



Creative Knowledge & Diversity-oriented Engagement for Youth UNLOCKED Participation

PYLON ONE Local Study Report

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 PYLON ONE's Contribution

This report presents the findings of the local study conducted by PYLON ONE within the framework of the Erasmus+ project KEY-YOU: Creative Knowledge and Diversity-oriented Engagement for Youth UNLOCKED Participation. KEY-YOU is a two-year EU-funded initiative delivered by a consortium of five partner organisations, of which PYLON ONE is the Greek partner responsible for outreach, dissemination and reporting on this segment of the study. The project aims to strengthen civic participation, equality and inclusion among young people, particularly those from under-represented backgrounds.

As part of the wider Greek country data collection effort within the KEY-YOU consortium, PYLON ONE administered the common project questionnaire through its own dissemination channels and networks, gathering 76 valid responses from young people aged 18 to 30. This dataset complements the parallel local study carried out by fellow consortium partners and contributes an additional, independently sourced sample to the overall Greek evidence base that will inform the design of the KEY-YOU educational game.

The objective of this report is twofold: first, to analyse PYLON ONE's respondent data on civic knowledge, perceived barriers and youth participation; second, to translate these findings into actionable design recommendations for the KEY-YOU digital escape game and its companion flashcard deck, in a manner consistent with the common methodology agreed by the consortium.

The report is structured as follows: Section II outlines the research design and methodology; Section III presents the survey results; Section IV analyses the structural and psychological barriers to youth participation; Section V evaluates gaming habits and preferences relevant to game-based learning (GBL) design; Section VI sets out design recommendations; and Section VII presents the report's conclusions.

1.2 Executive Summary

This report examines data from a quantitative survey of 76 young people aged 18–30, collected by PYLON ONE via an online questionnaire built on the common KEY-YOU consortium instrument. The findings point to a pronounced knowledge-action gap among this cohort. Only 26.3% of respondents agreed or strongly agreed with the statement that they understand their rights as young Europeans, while the majority (64.5%) placed themselves at the neutral midpoint of the scale — indicating widespread uncertainty rather than either confidence or outright unawareness.

This uncertainty compounds sharply at the procedural level. While 57.9% of respondents believe they have the right to express an opinion on a municipal regulation affecting young people, only 7.9% of the full sample both know they have this right and know how to exercise it; fully 50.0% know the right exists but have no idea how to act on it. Institutional literacy is similarly limited: half of all respondents (50.0%) report no understanding at all of how a citizen's proposal becomes an official law or local regulation, and only 5.3% consider themselves fully familiar with the process.

The barriers driving this disconnection are informational and procedural rather than a lack of interest. **Not knowing where or how to begin** is the single most cited obstacle (78.9%), closely followed by **the perceived complexity of language and bureaucratic procedure** (57.9%) — the two most frequently selected together

by the same respondents. A further 85.5% describe official political information as understandable only “depending on the topic,” and 31.6% report feeling socially or politically excluded at least occasionally because of their gender, background or identity.

On gaming habits, the PYLON ONE sample shows a slightly different profile from the wider Greek dataset: board and party games are the single most popular format (73.7%), narrowly ahead of digital games (64.5%), with card games also well represented (36.8%). Respondents show a strong preference for cooperative gameplay (67.1%) and competitive mechanics (52.6%) over narrative content or puzzle-solving, and favour session lengths of 20–45 minutes (35.5%) or up to 60 minutes (30.3%).

These findings support the same overarching design direction identified across the KEY-YOU consortium: a plain-language, jargon-free interface; realistic simulations of civic and institutional processes; and modular, cooperative gameplay chapters sized to 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 by PYLON ONE 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. To ensure comparability across all participating countries and partner organisations, the research followed the common methodology and questionnaire agreed upon by the project consortium.

2.2 Questionnaire and Translation

The questionnaire administered by PYLON ONE used the same structure, wording, question sequence and response options as the common KEY-YOU instrument, translated into Greek and adapted for clarity for respondents aged 18–30. No modifications were made to the questionnaire structure, so that PYLON ONE's results remain directly comparable with those collected by other consortium partners.

2.3 Data Collection Platform and Dissemination Strategy

The questionnaire was built and administered in Google Forms, allowing participants to respond anonymously and at their convenience. PYLON ONE disseminated the survey link through its own social media channels, partner networks and direct outreach to youth groups, encouraging a snowball sampling approach in which respondents were invited to share the questionnaire further within their own networks.

2.4 Ethical Considerations

Participation was entirely voluntary and anonymous. Respondents were informed of the purpose of the research, the exclusive use of responses within the KEY-YOU project, and their right to discontinue the questionnaire at any stage without providing a reason. No personally identifiable information was collected.

2.5 Sample Characteristics

Data collection resulted in **76 valid responses**, all from respondents aged 18–30 (mean age 25.0, median age 25). The sample included students, employed young adults, and respondents combining study and work, drawn from both urban and rural areas of Greece, in line with the target group defined by the project.

