



KEY-YOU Local Study Report – Greece

ERASMUS+ Project

Youth Civic Participation and Game-Based Learning in Greece

Project Title: Creative Knowledge & Diversity-oriented Engagement for Youth
UNLOCKED Participation (KEY-YOU)

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Section I: Introduction and Summary

1.1. Objectives: The KEY-YOU Project Framework and Local Goals

This local study was conducted by the project team at Management Strategy Applications (MSA) within the framework of the European project KEY-YOU: Creative Knowledge and Diversity-oriented Engagement for Youth UNLOCKED Participation. KEY-YOU is a two-year EU-funded initiative formed by a consortium of 5 partner organisations inside the EU. It intends to strengthen civic participation, equality and inclusion among young people, especially under-represented groups. More information can be accessed under: www.key-you.eu

While this report focuses specifically on the current state of civic participation among young people in Greece, parallel studies have been carried out by partner organisations in other European countries, such as Germany and Portugal. Collectively, these national studies will be synthesized into a comprehensive international report, outlining cross-border conclusions and policy recommendations for youth engagement across Europe.

At the regional level, the insights gathered serve the purpose of shaping the design and mechanics of an educational digital escape game and a physical companion flashcard deck, which are two core deliverables of the KEY-YOU project. To ensure these educational tools are grounded in the needs of the target demographic, this study has clear objectives: to analyse the current state of civic knowledge, perceived barriers, and youth participation among young people in Greece, and to translate these findings into actionable design recommendations for serious games.

To this end, the study is structured into the following sections:

- Section II outlines the research design, methodology, and demographic parameters of the study.
- Section III presents the survey results on civic knowledge, rights awareness, and perceptions of democratic processes among Greek youth.
- Section IV analyses the primary structural and psychological barriers that limit youth participation.
- Section V evaluates local gaming habits and preferences to inform Game-Based Learning (GBL) tool design.
- Section VI outlines actionable, strategic design recommendations for developing effective Game-Based Learning tools.
- Section VII presents the study's overall conclusions.

1.2 Abstract: Overview of Key Regional Findings & Proposal for GBL Recommendations

This report examines data from a quantitative survey of 78 young people aged 18–30 across Greece, conducted online via a structured questionnaire developed collaboratively by the KEY-YOU consortium. The findings expose a real knowledge-action gap within the target demographic. While 51.3% of respondents report confidence in understanding their civic rights as young Europeans, only 24.4% both know they have the right to participate in local decision-making and understand the procedural steps to do so — 64.1% acknowledge the right exists but do not know how to exercise it. This gap widens further with institutional literacy: 53.8% report no understanding at all of how a citizen's proposal becomes an official law or local regulation.

The primary barriers driving this civic disconnection are informational and institutional rather than a lack of interest:

- **Procedural Uncertainty:** A majority of respondents do not know where or how to begin participating in local decision-making, despite recognising their right to do so.
- **Communication Complexity:** 71.8% of respondents say official political information is only understandable "depending on the topic," and a further 23.1% find it generally too complex.
- **Perceived Exclusion:** Around one in four respondents report at least occasional experiences of social or political exclusion linked to background or identity.

To work around these friction points, the strategic design parameters align directly with the verified gameplay habits of local youth, who show comfort across both digital and analogue game formats and a strong preference for sessions of 20–45 minutes built around narrative, collaboration, and problem-solving mechanics rather than passive information delivery.

Key recommended features to lower existing barriers include a plain-language interface with jargon-free explanations, realistic simulations of civic and institutional processes, and modular, short-form gameplay chapters that fit around the time constraints of working and studying youth.

Section II. Methodology

2.1 Research Design and Common Methodology Framework

This local study was conducted as part of the KEY-YOU project with the objective of exploring young people's perceptions of civic participation, their awareness of civic rights and democratic processes, the barriers they encounter in engaging with civic life, and their preferences regarding game-based learning (GBL). To ensure comparability across all participating countries, the research followed the common methodology agreed upon by the project consortium.

2.2 Questionnaire Development and Translation

The primary data collection instrument was a structured questionnaire developed collaboratively by the project partners. The original questionnaire was translated into Greek while preserving its original wording, sequence of questions, and response options to maintain methodological consistency across all national studies. Particular attention was paid to ensuring that the translation accurately reflected the meaning of the original questions while using clear and accessible language suitable for young people aged 18–30. No modifications were made to the questionnaire structure, allowing the results from Greece to be directly compared with those from the other partner countries.

2.3 Data Collection Platform and Dissemination Strategy

The questionnaire was created in Google Forms and it was administered online using a digital survey platform, enabling participants to complete the survey anonymously and at their convenience. Online distribution was selected because it represents one of the most effective methods for reaching young people, who are highly active in digital environments and regularly use social media and online communication platforms as their primary sources of information and interaction.

To maximise participation and achieve the project's target of at least 75 completed questionnaires, the survey was disseminated through multiple online channels. The questionnaire link was shared extensively via social media platforms, including Facebook, Instagram, LinkedIn, and messaging applications such as Messenger and WhatsApp. These channels were selected because of their widespread use among the target age group and their ability to reach individuals from different geographical regions and social backgrounds. Participants were encouraged to share the questionnaire within their own networks, contributing to a broader dissemination through a snowball sampling approach. This strategy facilitated the collection of responses from young people with diverse educational, professional, and social experiences rather than limiting participation to university students or a single demographic group.

