 2.15. Question 19: Participants desired features for a stress management web app

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

As shown in Figure 2.16, participants were asked how often they would use a stress management app if it met their specific needs. The most common response was **weekly**, selected by 41.7% (n=15) of respondents, followed by **monthly** at 22.2% (n=8). **Daily** usage was indicated by 19.4% (n=7), while 13.9% (n=5) said they would use it **rarely**. Only 2.8% (n=1) of participants responded that they would **never** use the app.

19. À quelle fréquence utiliseriez-vous une application de gestion du stress si elle répondait à vos besoins spécifiques ?

36 réponses

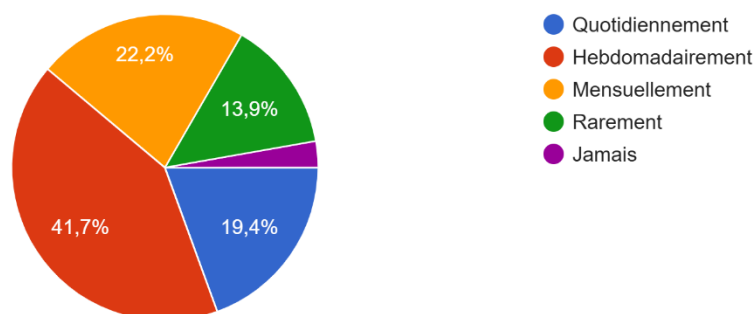


Figure 2.16. Question 20: Participants perceived frequency of using a stress management app

Participant Engagement and Community.

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

As shown in Figure 2.17, participants were asked how they would prefer to stay engaged with a community focused on stress management. The most popular option was **social media groups**, chosen by 47.2% (n=17) of respondents, followed by **regular meetups** at 25% (n=9). **Forums** were selected by 16.7% (n=6), and **newsletters** by 8.3% (n=3). Additionally, 2.8% (n=1) of participants expressed a preference for a combination of **social media groups and meetups**.

21. Comment préféreriez-vous rester engagé(e) avec une communauté axée sur la gestion du stress ?

36 réponses

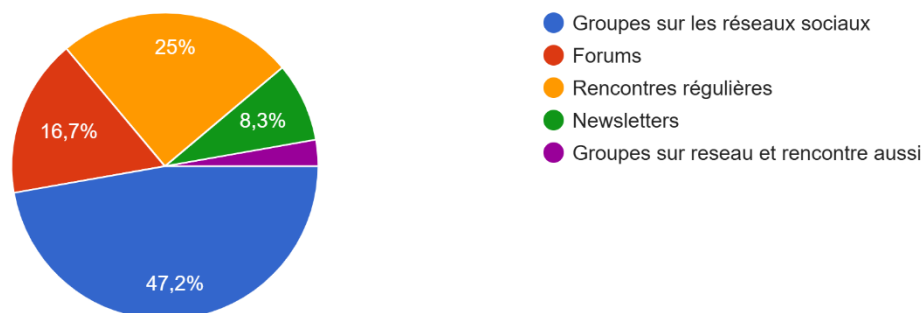


Figure 2.17. Question 21: Participants preferred methods to stay engaged with the EMERGE Youth stress management community

2.1.13 Additional Information or Insights Shared by Participants

Out of the 36 respondents, **5 participants** provided additional comments. The details of these comments and their distribution across various themes are presented in the table below.

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

ID	Statement	Common theme	%
	<i>"In general, my current stress comes from two things: Impostor syndrome—I'm afraid of not being legitimate and of being found out. Financial situation—starting from January 2025, I will no longer have unemployment benefits, so I absolutely need a survival salary to be able to continue."</i>	Cause of stress	20%
	<i>"No, thank you."</i>	No additional comments	40%
	<i>"Thank you."</i>	No additional comments	40%
	<i>"Filling out this survey made me stressed, haha."</i>	Negative reaction to survey	20%
	<i>"Well-being is the most important thing for me."</i>	Well-being focus	20%

Table 2.4. presents comments provided by participants.

3. Final Conclusions

This report offers insights into the current stress management levels of youth participants aged 18-30+ within a French context, providing valuable feedback to the wider EMERGE Youth European research sample. 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 French 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.

In view of the facts stated in Annex 1 just below, there are a few things we recommend for the continuation of our project:

Recommendation 1: We can target the age range 22-23, knowing that 30+ years old people could also use our materials, even though they are not our primary target. In that sense, most would be students.