2.6–2.8 Analysis and Limitations

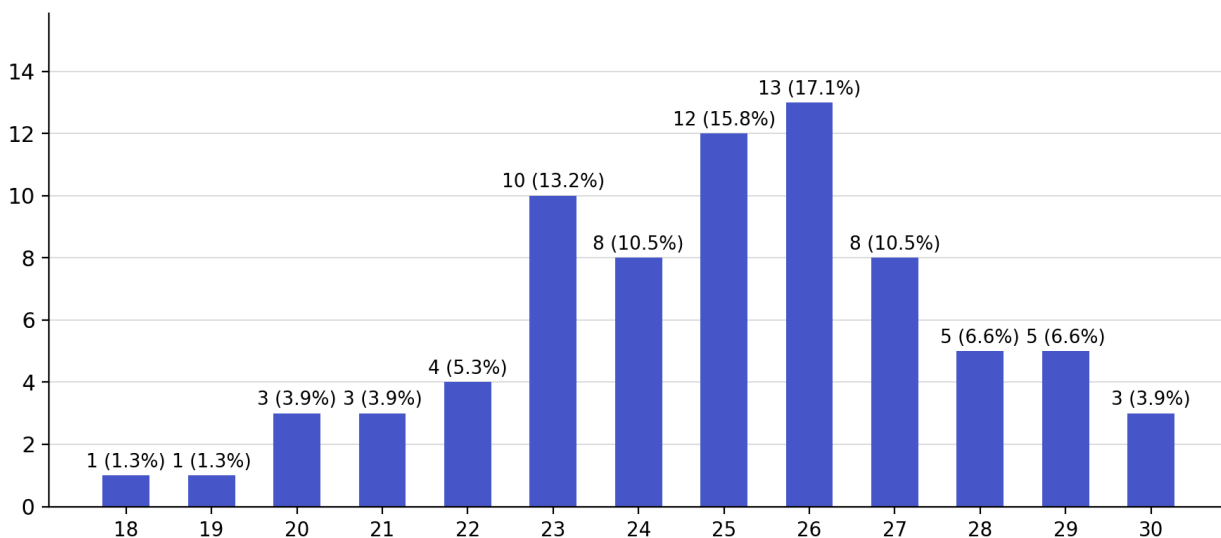
Survey responses were exported and reviewed for completeness before analysis. As in the parallel consortium study, the analysis presented here is descriptive and exploratory: it reports frequencies and percentages and interprets relationships between related questions (e.g. self-reported rights awareness set against procedural knowledge). The sample is not statistically representative of the Greek youth population as a whole, but it offers a reliable, independently sourced snapshot that — read alongside the parallel study conducted by other KEY-YOU partners — strengthens the evidence base underpinning the design of the KEY-YOU game.

Section III: Results

3.1 Demographic Profile of Respondents

A total of 76 valid responses were collected. The age distribution spans the full 18–30 target range, with the largest concentrations among 26-year-olds (17.1%), 25-year-olds (15.8%) and 23-year-olds (13.2%); the mean age of respondents is 25.0 years.

Figure 1. Age distribution of PYLON ONE respondents (n = 76).



Regarding gender, the sample is close to balanced, with women representing 52.6% of respondents (40 participants) and men 47.4% (36 participants); no respondent in this sample identified as non-binary or preferred not to disclose their gender.

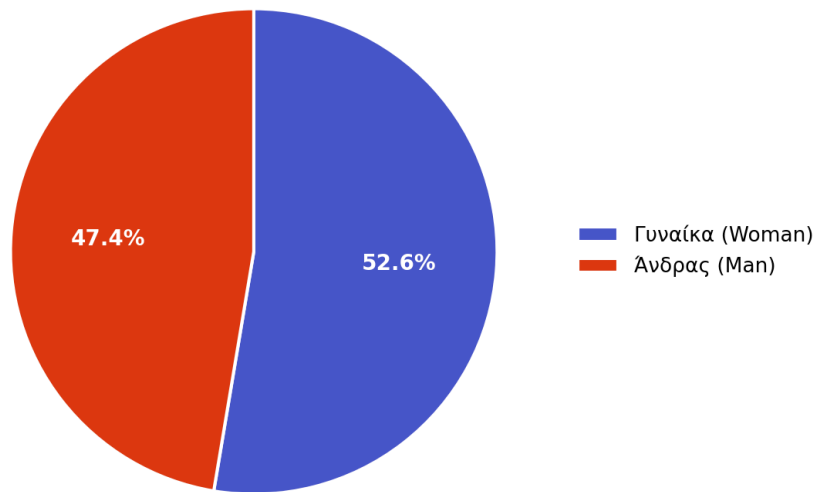


Figure 2. Gender distribution of PYLON ONE respondents.

On current status, the majority of respondents (73.7%) are employed full- or part-time, and 42.1% are studying at school or university; 13.2% are in vocational education or training, and a small number combine several of these statuses (percentages sum to more than 100% because respondents could select multiple options).