2.4 Ethical Considerations

Participation in the study was entirely voluntary. Before completing the questionnaire, participants were informed about the purpose of the research, the anonymous nature of data collection, and the exclusive use of the responses for research purposes within the framework of the KEY-YOU project. No personally identifiable information was collected, and respondents had the right to discontinue the questionnaire at any stage without providing a reason. These procedures ensured compliance with fundamental ethical principles governing social science research, including voluntary participation, confidentiality, anonymity, and respect for participants' privacy.

2.5 Sample Characteristics and Target Group

Data collection resulted in a total of 78 valid responses, exceeding the minimum target established by the project guidelines. All respondents were between 18 and 30 years of age, corresponding to the target group defined by the project. The sample included participants from a range of educational and employment backgrounds, including university students, employed young adults, unemployed individuals, and participants who were simultaneously studying and working. This diversity was considered particularly important, as experiences of civic participation and access to democratic processes often differ according to educational attainment, employment status, and socioeconomic circumstances.

Geographically, the study included participants from both urban and rural areas across Greece. While the majority of respondents resided in urban settings, the inclusion of participants from rural and semi-urban communities contributed to a broader understanding of the challenges and opportunities experienced by young people living in different local contexts. Although the sample cannot be considered statistically representative of the entire youth population of Greece, it provides valuable insights into the perceptions and experiences of a diverse group of young people and is appropriate for the exploratory objectives of the project.

2.6 Questionnaire Structure

The questionnaire consisted of several thematic sections designed to address the main objectives of the study. The first section collected demographic information, including age, gender, place of residence, educational level, and employment status, allowing the characteristics of the sample to be described. Subsequent sections examined participants' awareness of civic rights, their understanding of democratic institutions and decision-making processes at local, national, and European levels, their previous experiences with civic participation, perceived barriers to engagement, and feelings of inclusion or exclusion within civic life.

The final part of the questionnaire focused on participants' gaming habits and attitudes towards game-based learning. Questions explored the frequency with which

respondents play digital games, the types of games they enjoy, their preferred gameplay mechanics, and the characteristics they consider important in an educational game. Collecting these data was essential for ensuring that the future KEY-YOU game is designed according to the preferences and expectations of its intended users rather than relying solely on theoretical assumptions about youth engagement.

2.7 Data Analysis Procedure

Following the completion of data collection, the survey responses were exported into Microsoft Excel for analysis. The data were reviewed to identify incomplete or invalid responses before statistical analysis was conducted. Since the primary objective of the study was exploratory, the analysis focused on descriptive statistics, including frequencies, percentages, and overall response distributions. These measures allowed the research team to identify general trends regarding civic awareness, democratic knowledge, perceived barriers, and gaming preferences among Greek young people.

In addition to presenting descriptive statistics, the analysis sought to interpret the relationships between different findings. For example, respondents' self-reported awareness of civic rights was considered alongside their understanding of democratic procedures in order to identify potential gaps between theoretical knowledge and practical competence. Similarly, participants' experiences of exclusion were examined in relation to their willingness to engage in civic life, while gaming preferences were analysed to determine how educational content could be most effectively integrated into the future KEY-YOU game.

2.8 Methodological Limitations

Although the study was not intended to produce nationally representative statistical estimates, it provides a reliable snapshot of current perceptions among a diverse group of young people in Greece. The methodology employed ensures transparency, consistency with the common project framework, and sufficient methodological rigour to support the development of evidence-based recommendations. The findings presented in the following sections therefore constitute a valuable foundation for designing a game-based learning tool that responds directly to the needs, expectations, and experiences of young people while promoting civic participation and democratic engagement.

Section III. Results

3.1 Demographic Profile of Respondents

A total of 78 valid responses were collected and included in the analysis. The results provide valuable insights into the demographic characteristics of the participants, their understanding of civic participation, their perceptions of democratic processes, and their gaming habits and preferences.

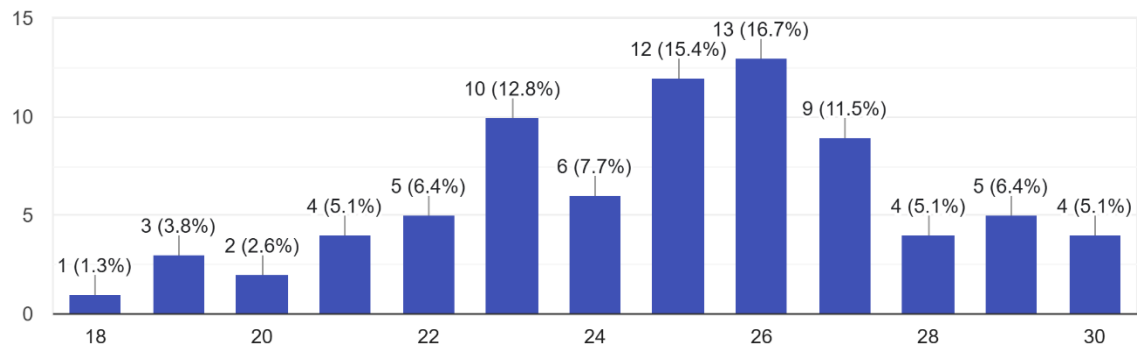


Figure 1. Age Distribution

The age distribution of the sample reflects the target population of the study, namely young people between 18 and 30 years of age. The largest age groups were 26-year-olds (16.7%), followed by 25-year-olds (15.4%), 23-year-olds (12.8%), and 27-year-olds (11.5%). Participants aged 24 represented 7.7% of the sample, while respondents aged 22 and 29 each accounted for 6.4%. Smaller proportions of participants were aged 21, 28 and 30 (5.1% each), 19 (3.8%), 20 (2.6%), and 18 (1.3%). Although responses were not equally distributed across all ages, the survey successfully captured perspectives from the entire target age range, ensuring that the findings reflect different stages of young adulthood.

