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GENERAL SECRETARIAT FOR VOCATIONAL EDUCATION, TRAINING, LIFELONG  
LEARNING AND YOUTH OF THE HELLENIC

# YOUTH AND EUROPE

## IDENTITY, GOALS AND THE FUTURE OF EUROPE

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Youth campaign  
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# INTRODUCTION

## Aim, importance and scope of the research

The research "*Young people and Europe: How young people perceive Europe and their identity within it – Sustainable Development Goals and young people*" aims to explore the identity of young people; their expectations of Europe and the way their national and European identity is formed.

Young residents of Greece aged 18-29 are the target population of the survey. These are people who are "native" European citizens from the moment of their birth. They therefore have a dual identity, one side of which lies on their country of origin and the other is based on the accession of their country of origin to the European Union. The study of the self-identification of young people through their Greek and European identity is even more significant in the post COVID-19 era, as the pandemic crossed the borders and demonstrated the common fate of the citizens of the world. Being European has defined many parameters when dealing with the pandemic, with practical interventions in the daily life of Greek citizens, as well as their access to forms of prevention, such as vaccination. The pandemic crisis, however, especially for young people, has occurred in a time sequence, preceded by a ten-year economic crisis in which Greeks, as members of the European Union, were put in the international spotlight as borrowers who relied on the political-economic mechanisms of the European Union to prevent the possibility of a national bankruptcy.



The aforementioned international events support the necessity for research that focuses on the shaping of the European and national identity of young Greeks. The focus on the age group of young people, in addition, attempts to limit the range of the target population in order to study in depth elements of self-identification of young people, as they are at a developmental stage of their life cycle that determines the formation of their adult identity.

This study is part of the national activities and events of Greece for the year 2022 as the [European Year of Youth](#).

The research focuses on the following thematic axes, the selection of which was based both on the subject of the research and on the [key objectives for youth](#) adopted by the European Union:

- ◆ National and European identity
- ◆ Joint European experiences
- ◆ Greece in Europe
- ◆ Entitativity
- ◆ Climate change
- ◆ Environment and climate
- ◆ Digital transition and rights
- ◆ European Youth Strategy



# THEORETICAL CONTEXT

The main theoretical considerations that guided the research design are defined as follows:

## **Building a common European experience and expectations from Europe**

According to recent studies ([Garton Ash, 2021](#)) younger generations of Europeans, socialised in an environment of unrestricted mobility and access to common educational and cultural programmes and goods, perceive the concept of Europe more positively than older generations ([Down & Wilson, 2017](#)). Thus, the particular importance that young people attach to key EU policies such as freedom of movement of people and goods, climate action, as well as the protection of rights and democratic freedoms in the Member States is recorded ([Flash Eurobarometer, 2022](#)). However, data show that besides intergenerational differences, there are also differences between different EU Member States ([Lauterbach & De Vries, 2020](#)). Our research explores the above, particularly in the context of current political and social developments (the pandemic, invasion of Ukraine, and so forth).

## **Perceptions through "blind" and "constructive" patriotism**

As far as young people's views on Greece and Europe are concerned, the source of theoretical reflection is the international theories of patriotism and the research approaches that highlight qualitatively different forms of patriotism. More specifically, our theoretical orientation is based on the distinction between "blind" and "constructive patriotism", which was first formulated and studied by the social psychologist R. T. Schatz and his colleagues ([Schatz, 1993; 1995, Schatz et al., 1999](#)). Blind patriotism is defined as the attachment to country characterised by unquestioning positive evaluation, staunch allegiance, and intolerance to criticism of the country. Constructive patriotism is defined as the attachment to country characterised by support for questioning and criticism of current practices in the country that are intended to result in positive change in order to improve one's country. The study of blind and constructive patriotism continued in the years to come. Specific measurement scales were developed and tested by scientists in a variety of cultural settings, such as the U.S. ([Barnes et al., 2015, Finell & Zogmaister, 2015, Huddy & Khatib, 2007](#)), Europe ([Rothì et al., 2005, Sekerdej & Roccas, 2016](#)), as well as other countries ([Davidof, 2010](#)). In this research, we attempt to record the two types of patriotism through questions concerning descriptions of scenarios where respondents are asked to take a position on solving dilemmas in the European Parliament.