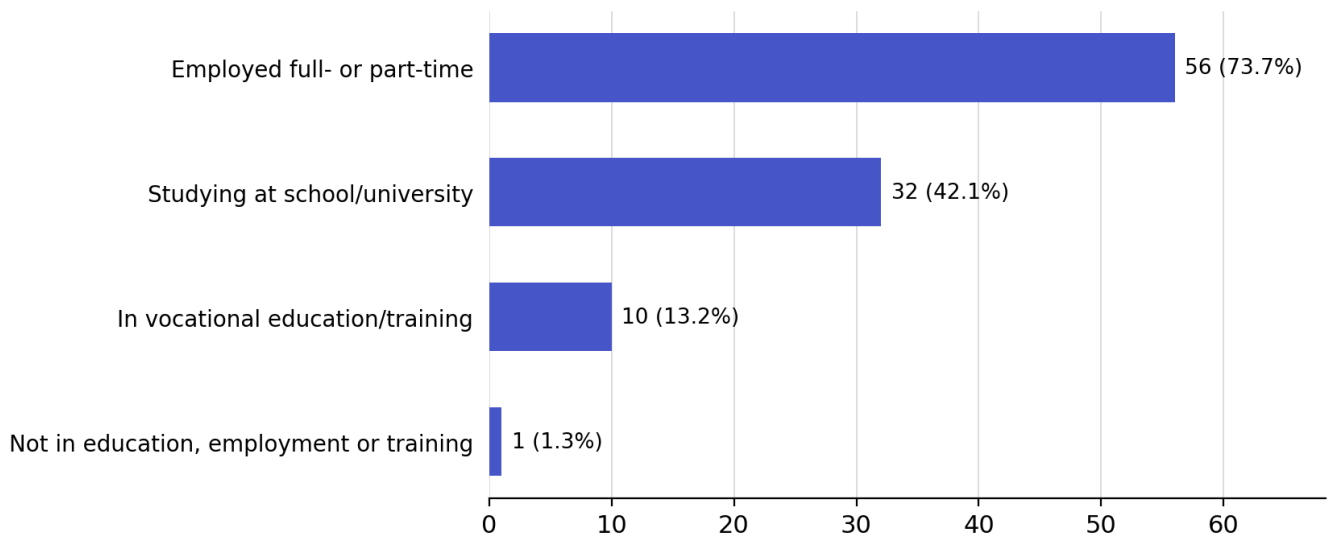


Figure 3. Current employment and educational status (multiple selection).

Geographically, the large majority of respondents (81.6%) reside in urban areas, with 18.4% living in rural communities — a somewhat more urban-skewed sample than the wider Greek country study, but consistent with PYLON ONE's largely city-based outreach network.

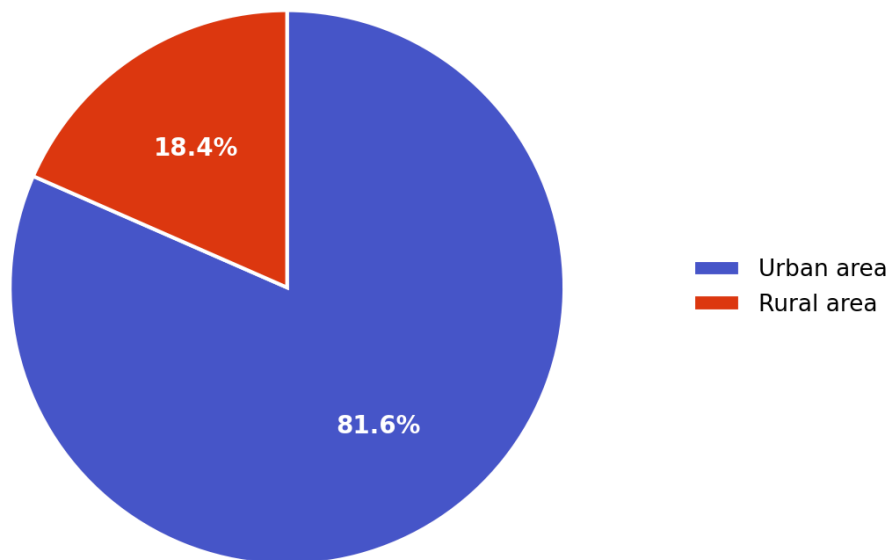


Figure 4. Place of residence of PYLON ONE respondents.

When asked whether they identified with groups that may face additional barriers to participation, 47.4% of respondents selected “none of the above.” Notably, 42.1% reported facing financial difficulties or coming from a low-income household — a substantially higher share than in the wider Greek country study — while smaller proportions identified as having a migrant or refugee background (6.6%), a disability or learning difficulty (2.6%), or belonging to an ethnic or cultural minority (1.3%).