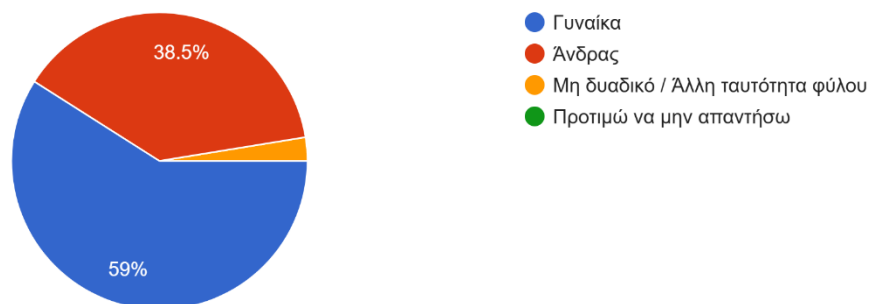


Figure 2. Gender Distribution

Regarding gender, the sample consisted primarily of women, who represented 59.0% of respondents (46 participants). Men accounted for 38.5% (30 participants), while 2.6% (2 participants) identified as non-binary or another gender identity. Although the sample is not perfectly gender-balanced, it includes perspectives from different gender groups, allowing the analysis to reflect a range of experiences regarding civic participation.

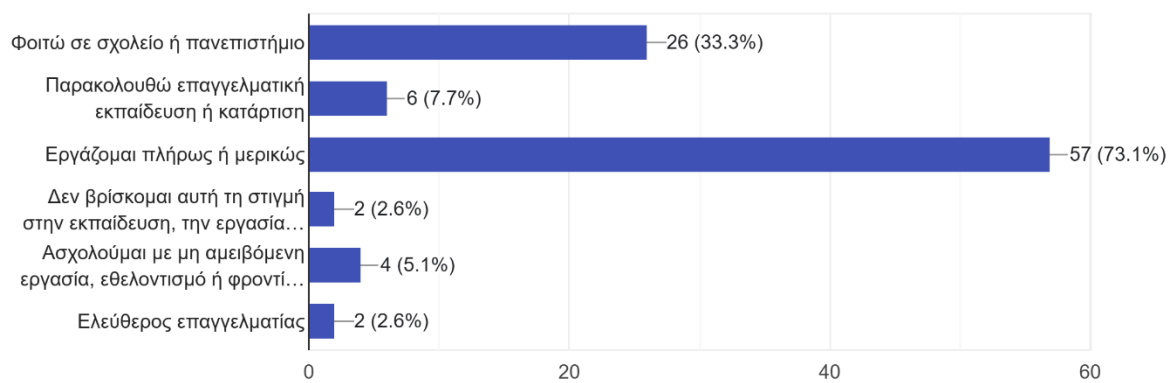


Figure 3. Employment and Educational Status

Participants were also asked to describe their current educational or employment status. More than half of the respondents (55.1%) indicated that they were employed either full-time or part-time. A further 16.7% were exclusively students, while 11.5% reported combining studies with employment. Smaller groups included participants enrolled in vocational education, self-employed individuals, unemployed young people, and respondents involved in voluntary or unpaid care activities. This diversity is particularly valuable, as civic participation may be influenced by different life circumstances, educational experiences, and employment responsibilities.

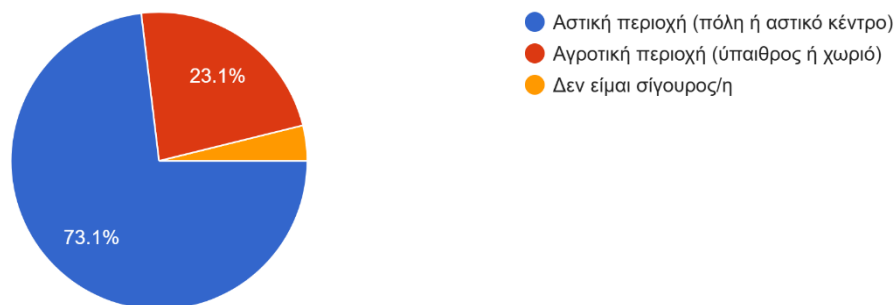


Figure 4. Place of Residence of Survey Participants

The geographical distribution of participants indicates that the majority lived in urban areas. Specifically, 73.1% of respondents resided in cities or urban centres, while 23.1% lived in rural communities and 3.8% were unsure how to classify their area of residence. Although urban participants were more strongly represented, the inclusion of young people from rural areas contributes to a broader understanding of civic participation across different local contexts.