Recommendation 2: We need a mix between quiet activities, physical and creative ones – in any case, something that puts them into action. This is in line with the areas where they would like to see improvement: physical & mental health.

Recommendation 3: Additionally, we need a mix between online activities that can be done on your own, and social gatherings and/or physical and gamified workshops with nearby people who have similar issues that they could discuss together. This is in line with the other areas where they would like to see improvement: personal & family relationships. To be discussed with partners how to put that into place.

Recommendation 4: We need frequent promotion and involvement of people – emphasize the European level to have people meet together. Through social media – Instagram, else? To be discussed.

Recommendation 5: The web app will need to be as gamified as possible, maybe some characters could accompany and guide the users to understand the tool and motivate them. Progress tracking and content should be fun, interactive and motivating. We should avoid as much as possible a guilt-based approach. We could have a look at how Duolingo works, for example.

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 France 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

The following are the key findings to keep in mind for the rest of the project, before moving on the next tasks:

- The 2 categories most represented were 22-23 years old, and 30+ years old. We analyse this as 2 crucial points in a youth life: after finishing studies, and after a first professional career. Both of these important steps are preludes to important life changes.
- More male answered than female, which we see as positive: usually, more women are interested in such topics so it means there is more and more awareness with men.
- Most respondents were students and employees, which resonates with the findings of the age groups above.
- Some results showed that people are not constantly stressed, it seems to be related to some specific periods.
- The stress reasons seem to be very specific (job, studies, family) or very global (world, future).
- Stress impacts mostly their cognitive abilities but is also a motivator for productivity and efficiency.
- To cope, most cite the importance of friends and family, as well as exercising and sport. After that, they mention other activities, so anything that puts them into action. Those are mostly “somewhat effective”.
- Respondents would like to try meditation/mindfulness, then counselling and physical activities. Here mostly “quiet” activities are more popular, those for which the daily rhythm has to slow down. A few people show a complete lack of interest in trying something else.
- They are “somewhat” interested in workshops and videos, articles & books. However, it is worth noting that web app is only selected by one person. We need to take it into account as our project aims to create a web app.
- A majority of people said “no” or “somewhat interested” to attending a workshop or course, even though the most interest was initially in workshops. Here we see a gap between the wish and taking action.
- The majority replied better stress management could help them improve their physical and mental health, their personal & family relationships, and their career.
- Regarding the web app, the most important features people would like to see are progress tracking, guides & interactive content.

Annex 2.1: French survey Excel spreadsheet data

(See Excel table in annex)

Annex 2.2: International survey Excel spreadsheet data + conclusions.

(See Excel table in annex)

Quick analysis:

- 14 respondents, 11 being female and only 3 being under 30 years old. The country question was not added right away, but except 5 unknown answers, participants are from Brazil, Cyprus, Indonesia, Malaysia, Belgium and India. Most respondents are expat individuals living in Europe.
- 3 are NEETs, 7 are employees, 2 students and 2 entrepreneurs.
- Most rated their current stress level to 3.
- What stresses them most is the current job/looking for a job, and the future in general.
- Stress affects their concentration level and increases their anxiety.
- Most think stress hinders their ability to perform well.
- What was most cited is linked to work performance and motivation. A few mentioned panic attacks.
- Except a few who mentioned there is no situation in which stress helped them, some answered the deadlines made them big amounts of work in very little time.
- Their current strategies and techniques: creative activities, exercising/sports and staying shut in. The majority said it is somewhat or very effective.
- The techniques they heard of but haven't tried: meditation, yoga, counselling, spa/self-car, exercising, breathing.
- Most said they are somewhat or very interested in learning more about stress management techniques.
- In terms of helpful resources, the most mentioned: workshops, videos and articles/books. No one selected web apps.
- Most said they are somewhat or very interested in participating in free workshops or course.
- Almost all believe better stress management could help them for physical and mental health, personal and family relationships as well as career.
- The features they would like to see in a web app: personalized plans, community support, self-improvement. They would use it weekly or daily.
- They would like to stay connected through social media, meetups and forums.

Conclusions:

Quite a few answers are similar to France (sources and consequences), while for others we can see the culture differences (they mostly think the techniques they use are effective, contrary to the French). They are generally more interested in learning more and trying new things like attending workshops. The features they would like to see are also opposed to what the French selected, with more emphasis on personalization and community support. They also claim they would use our tool more often than what the French said.