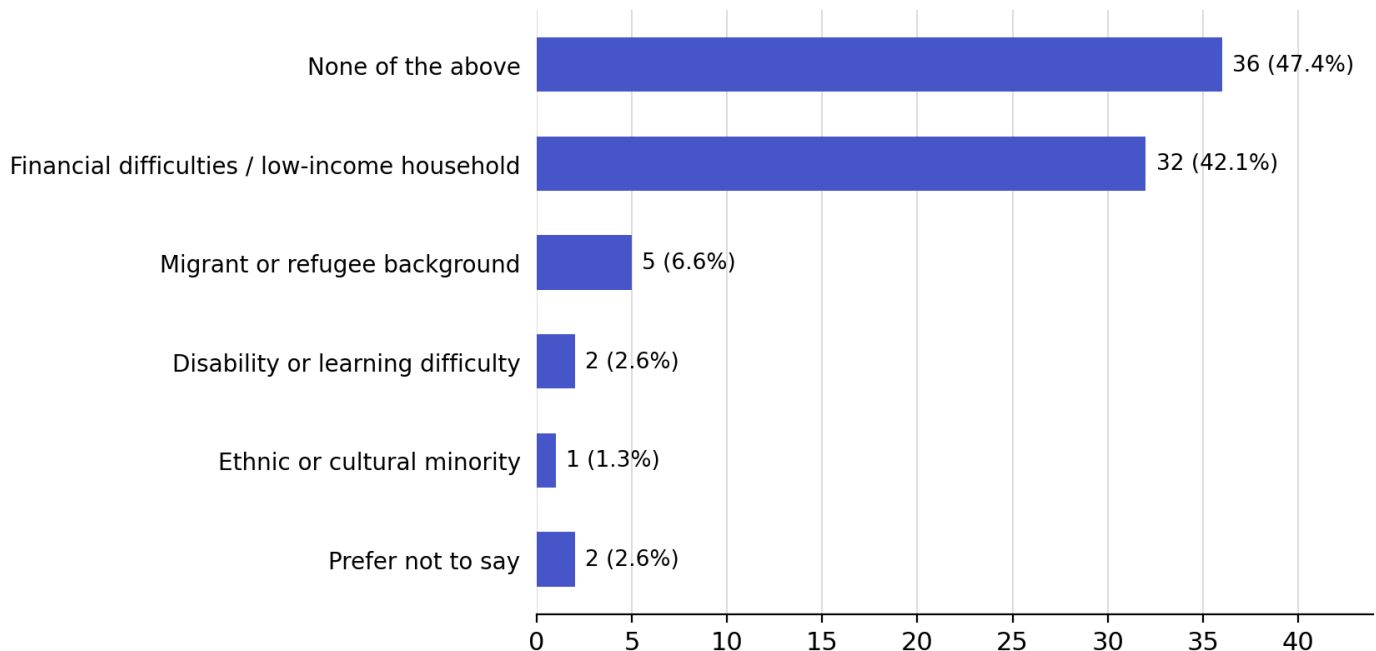


Figure 5. Self-identification with groups facing additional barriers (multiple selection).

3.2 Awareness of Civic Rights and Democratic Processes

Respondents were asked to rate their agreement with the statement “I understand my rights as a young person living in Europe” on a five-point scale. The results show a cohort that is predominantly uncertain

rather than confident: 64.5% selected the neutral midpoint, while only 26.3% agreed or strongly agreed and 9.2% disagreed. No respondent selected the lowest point of the scale.

6. Σε ποιον βαθμό συμφωνείτε με την παρακάτω δήλωση:
«Κατανοώ τα δικαιώματά μου ως νέος/νέα που ζει στην
Ευρώπη.»

Αντιγραφή γραφήματος

76 απαντήσεις

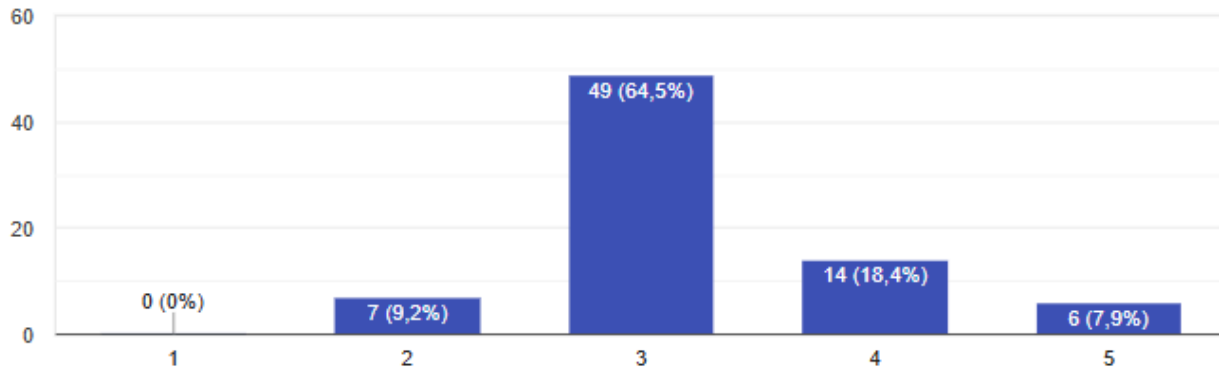


Figure 6. Self-reported agreement with “I understand my rights as a young person living in Europe” (n = 76).

To test whether this self-reported awareness translates into practical knowledge, respondents were asked whether they believed they had the right to express an opinion if their municipality introduced a regulation affecting young people. Only 7.9% reported both knowing they had the right and knowing how to exercise it. A further 50.0% knew the right existed but did not know how to act on it, 35.5% did not know whether the right existed at all, and 6.6% believed they did not have this right. This is a wider awareness-to-competence gap than reported in the parallel Greek country study, where 24.4% of respondents combined awareness with procedural knowledge.

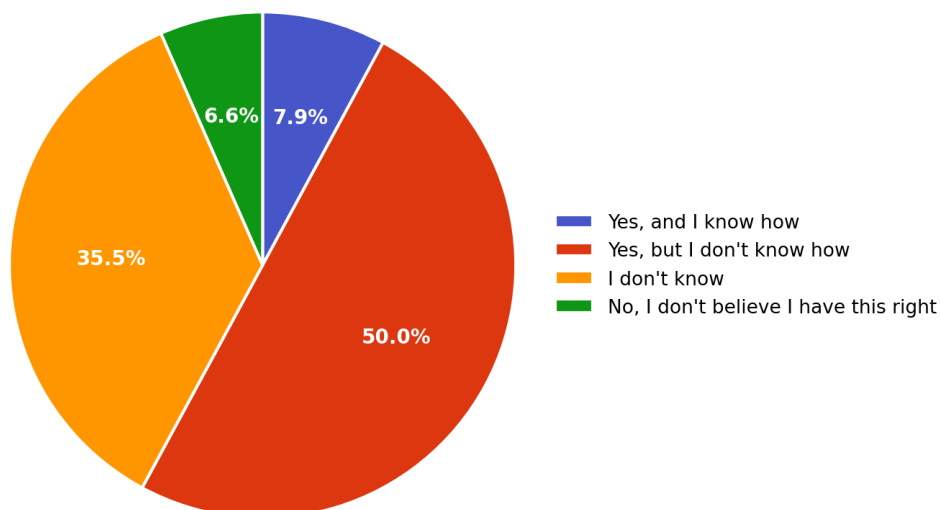


Figure 7. Knowledge of civic participation procedures at municipal level.