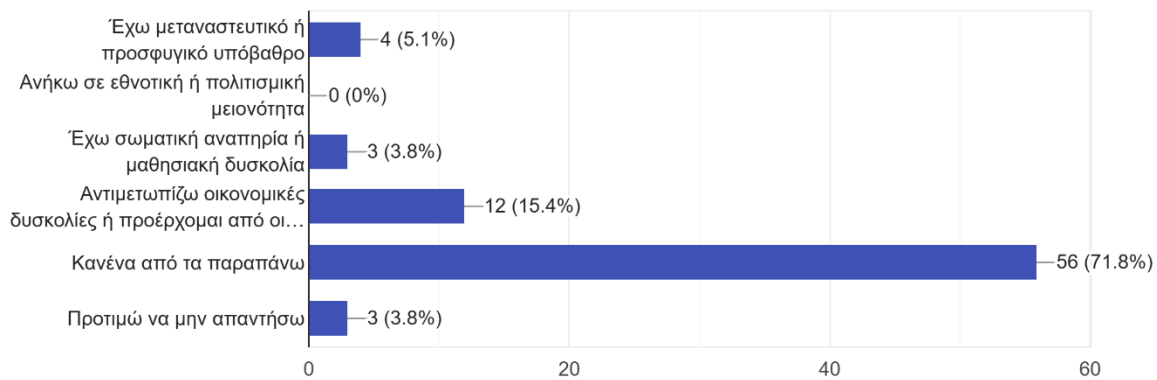


Figure 5. Self-Identification with Groups

The survey also explored whether participants identified with groups that may face additional barriers to participation. Most respondents (71.8%) indicated that none of the listed categories applied to them. However, 15.4% reported experiencing financial difficulties or coming from low-income households, 5.1% identified as having a migrant or refugee background, and 3.8% reported having a disability or learning difficulty. Another 3.8% preferred not to answer this question. While the majority of participants did not identify with potentially vulnerable groups, the inclusion of respondents from these backgrounds provides valuable insight into the diversity of experiences among young people in Greece.

3.2 Awareness of Civic Rights and Democratic Processes

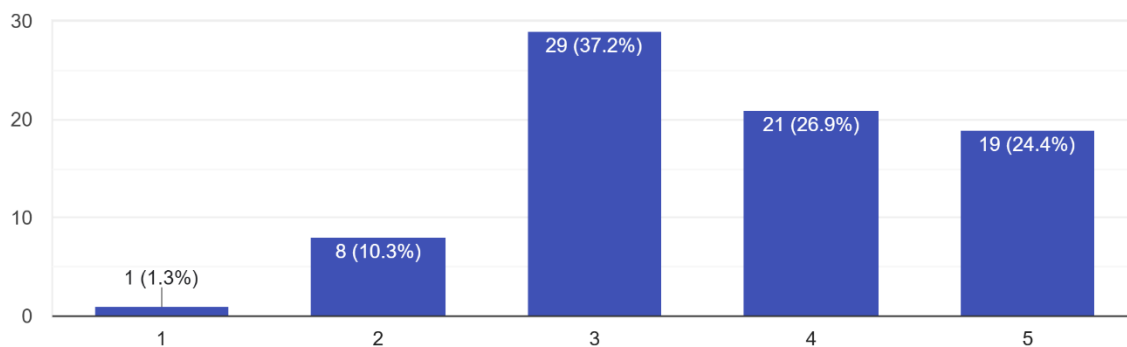


Figure 6. Self-Reported Awareness of Civic Rights

One of the central objectives of the study was to assess participants' awareness of their civic rights. Respondents were asked to rate their agreement with the statement, *"I understand my rights as a young person living in Europe,"* using a five-point Likert scale. The results demonstrate a generally positive perception of civic awareness. Almost one quarter of respondents (24.4%) strongly agreed with the statement, while an additional 26.9% agreed. The largest proportion of participants (37.2%) selected the neutral option, suggesting moderate confidence in their understanding of civic rights. Only 10.3%

disagreed and just one participant (1.3%) strongly disagreed. Overall, more than half of the sample (51.3%) expressed confidence in their understanding of their rights, indicating that young people generally perceive themselves as reasonably informed. Nevertheless, the substantial proportion of neutral responses suggests that many participants remain uncertain about the extent of their civic knowledge.



Figure 7. Knowledge of Civic Participation Procedures

To investigate whether this perceived awareness translates into practical understanding, respondents were asked whether they believed they had the right to express their opinion if their municipality introduced a regulation affecting young people. Although awareness of the right itself was relatively high, knowledge of how to exercise that right proved much more limited. Nearly two-thirds of respondents (64.1%) acknowledged that they knew they had the right to participate but did not know how to do so in practice. Only 24.4% reported both knowing they had the right and understanding the participation process. Meanwhile, 6.4% were uncertain whether they possessed such a right, and 5.1% believed they did not have this right at all. These findings reveal an important distinction between theoretical awareness and practical civic competence. While democratic rights are generally recognised, many young people lack the procedural knowledge necessary to transform those rights into meaningful participation.

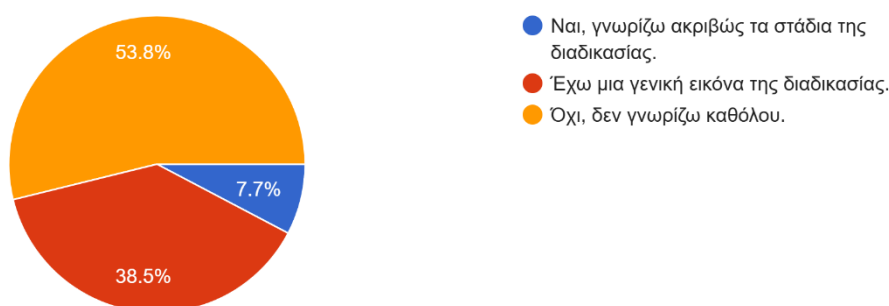


Figure 8. Understanding of Democratic Decision-Making Processes

A similar trend emerged when respondents were asked about their understanding of how a citizen's proposal can become an official law or local regulation. More than half of the participants (53.8%) admitted that they did not understand the process at all. Another 38.5% reported having only a general understanding, while only 7.7% considered themselves familiar with the stages involved in legislative or municipal decision-making.