## Entitativity of the European Union

A study on national and European identity concerns the participation of individuals in large-scale social categories, with a rather abstract outline, where the processes of integration and participation take place slowly and gradually over time. In this research we focus on the perceptions of young people for two social categories: Greece as a reflection of their national identity and Europe as a reflection of their integration into an overlying international group. The participants in the survey are native European citizens and have, in relation to the constitution of their identity, a fundamental Greek citizenship, but also a superordinate European citizenship, which includes the Greek one, given the fact that Greece is an EU member.

Attempting to understand the meaning that young people give to their status as European citizens and how they perceive the European Union, questions were asked that contribute to the investigation of the entitativity of Europe as a social category. Entitativity represents the extent to which a social group as a whole is perceived as a cohesive and single entity. It was first described by the social psychologist Campbell (1958) and concerns the social perception that individuals have of social groups. More specifically, Campbell focused on measuring the following characteristics that constitute the entitativity of a group: Proximity, Similarity, Common Fate and Connection. Entitativity has been linked to other theoretical concepts concerning the integration of individuals into groups, such as identification with group members, group cohesion and satisfaction from group participation (Blanchard et al., 2018). Research has shown that the larger (and more abstract) the social groups are, the lower the perception of entitativity of members of the groups is (Johnson et al., 2006). However, it has also been observed that large groups that constitute social categories, such as nationality, do not cease to contribute to the fulfillment of identity needs (e.g. self-esteem, sense of identity, discretion, uniqueness, individuality) (Crawford & Salaman, 2012).

## Perceptions of Democracy

Finally, with regard to the relationship of young people with Europe, we focus on their perceptions of democratic institutions and the role that Europe holds, both symbolically and institutionally, in defending them. Contemporary challenges to democracy, both outside and within the EU, have been the subject of very extensive analyses (Mair, 2013). The survey examines young people's perceptions of Democracy within the EU, as well as their priorities and expectations in relation to the emerging challenges of the 21<sup>st</sup> century <sup>[1]</sup>.

## EU priorities for youth

A [Resolution of the Council of the European Union and the Representatives of the Member States](#) in 18<sup>th</sup> November 2018 set out the European Union's Youth Strategy 2019-2027 on the basis of 11 European Youth Goals. The Youth Goals reflecting the European Union's vision to empower young people and support their future are identified as follows:

### 1) Connecting EU with youth:

Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.

### 2) Equality of all genders:

Ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person.

### 3) Inclusive societies:

Enable and ensure the inclusion of all young people in society.

### 4) Information and constructive dialogue:

Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.

### 5) Mental health and well-being:

Achieve better mental wellbeing and end stigmatisation of mental health issues, thus promoting social inclusion of all young people.

### 6) Moving Rural Youth Forward:

Create conditions which enable young people to fulfill their potential in rural areas.

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[1] See also: <https://cor.europa.eu/en/our-work/Documents/Youth%20Charter%2023%20fev%202022%20joint%20launch%20CoR%20EYF.pdf>.

**7) Quality employment for all:**

Guarantee an accessible labour market with opportunities that lead to quality jobs for all young people.

**8) Quality learning:**

Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

**9) Space and Participation for all:**

Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

**10) Sustainable Green Europe:**

Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

**11) Youth organisations and European programmes:**

Ensure equal access for all young people to youth organisations and European youth programmes, building a society based on European values and identity.

The aim of this research is to enable young people to participate in it, to prioritise the above for the European Union support for youth.