A similar pattern emerged when respondents were asked about their understanding of how a citizen's proposal becomes an official law or local regulation. Exactly half of respondents (50.0%) reported no

understanding of the process at all, 44.7% reported only a general picture, and just 5.3% considered themselves familiar with the actual stages involved.

10. Έχετε ποτέ αισθανθεί αποκλεισμένος/η από έναν κοινωνικό ή πολιτικό χώρο λόγω του φύλου, του υπόβαθρου ή της ταυτότητάς σας;

 Αντιγραφή γραφήματος

76 απαντήσεις

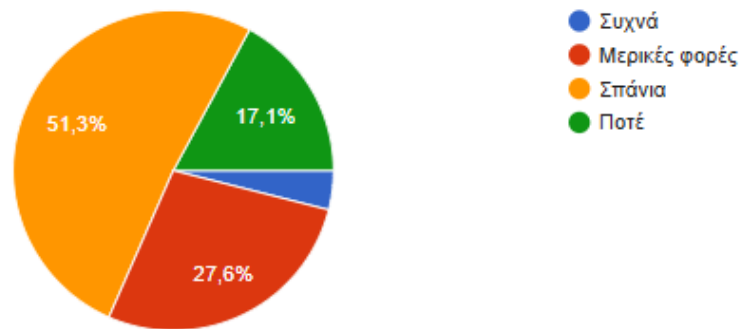


Figure 8. Understanding of how a citizen's proposal becomes law or local regulation (n = 76).

3.3 Barriers to Civic Participation

Respondents could select up to three factors preventing them from participating in local decision-making. Not knowing where or how to begin was by far the most common response (78.9%), followed by the perception that language and procedures are too complex and bureaucratic (57.9%) — the same 39 respondents (51.3% of the sample) selected precisely this pair together. Lack of time was the third most common barrier (27.6%), followed by a belief that one's opinion cannot really change anything (14.5%). Concerns about the safety or inclusiveness of participation spaces (2.6%) and lack of reliable internet access (1.3%) were rarely cited.

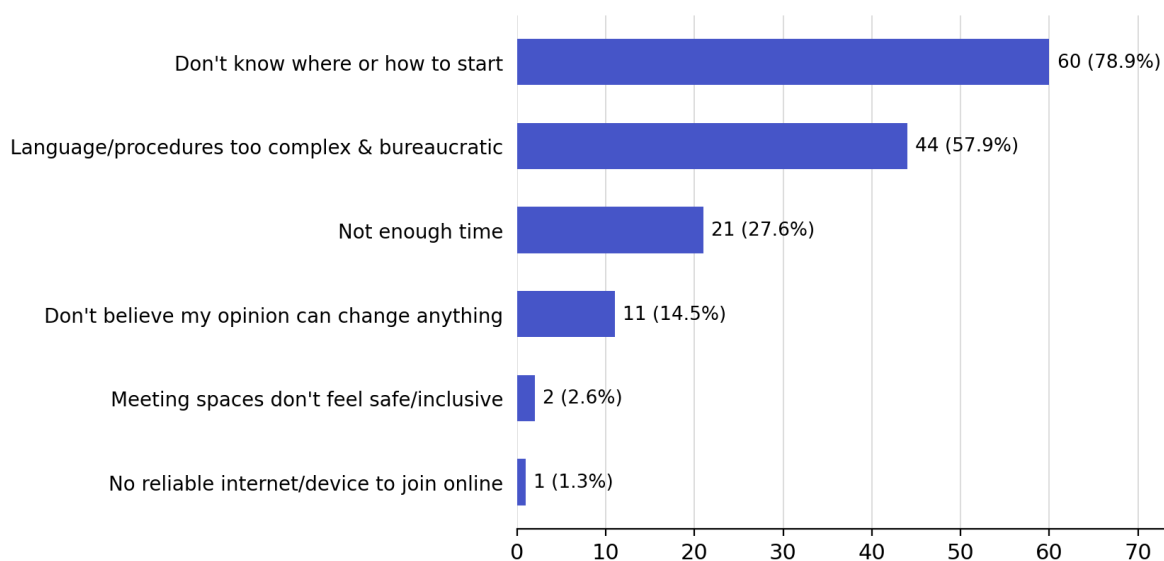


Figure 9. Reported barriers to civic participation (multiple selection, up to 3).

3.4 Experiences of Social and Political Exclusion

Respondents were asked whether they had ever felt excluded from a social or political space because of their gender, background or identity. Most respondents report this as rare rather than absent: 51.3% said it happens rarely and a further 27.6% said it happens sometimes, while 17.1% said never and 3.9% said often. Taken together, 31.6% of respondents experience at least occasional exclusion — a somewhat higher share than in the parallel Greek country study (25.7%), reinforcing the importance of inclusive design in the KEY-YOU game.