This result represents one of the most significant findings of the study, as it suggests that institutional literacy among young people remains relatively low. Even respondents who recognise the importance of civic participation may feel unable to engage effectively because they do not understand how public institutions operate or how decisions are actually made.

3.3 Barriers to Civic Participation

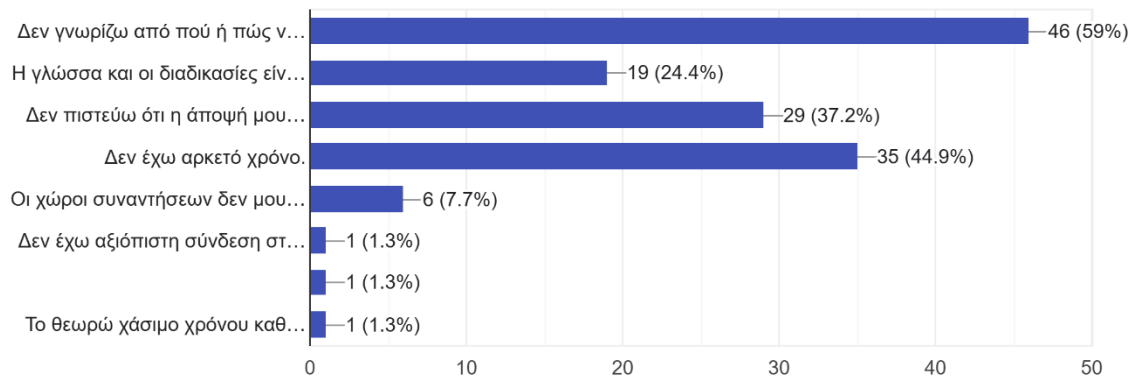


Figure 9. Reported Barriers to Civic Participation

Participants were subsequently asked to identify the main factors preventing them from participating in local decision-making processes. Although respondents could select multiple answers, several themes emerged consistently across the responses. The most frequently reported obstacle was uncertainty about where or how to begin participating, followed by the perception that individual opinions are unlikely to influence public decisions. Lack of time also appeared repeatedly as a major constraint, particularly among respondents who combined employment with education or other responsibilities. Many participants additionally referred to bureaucratic procedures and complex language as discouraging factors, indicating that civic participation is often perceived as unnecessarily complicated. Only a small number of respondents identified technological barriers or concerns regarding the inclusiveness and safety of participation spaces. Taken together, these findings suggest that informational barriers are considerably more significant than technological ones. Rather than lacking motivation, many young people simply do not know how to become involved or perceive existing participation mechanisms as difficult to navigate.

3.4 Experiences of Social and Political Exclusion

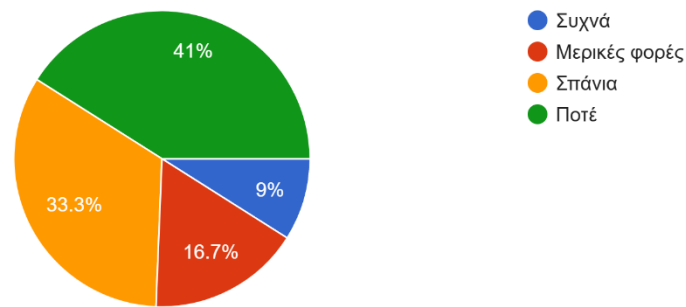


Figure 10. Frequency of Participants' Experiences of Social or Political Exclusion

The survey also explored whether participants had ever experienced exclusion from a social or political space because of their gender, background, or identity. The findings indicate relatively low levels of perceived exclusion. Specifically, 41.0% of respondents stated that they had never experienced exclusion, while 33.3% reported that such experiences occurred only rarely. Nevertheless, 16.7% indicated that they sometimes felt excluded, and 9.0% reported frequent experiences of exclusion. Although these results suggest that most participants generally feel included, they also highlight that approximately one in four young people experience exclusion at least occasionally. This finding reinforces the importance of ensuring that civic participation initiatives remain accessible, inclusive, and representative of diverse youth populations.

3.5 Accessibility of Political Information

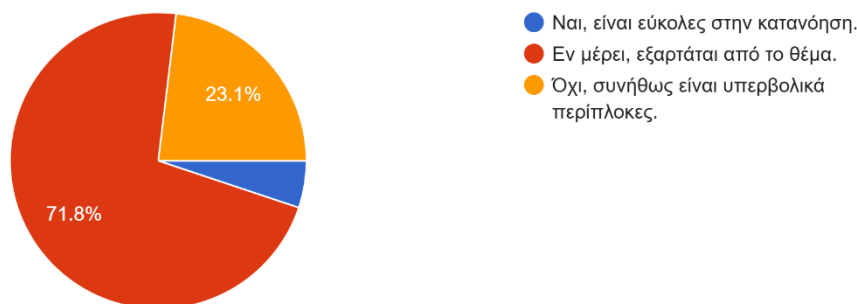


Figure 11. Perceived Accessibility of Official Political Information among Young People

Another important aspect examined by the survey concerned the accessibility of political information. Participants were asked whether official political information is written in a way that young people can easily understand. The overwhelming majority (71.8%) believed that this depends on the topic and that political communication is only partly understandable. A further 23.1% considered official information to be generally too complex, while only 5.1% believed that political information is already presented in a clear and accessible manner. These findings suggest that communication remains a substantial barrier to civic engagement. Even when opportunities for participation exist,

young people may struggle to understand the information necessary to participate confidently and effectively.