**U.N. Sustainable Development Goals and young people**

During the 70th United Nations General Assembly (25/10/2015) 17 Sustainable Development Goals were unanimously adopted with the aim of implementing them by 2030. The UN's goals focus on a variety of areas of people's daily lives. The special interest on youth is noted in the statements of Antonio Guterres, General Secretary of the UN, as expressed in the UN Regional Information Centre <sup>[2]</sup>:

*The Sustainable Development Goals are the path that leads us to a fairer, more peaceful and prosperous world, and to a healthy planet. It is also a call for solidarity between generations. There is no greater duty than to invest in prosperity of young people.*

[2] BA. <https://unric.org/el/17-%CF%83%CF%84%CE%BF%CF%87%CE%BF%CE%B9-%CE%B2%CE%B9%CF%89%CF%83%CE%B9%CE%BC%CE%B7%CF%83-%CE%B1%CE%BD%CE%B1%CF%80%CF%84%CF%85%CE%BE%CE%B7%CF%83/>

The 17 UN Sustainable Development Goals for 2030 are defined as follows:



It refers to eradicating poverty everywhere and reducing the proportion of men, women and children of all ages living in poverty. Emphasis is placed on social protection, equal rights on access to economic resources and basic services, such as suitable new technologies, financial services, including microfinance. Emphasis is also placed on creating stable policy frameworks that include strategies related to gender equality and in favour of the poorest.



It concerns the ending of hunger, food security, improving nutrition and promoting sustainable agricultural production. It aims to ensure that all people, especially the poor and people in vulnerable situations, including children, have access to safe, nutritious and adequate food throughout the year.



It aims to ensure a healthy life and promote well-being for all, at all ages. Sub-targets include: ending the epidemics of AIDS and other contagious diseases, reducing premature mortality from non-contagious diseases by one third through prevention and treatment, and promoting mental health and well-being. This goal also includes strengthening the prevention and treatment of substance abuse (drugs and alcohol) and reducing the number of global road deaths and injuries. Finally, it seeks to ensure universal access to sexual and reproductive health care, including family planning, information and education, and the integration of reproductive health into national strategies and programmes.



It focuses on ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all. Emphasis is placed on ensuring equal access for all women and men to affordable and quality technical, vocational and higher education, including universities. It also states the substantial increase in the number of young people and adults who have the right skills, including technical and vocational skills, for employment, decent work and entrepreneurship. The aim is to substantially expand at global level the number of scholarships available for developing countries, and mainly for the least developed ones.



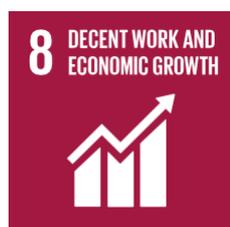
It emphasizes the acceleration of gender equality and the empowerment of all women and girls, the termination of discrimination and the elimination of all forms of violence and exploitation. It aims to ensure the complete and effective participation, as well as equal opportunities for women to take the lead at all levels of decision-making in political, economic and public life, but also to ensure universal access to sexual and reproductive health.



It concerns the assurance of universal and equal access to safe and affordable drinking water for all, as well as adequate and equal access to sanitary facilities. In addition, the aim is to improve water quality through the reduction of pollution, the integrated management of water resources, their protection and restoration.



It aims to ensure universal access to affordable, reliable and contemporary energy services, improve efficiency and increase the use of renewable energy sources. Particular emphasis is placed on international cooperation to facilitate access to clean energy research and technology.



The goal supports the promotion of developmental policies that support productive activities, the creation of decent job, entrepreneurship, creativity and innovation and encourage small and medium-sized enterprises to grow through access to financial services. In addition, the goal emphasises equal access to work and assurance of equal pay for work of equal value for all genders, young people and persons with disabilities.



It concerns investment in infrastructure such as: transport, irrigation, energy, information and communication technologies that contribute to achieving sustainable development for all. Infrastructure development is seen as a prerequisite for achieving a variety of other social goals, such as increasing productivity and incomes and supporting the health sector. Industrial development - combined with technological progress - can help generate income and raise living standards for all people.



It includes goals to reduce poverty by increasing the income of the poorest population, and promoting the social, economic and political inclusion of all, regardless of age, gender, disability, race, nationality, origin, religion, economic or other status. It provides for strengthening representation of developing countries in decision-making in global economic and financial institutions, as well as the provision of development aid and cash flows for these countries. Reference is also made to facilitating safe and responsible migration and mobility of people.