8. Γνωρίζετε, σε γενικές γραμμές, πώς μια πρόταση πολίτη μπορεί να εξελιχθεί σε επίσημο νόμο ή τοπικό κανονισμό;

 Αντιγραφή γραφήματος

76 απαντήσεις

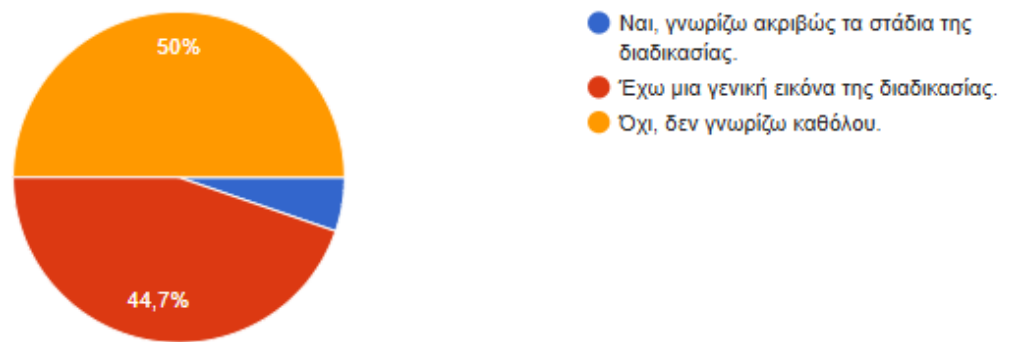


Figure 10. Frequency of respondents' experiences of social or political exclusion (n = 76).

3.5 Accessibility of Political Information

Respondents were asked whether official political information is written in a way young people can easily understand. Only 3.9% said yes; the large majority (85.5%) said this depends on the topic, and 10.5% said official information is usually too complex. In total, 96.1% of respondents perceive at least some degree of difficulty in understanding official political communication.

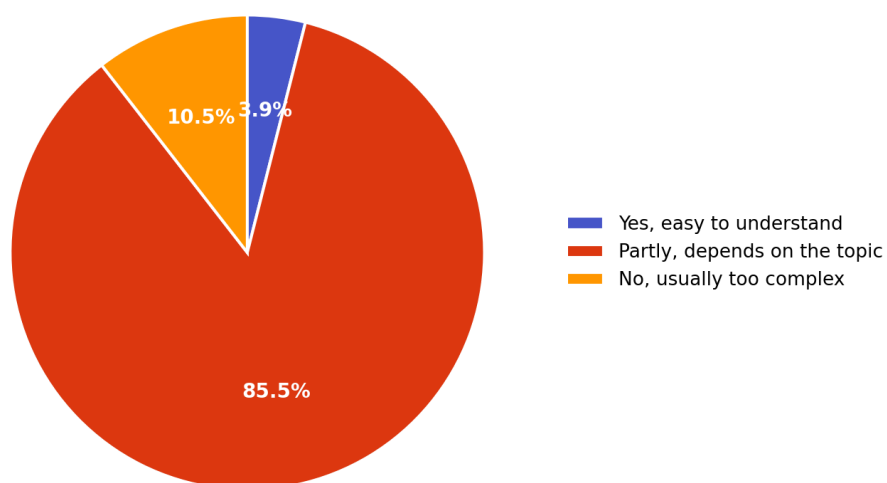


Figure 11. Perceived accessibility of official political information.

3.6 Gaming Habits and Preferences

The final section of the questionnaire explored gaming habits and attitudes towards educational games. In this sample, board and party games are the most popular format overall (73.7%), narrowly ahead of digital games (64.5%); card games are also well represented (36.8%), while tabletop role-playing games remain a niche interest (10.5%). This is a notable contrast with the wider Greek country study, where digital games led the ranking — suggesting that PYLON ONE's respondent base may be somewhat more oriented towards social, in-person play.

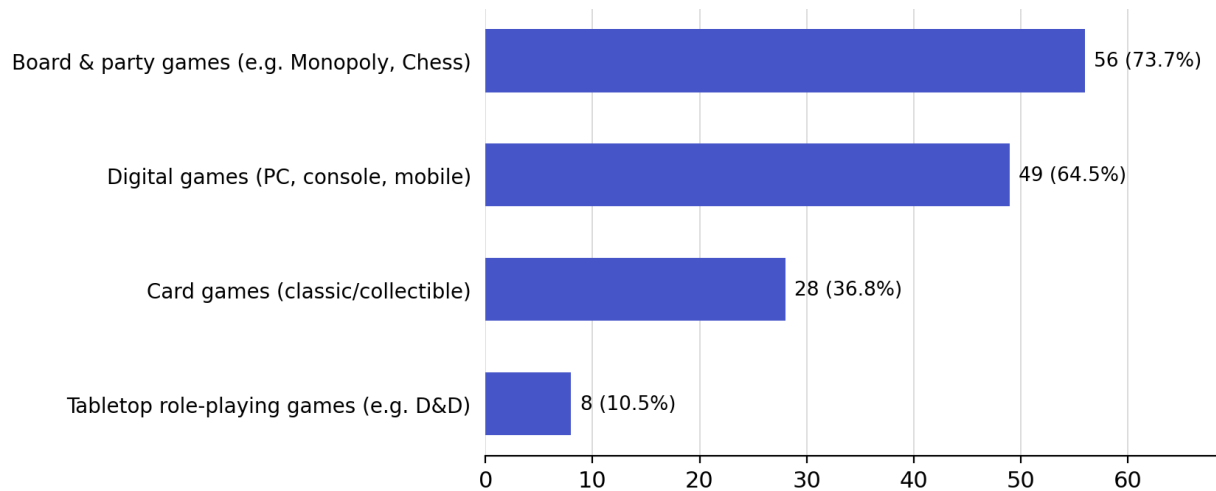


Figure 12. Distribution of preferred game types (multiple selection, up to 3).