3.6 Gaming Habits and Preferences

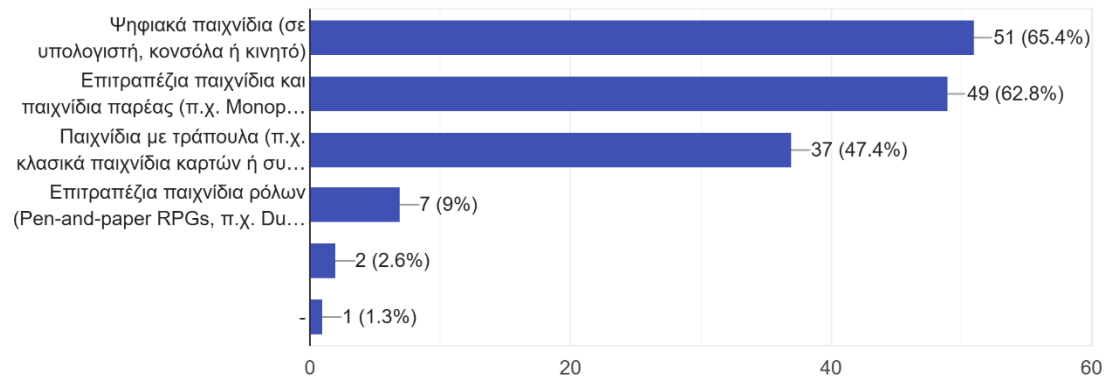


Figure 12. Distribution of Participants' Preferred Game Types

The final section of the questionnaire explored participants' gaming habits and attitudes towards educational games. Digital games were the most common form of gaming among respondents, either played independently or in combination with board games and card games. Traditional board games also remained highly popular, particularly when played socially with friends or family, while a smaller number of respondents reported enjoying tabletop role-playing games. These findings indicate that young people are comfortable with a variety of game formats, suggesting that the future KEY-YOU game could successfully combine digital gameplay with collaborative or discussion-based elements.

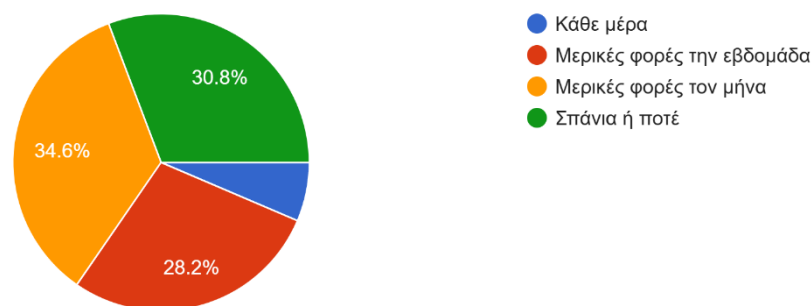


Figure 13. Frequency of Digital Game Playing

Regarding gaming frequency, 34.6% of respondents reported playing digital games several times per month, while 28.2% played several times per week. Almost one-third of participants (30.8%) stated that they rarely or never play digital games, and only 6.4% reported playing every day. These results demonstrate that although not all young people identify as frequent gamers, the vast majority have at least occasional experience with digital games, supporting the suitability of game-based learning as an educational approach.

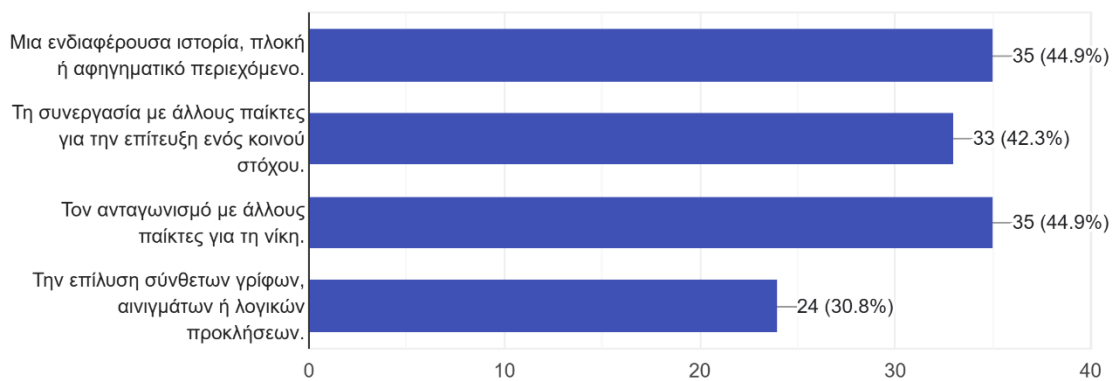


Figure 14. Participants' Preferences for Gameplay Features When Playing Games

Participants also identified the gameplay elements they enjoy most. Narrative-driven experiences, cooperation with other players, competitive gameplay, and solving puzzles all emerged as highly valued mechanics. Rather than showing a strong preference for a single feature, respondents tended to favour games that combine storytelling, collaboration, meaningful decision-making, and problem-solving. This finding is particularly relevant for the KEY-YOU project, as it suggests that an educational game should avoid relying exclusively on quizzes or information delivery and instead create immersive scenarios where players actively explore civic issues through interaction and decision-making.