It addresses frequent challenges faced by cities, such as traffic congestion, lack of funds to provide basic services, lack of adequate housing and degradation of infrastructure. Specific goals concern the protection of the world's cultural and natural heritage, the protection of people from natural disasters, the improvement of the urban environment and the provision of universal access to safe and accessible public spaces, in particular for women and children, the elderly and persons with disabilities.



It concerns the promotion of resources and energy efficiency, promotion of sustainable infrastructure and provision of access to basic services, as well as green and decent jobs to ensure quality of life for all. Emphasis is placed on the management of natural resources, such as water, responsible energy consumption and responsible food consumption in order to reduce waste from food production. This target involves different actors, such as businesses, consumers, researchers, scientists, retail stores, the media, as well as policymakers.



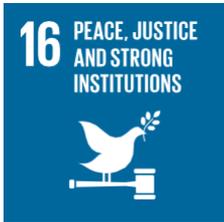
It includes the activation to address climate change by adopting measures in national policies, informing, and raising awareness of citizens for relevant actions at individual and collective level. It is also foresees the strengthening of the resilience of all countries to address risks and natural disasters stemming from climate change.



It focuses on protecting the sea as a global resource for a sustainable future. It includes the prevention and reduction of all forms of marine pollution, the sustainable management and protection of marine and coastal ecosystems and the effective regulation of fishing harvests in order to protect the marine environment.



It emphasizes the protection of forests threatened by desertification and deforestation due to human activity and climate change. Forests are identified as a valuable resource that contributes to the fight against climate change and provides food security to indigenous peoples, protecting them from poverty. It seeks to ensure the conservation, restoration, and sustainable use of forest ecosystems and to protect biodiversity.



This goal aims at sustainable development through the promotion of peaceful and inclusive societies, which ensure equal access to justice, as well as effective institutions at all levels. It seeks to reduce all forms of violence, corruption, and bribery, as well as to ensure an effective rule of law for all. Emphasis is placed on providing legal identity to all, but also on protecting fundamental freedoms and ensuring public access to information.



The last objective emphasizes cooperation between governments, the private sector and civil society as a necessary condition for achieving all the objectives of the UN agenda for sustainable development. The following are highlighted: the mobilisation to attract financial resources, cooperation at international level concerning transferring of technology and knowledge, as well as the development of relevant capacities in all countries, and the equal participation of states in a fair trade.

For the present survey, the 17 UN Sustainable Development Goals constitute an inspirational framework for investigating the research results.

# THE SURVEY DESIGN

## DATA COLLECTION:

Quantitative survey with online completion of a structured questionnaire (CAWI)

## TARGET POPULATION:

People aged 18-29 registered in an online panel

## GEOGRAPHICAL COVERAGE:

Nationwide (Greece)

## SAMPLE SIZE:

747 People

## SAMPLING:

Stratified sampling based on gender, place of residence in 4 areas (Attica, Central Greece, Northern Greece, Islands), and degree of urbanity (up to 2,500 inhabitants, 2,501-50,000 inhabitants, over 50,001 inhabitants).