Regarding frequency, most respondents play digital games several times a month (61.8%) rather than daily (9.2%) or several times a week (18.4%); 10.5% rarely or never play digital games. As with the wider consortium sample, the large majority of respondents have at least occasional experience with digital games, supporting the suitability of game-based learning as an educational approach for this audience.

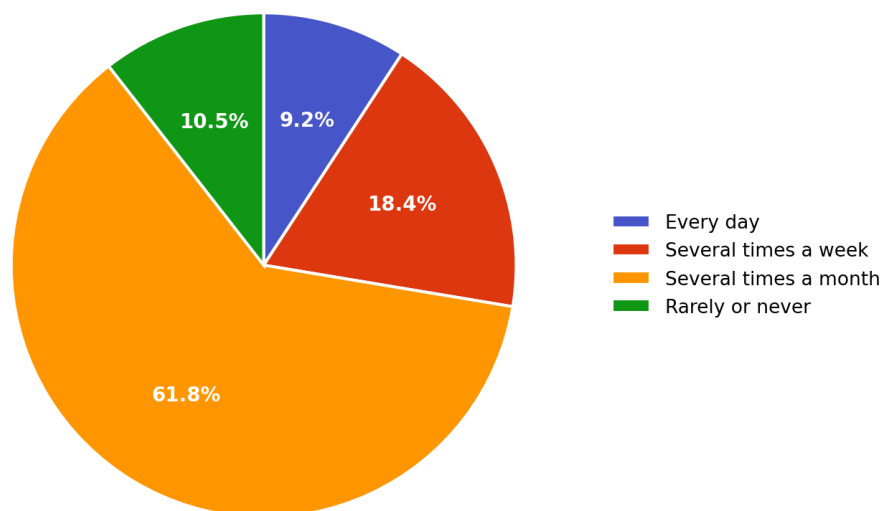


Figure 13. Frequency of digital game playing.

When asked which gameplay elements they enjoy most, respondents most valued cooperation with other players towards a shared goal (67.1%) and competition to win (52.6%), ahead of narrative content (35.5%) and complex puzzle-solving (28.9%). This points towards a stronger emphasis on cooperative and competitive social mechanics than on story-driven content for this particular audience, without excluding narrative framing altogether.

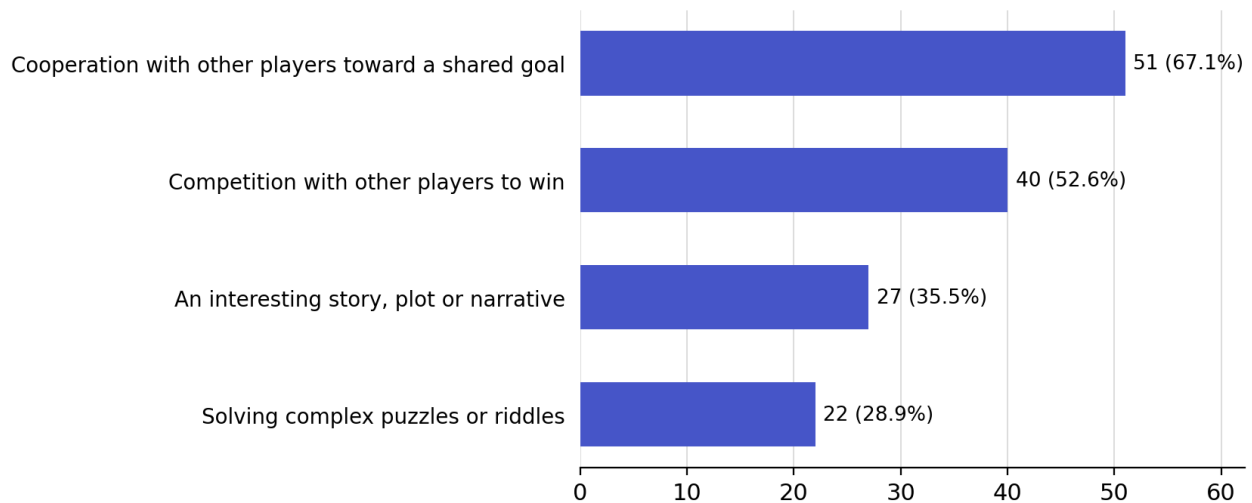


Figure 14. Preferred gameplay mechanics (multiple selection, up to 2).

Finally, respondents were asked how much time they would be willing to spend on a single educational gaming session. The most popular choice was 20 to 45 minutes (35.5%), closely followed by sessions of up to 60 minutes (30.3%); 26.3% preferred sessions under 20 minutes, and only 7.9% were willing to play for more than an hour.

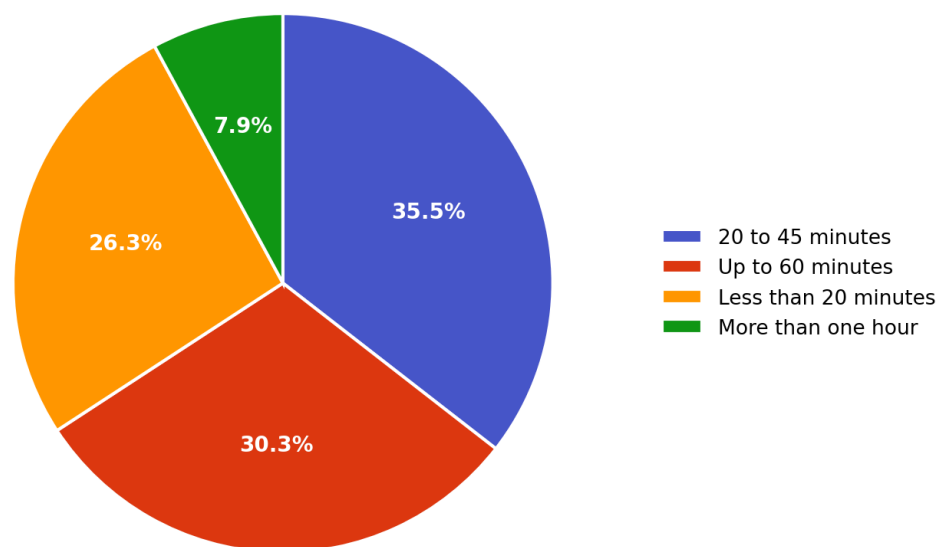


Figure 15. Preferred duration of educational game sessions.