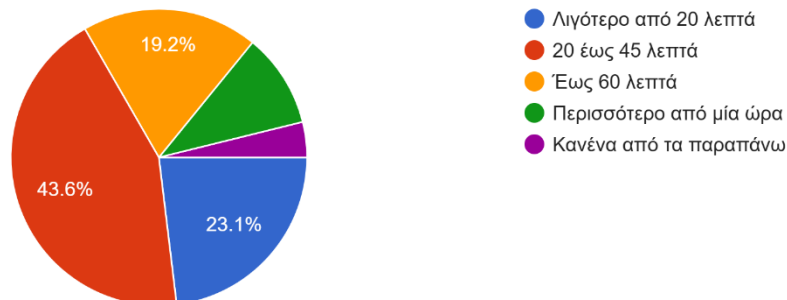


Figure 15. Preferred Duration of Educational Game Sessions

Finally, respondents were asked how much time they would be willing to spend on a single educational gaming session. The most popular choice, selected by 43.6% of participants, was between 20 and 45 minutes. Another 23.1% preferred sessions lasting less than 20 minutes, while 19.2% were comfortable with sessions of up to one hour. Only 10.3% expressed interest in playing for more than one hour. These findings indicate that educational gameplay should be designed around relatively short, focused sessions capable of maintaining engagement while delivering meaningful learning outcomes. Such a structure aligns well with the habits and expectations of contemporary young adults, who often access educational content through flexible and time-efficient digital formats.

Section IV. Barrier Analysis

4.1 Overview: Informational and Institutional Barriers

The findings of this local study demonstrate that the barriers preventing young people in Greece from participating in civic life are primarily informational, institutional, and motivational rather than legal or technological. Overall, respondents did not appear indifferent towards civic participation; instead, they expressed uncertainty regarding how participation actually works, how decisions are made, and whether their involvement could have a meaningful impact.

4.2 The Gap Between Rights Awareness and Practical Participation

Perhaps the most significant finding is the clear distinction between awareness of civic rights and the ability to exercise those rights. While more than half of the participants indicated that they generally understand their rights as young European citizens, only 24.4% reported that they both know they have the right to participate in local decision-making and understand the procedures required to do so. By contrast, 64.1% acknowledged that although they know they have the right to participate, they do not know how to become involved. This discrepancy highlights an important weakness in current civic education. Knowledge of rights alone is insufficient if young people lack practical guidance on the mechanisms available to exercise those rights.

4.3 Limited Institutional Literacy

The survey also revealed limited institutional literacy among participants. More than half of the respondents (53.8%) stated that they do not understand how citizens' proposals become local regulations or national legislation, while only 7.7% considered themselves well informed about these processes. These findings suggest that democratic institutions are often perceived as distant, complicated, and difficult to navigate. Without understanding how decisions are made or which institutions are responsible for different policy areas, young people are less likely to believe that their participation can produce tangible outcomes.

4.4 Access to Political Information

Another significant barrier identified through the survey concerns access to information. Participants consistently indicated that official political communication is often written in complex language that is difficult for young people to understand. Only a small proportion considered political information to be easily accessible, while the majority believed that official communication is understandable only in certain cases or is generally too technical. This finding suggests that improving civic participation requires not only creating opportunities for engagement but also ensuring that information about these opportunities is communicated in a language that is clear, concise, and relevant to young audiences.

4.5 Perceived Political Efficacy

The responses also indicate that perceptions of effectiveness influence participation. Many respondents expressed uncertainty regarding whether their opinions would actually influence public decisions. This reflects a broader issue of political efficacy, namely the belief that individual actions can contribute to meaningful social or political change. When young people perceive decision-making processes as opaque or inaccessible, they may become discouraged from participating, even if formal participation opportunities exist.

4.6 Time Constraints and Practical Obstacles

Time constraints also emerged as an important practical obstacle. Many participants reported balancing higher education, employment, family responsibilities, or multiple commitments simultaneously. As a result, civic participation is often perceived as an additional responsibility rather than an integrated part of everyday life. This finding suggests that future civic engagement initiatives should offer flexible participation opportunities that can be easily integrated into young people's daily routines.

4.7 Exclusion Among Vulnerable Groups

Although the overall level of perceived exclusion was relatively low, the findings nevertheless reveal that approximately one-quarter of respondents experience exclusion at least occasionally. Feelings of exclusion may arise from socioeconomic conditions, educational inequalities, limited access to opportunities, or perceptions that certain groups are underrepresented within democratic processes. Even relatively low levels of exclusion deserve attention because they may gradually reduce trust in public institutions and discourage future participation.

4.8 Summary of Key Barriers

Taken together, these findings suggest that the principal barriers to civic participation among young people in Greece are not related to a lack of interest in democracy. Instead, they reflect limited practical knowledge, insufficient understanding of institutional processes, inaccessible communication, uncertainty regarding the impact of participation, and everyday practical constraints. Addressing these barriers requires educational approaches that emphasise practical civic competence rather than simply increasing awareness of democratic values.

Section V. Gaming Preferences

5.1 Familiarity and Comfort with Gaming

The survey demonstrates that game-based learning has considerable potential as a tool for civic education among young people in Greece. Most participants reported playing digital games at least occasionally, indicating that games already constitute a familiar

and accepted part of their daily lives. Consequently, educational games are unlikely to be perceived as unfamiliar or intimidating learning environments.

5.2 Diversity of Game Format Preferences

One particularly encouraging finding is that respondents did not limit themselves to a single type of game. Instead, they reported enjoying a wide variety of digital and analogue games, suggesting that they appreciate different forms of interaction depending on the learning context. This diversity provides flexibility for the development of the KEY-YOU game, which may combine narrative gameplay, collaborative activities, strategic decision-making, quizzes, simulations, and problem-solving challenges within a single learning experience.