## MAXIMUM STANDARD ERROR:

+/- 3.8% at 95% confidence interval

## FIELDWORK:

4-20 October 2022

**Note:** This report presents the raw data without applying weights/statistical adjustments.



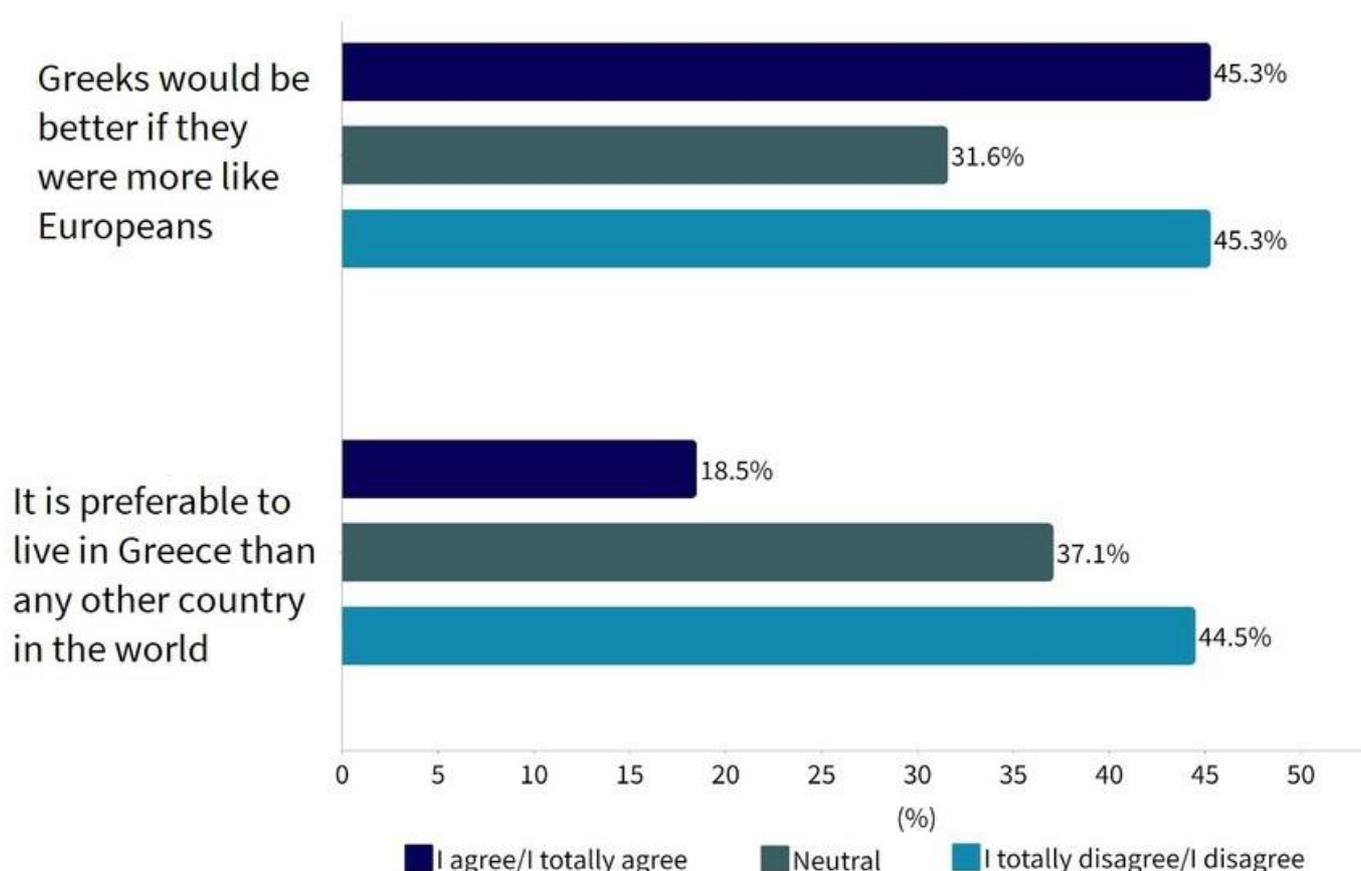
## I. NATIONAL AND EUROPEAN IDENTITY

In an attempt to capture the dual identity of the participants in the survey, both in terms of its National and European dimension, we asked young people questions regarding the following: i) how do they value Greece and the Greeks compared to other countries, ii) what are they nationally proud of?

### Is it better to live in Greece than any other country in the world?

**Greece's superiority as one of the best countries to live in is not supported by the majority of respondents**, since 44.5% disagrees with this statement, while fewer than 2 out of 10 agree (18.5%) (Figure 1).

**Figure 1: View on Greece and Greeks in relation to others**



However, women (42.4%) more often than men (31.3%) tend to adopt the neutral position on the specific statement, while men (22.6%) agree with the statement more often than women (15.4%) (see Appendix). Significant differences in the views of respondents are documented in relation to their financial situation. Therefore, those who state that their economic situation is low tend to disagree (59.3%) with the statement, that Greece is the best country to live in. Also, the less one argues that being European is important to them, the more likely they are to agree that it is better to live in Greece than in any other country.