Section IV: Barrier Analysis

4.1 Overview

The PYLON ONE data reinforce the central conclusion of the wider KEY-YOU consortium study: the barriers preventing young people in Greece from participating in civic life are overwhelmingly informational and procedural, not legal, technological, or motivational. Respondents are not indifferent to civic life — they are underinformed about how to engage with it.

4.2 The Awareness-to-Competence Gap

The clearest finding of this local study is the gap between believing one has civic rights and knowing how to exercise them. While a majority of respondents (57.9%) believe they have the right to weigh in on a municipal regulation, only 7.9% of the full sample also know the mechanism for doing so. This gap is wider in the PYLON ONE sample than in the broader Greek country study (where the equivalent figure was 24.4%), which may reflect differences in respondents' prior exposure to civic education or institutional engagement across the two dissemination channels.

4.3 Limited Institutional Literacy

Exactly half of respondents report no understanding at all of how a citizen's proposal becomes law or local policy, and only 5.3% consider themselves well informed on this point. As in the parallel study, this suggests that democratic institutions are widely perceived as distant and difficult to navigate, independent of whether young people value the underlying democratic process.

4.4 Access to Political Information

Communication complexity compounds the awareness gap: 96.1% of respondents find official political information at least partly difficult to understand, and only 3.9% consider it consistently accessible. Improving civic participation therefore requires not only creating opportunities to engage, but also communicating those opportunities in plain, youth-friendly language.

4.5 Time Constraints and Perceived Efficacy

Beyond the dominant informational barriers, over a quarter of respondents (27.6%) cite a lack of time, reflecting the practical pressures of combining study, work and other responsibilities; 14.5% doubt that their opinion can meaningfully influence outcomes at all, pointing to a secondary — though less dominant — issue of perceived political efficacy.

4.6 Exclusion

Nearly a third of respondents (31.6%) report at least occasional experience of social or political exclusion linked to gender, background or identity. Although this affects a minority of the sample, it is a large enough minority to warrant deliberate attention in the design of any civic education tool aimed at this cohort.

Section V: Gaming Preferences and Implications for Design

The PYLON ONE respondents are comfortable across both digital and analogue game formats, with a slight tilt towards board and party games over digital play — a useful signal that the KEY-YOU game and its companion flashcard deck should be designed as complementary rather than competing formats, since this audience already engages readily with tabletop, social gameplay.

Cooperative and competitive mechanics are both strongly preferred over narrative content and logic puzzles, suggesting that the KEY-YOU game should build its civic learning content around structured social interaction — negotiation, shared goals, and head-to-head decision points — rather than relying primarily on a linear story to carry the educational content.

Preferred session length (20–60 minutes for the majority of respondents) supports a modular design in which each gameplay chapter delivers a complete, self-contained civic scenario, allowing the game to be used flexibly in classroom settings, youth workshops, or independent play.

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

- Prioritise practical, step-by-step participation mechanics over abstract rights education — players should learn concretely how to submit a proposal, attend a public consultation, or contact a local authority, not simply that they are entitled to do so.
- Build realistic, simplified simulations of institutional decision-making, since half of respondents currently have no mental model at all of how a citizen's proposal becomes policy.
- Lead with cooperative and competitive social mechanics — team-based objectives, negotiation, and head-to-head decision points — reflecting this audience's stated gameplay preferences more strongly than narrative-first design.
- Use plain, jargon-free language throughout, directly addressing the finding that 96.1% of respondents find official political communication at least partly difficult to understand.
- Structure content into modular, 20–45 minute chapters that can be completed independently, matching respondents' preferred session length and supporting use in both classroom and informal youth-work settings.
- Design a companion physical/board-game element alongside the digital escape room, given this cohort's strong existing engagement with board and party games.
- Build in inclusive character representation and multiple perspectives, reflecting that nearly a third of respondents report at least occasional experience of social or political exclusion.

Section VII: Conclusion

This local study provides PYLON ONE's independent contribution to the KEY-YOU evidence base on youth civic participation and game-based learning in Greece. The findings confirm, and in several respects sharpen, the picture emerging from the wider consortium study: young people are broadly positive towards democratic participation in principle, but a substantial majority lack the practical, procedural knowledge needed to act on that interest. Only 7.9% of PYLON ONE respondents combine awareness of their right to participate with knowledge of how to do so, and half report no understanding at all of how citizen proposals become policy.

These gaps are driven by informational and communication barriers rather than a lack of motivation, reinforced by a real — if secondary — pattern of exclusion affecting close to a third of respondents. Combined with this cohort's clear preference for cooperative, socially-driven gameplay across both digital and analogue formats, these findings provide a concrete, evidence-based foundation for the design of the KEY-YOU game: a plain-language, modular, socially interactive tool that teaches young people not just what their civic rights are, but how to use them.