5.3 Preferred Session Duration

Participants also demonstrated clear preferences regarding gameplay duration. The largest proportion preferred educational sessions lasting between 20 and 45 minutes, while shorter sessions of less than 20 minutes were also viewed positively. Only a relatively small proportion expressed interest in sessions exceeding one hour. These findings indicate that educational content should be divided into manageable modules that allow learners to complete meaningful objectives within a relatively short period of time. Such a modular structure would also facilitate classroom implementation, youth workshops, and independent learning.

5.4 Preferred Gameplay Mechanics

Another important finding concerns the types of gameplay mechanics that participants found most engaging. Rather than preferring passive information delivery, respondents consistently favoured interactive experiences involving storytelling, realistic scenarios, cooperation, decision-making, problem-solving, and immediate feedback. This suggests that young people prefer learning by doing rather than learning through lengthy explanations or static informational content.

5.5 Implications for Experiential Learning Design

The popularity of narrative-driven experiences is particularly relevant for civic education. Storytelling enables players to experience the consequences of democratic decisions from multiple perspectives, encouraging empathy and critical thinking while making abstract institutional concepts more concrete. Similarly, cooperative gameplay reflects the collaborative nature of democratic participation itself, reinforcing the importance of dialogue, negotiation, and collective problem-solving.

The survey findings therefore support the use of experiential learning principles within the KEY-YOU project. Rather than presenting civic education as a collection of facts to memorise, the game should encourage players to actively explore democratic systems, experiment with different decisions, and observe the consequences of their actions.

Such an approach is likely to increase both engagement and long-term knowledge retention.

Section VI. Recommendations for the Design of the KEY-YOU Game

The findings of this local study provide several important recommendations that can directly inform the design and development of the KEY-YOU educational game.

6.1 Emphasis on Practical Civic Participation

The game should place particular emphasis on practical civic participation. Since many respondents already recognise that they possess democratic rights but do not know how to exercise them, gameplay should focus on demonstrating concrete participation mechanisms. Players should learn not only what their rights are but also how they can attend public consultations, communicate with local authorities, submit proposals, participate in youth councils, organise community initiatives, or contribute to European democratic processes.

6.2 Realistic Institutional Simulations

The game should explain democratic institutions through realistic simulations rather than theoretical instruction. Players could assume the roles of citizens, municipal councillors, youth representatives, community leaders, journalists, or policy-makers, allowing them to understand how decisions are negotiated, debated, and implemented. By experiencing democratic processes directly, players are likely to develop a deeper understanding of institutional structures than through traditional educational materials alone.

6.3 Narrative-Driven Civic Dilemmas

The game should adopt a narrative-driven structure in which players encounter realistic civic dilemmas that require critical thinking and ethical decision-making. Rather than rewarding only correct answers, the game should demonstrate that democratic participation often involves balancing competing interests, evaluating evidence, negotiating with others, and considering the long-term consequences of public decisions.

6.4 Modular, Session-Length-Appropriate Content

The survey also suggests that gameplay should remain concise and flexible. Since the preferred session length is between 20 and 45 minutes, the educational content should be organised into independent chapters or missions that can be completed individually while contributing to a broader storyline. This modular approach would increase accessibility for both formal educational settings and informal youth activities.

6.5 Interactive Mechanics and Replayability

Participants' preference for meaningful interaction further indicates that the game should incorporate branching narratives, multiple decision pathways, achievement systems, progress tracking, immediate feedback, and opportunities for replay. Such mechanics would encourage exploration and reinforce learning through experimentation rather than memorisation.

6.6 Accessibility and Plain-Language Design

Accessibility should also remain a central design principle. The game should use clear language, intuitive navigation, and inclusive visual design while avoiding unnecessary institutional jargon. Since the survey highlighted the complexity of political communication as a significant barrier, the educational content should demonstrate that civic participation is understandable and accessible to everyone regardless of educational background.

6.7 Inclusive Representation

Finally, the game should promote inclusiveness by representing young people from diverse social, cultural, educational, and economic backgrounds. The survey indicates that while many participants do not frequently experience exclusion, a considerable minority continue to encounter barriers to participation. Inclusive character representation, multiple perspectives, and accessible gameplay can therefore contribute to creating a learning environment in which all players feel represented and empowered.

Section VII. Conclusion

The present local study provides valuable insights into the perceptions of young people in Greece regarding civic participation, democratic processes, and game-based learning. Overall, the findings indicate that young people recognise the importance of democratic participation and generally possess a positive attitude towards civic engagement. However, substantial gaps remain between theoretical awareness of civic rights and the practical knowledge required to exercise those rights effectively.

The study demonstrates that the principal obstacles to participation are insufficient understanding of democratic institutions, limited practical knowledge of participation mechanisms, inaccessible political communication, and uncertainty regarding the impact of individual contributions. These barriers suggest that future educational initiatives should focus not only on increasing awareness but also on developing practical civic competences and confidence.

The findings further demonstrate that game-based learning represents a highly promising approach for addressing these challenges. Participants expressed strong preferences for interactive, narrative-based learning experiences that encourage exploration,

collaboration, and decision-making within realistic scenarios. Educational games that integrate civic knowledge naturally into engaging gameplay are therefore well positioned to increase motivation while simultaneously strengthening democratic understanding.

The recommendations presented in this report provide an evidence-based foundation for the development of the KEY-YOU educational game. By responding directly to the experiences, preferences, and learning needs identified through this research, the game has the potential to become an effective educational tool capable of improving civic literacy, encouraging democratic participation, and empowering young people to become active, informed, and responsible citizens within both Greece and the wider European community.

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