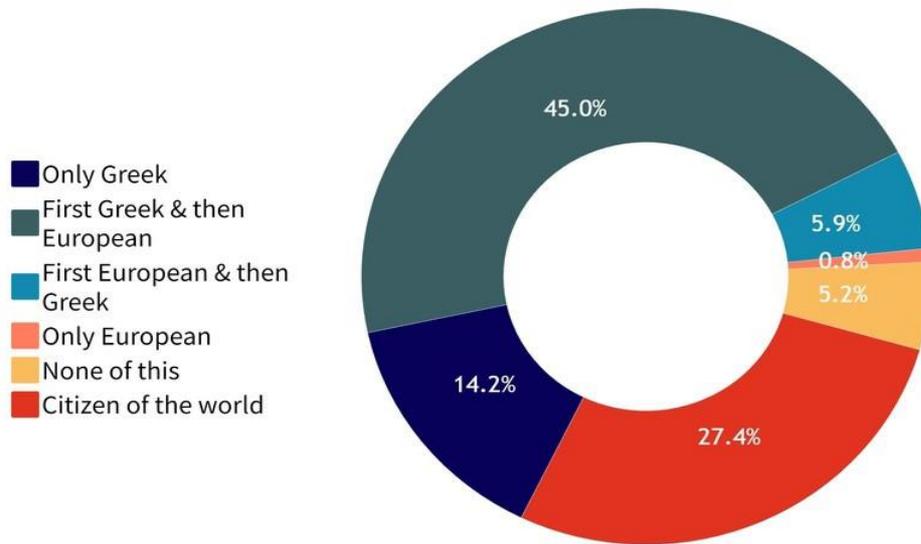
### Would Greeks be better if they were more like Europeans?

**The superiority of Greeks over other Europeans is also not prevalent**, since fewer than half of the respondents (45.3%) agree with such a statement ("Greeks would be better if they were more like Europeans"). However, women seem to support this statement more strongly than men (see Appendix). Answers to this question vary also depending on the respondents' age, educational level and support for European citizenship. More specifically, the statement that "Greeks would be better if they were more like Europeans" is supported more by: i) the younger age groups (46.3% of 18-24 year-olds versus 43.6% of 25-29 year-olds); ii) those with higher educational attainment (44.7% of those with a tertiary education degree and 45.9% of those still studying, compared to 43.8% of those with a secondary education degree), iii) and those who place more emphasis on their European citizenship (57.5% agree against 18% of those who are less supportive of European citizenship).

### What do young Greeks consider themselves?

When participants were asked to identify themselves, almost one in two (45%) self-identified as **"First Greek and then European"**, followed by "Citizens of the world (27.4%) and those who identify as "Greek Only" (Figure 2).

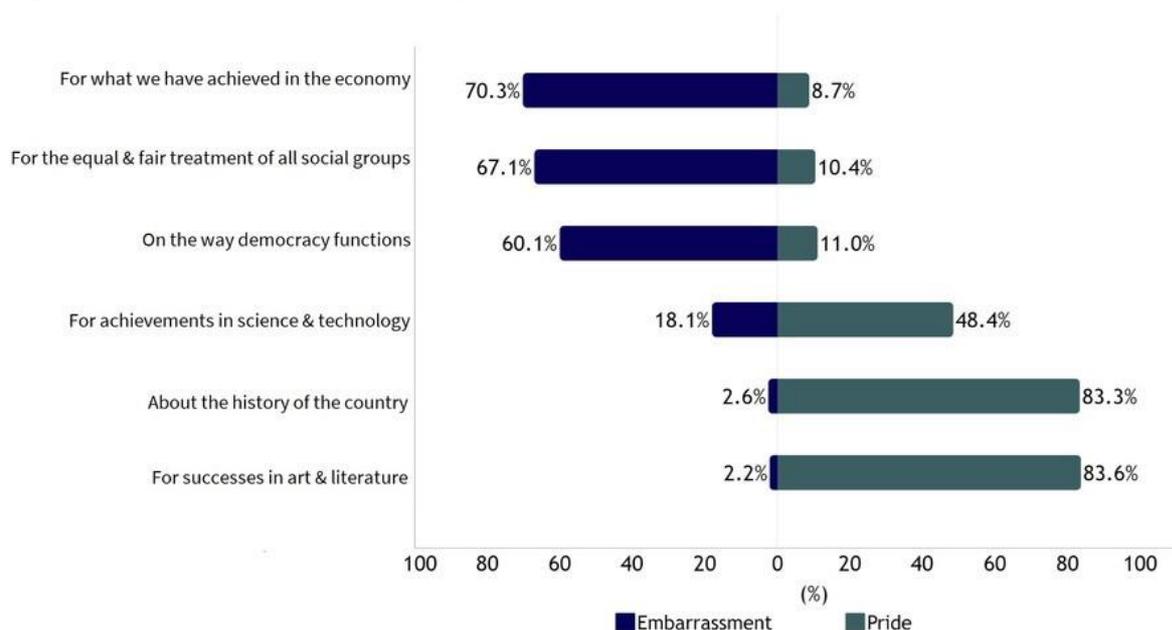
**Figure 2: Self-identification of national identity**



### What are they proud of in Greece?

Focusing on national identity, we asked respondents to comment on how they feel about certain things in Greece on a scale from one to ten, where one end indicates embarrassment and the other end pride. As shown in Figure 3, **national pride is based on Greece's successes in art and literature (83.6%)** and in the **history of the country (83.3%)**. On the contrary, the country's *economic situation (70.3%)*, *equality (60.1%)* and the *function of democracy* mostly erase feelings of embarrassment.

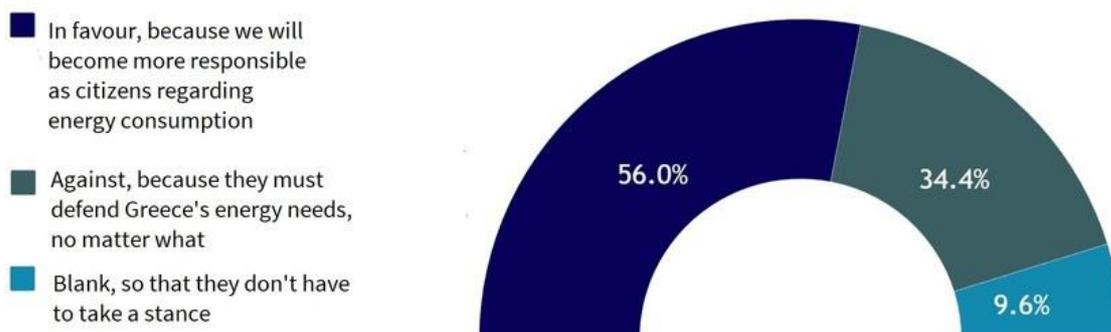
**Figure 3: Embarrassment and pride for Greece**



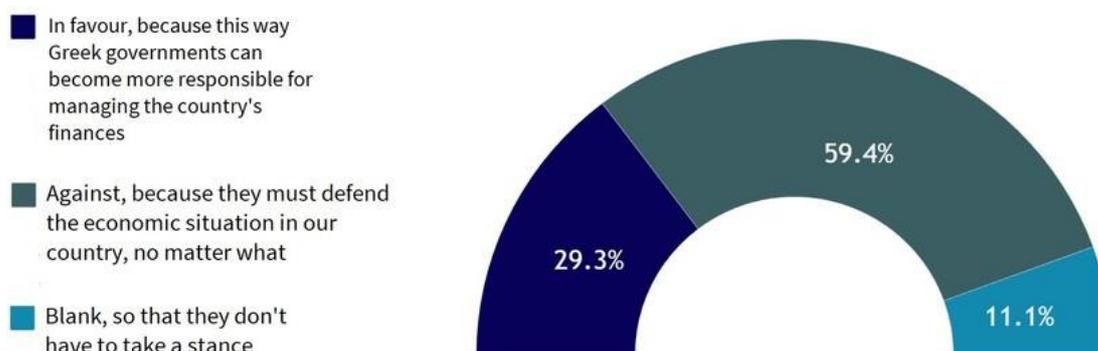
## Do young Greeks support Greece's positions in the European Parliament?

Through two scenario questions, the respondents were asked whether they would support Greece's position under all circumstances. The results show that the **respondents do not support their country no matter what but adopt a critical aspect depending on the issue.** So, in the case where the scenario mentions "Suppose that the issue of the energy crisis is being discussed in the European Parliament and that a 10% reduction in energy consumption has been proposed by all countries. What do you think Greek MEPs should vote for?", more than half (56%) argue that Greek MEPs should aim for a responsible energy consumption in the country (Figure 4). However, when it comes to cutting funding for Greece, almost 6 out of 10 (59.4%) support the country's economic interests (Figure 5). So, in the scenario "Suppose that the European Parliament is discussing the reduction of funding programmes for countries with a high budget deficit. What do you think Greek MEPs should vote?" the majority responds that Greek MEPs should vote against this decision, in order to defend the economic situation of the country in every way possible.

**Figure 4: Supporting Greece's position for energy savings**



**Figure 5: Supporting Greece's position for funding**

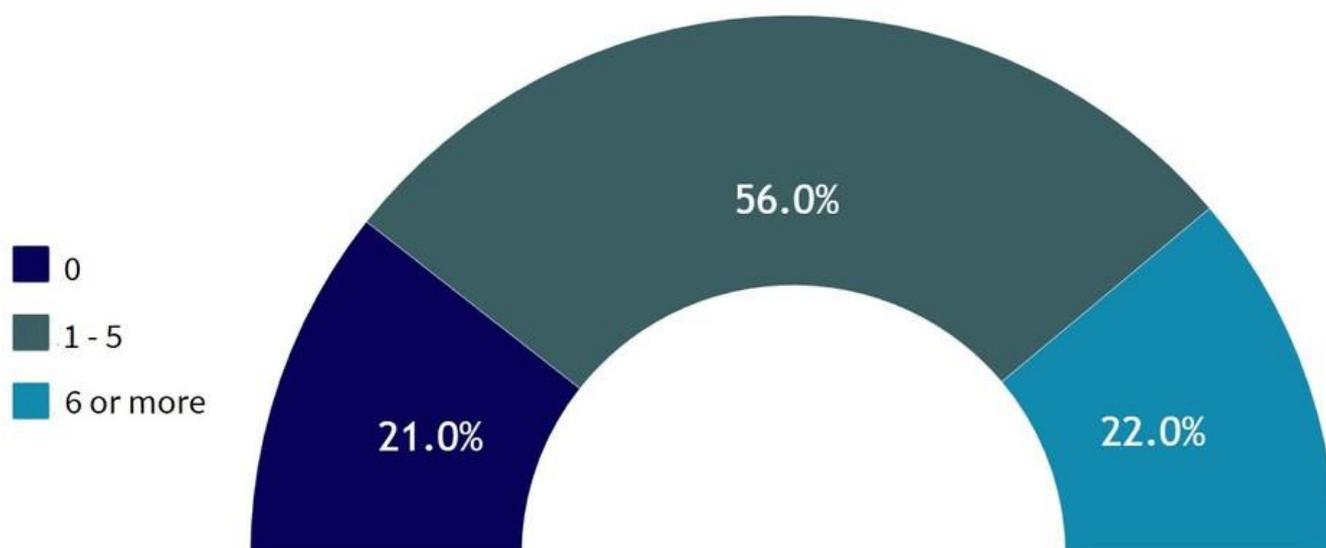


## II. COMMON EUROPEAN EXPERIENCES

### How much do young Greeks travel?

An important question about young people's image of Europe also concerns the kind of relative experiences they have. After a period of travel restrictions due to the pandemic, it was important to establish the extent and types of mobility of young people. **In total, almost 8 out of 10 (78%) young Greeks have travelled at least once to a EU country** (Figure 6). More specifically, more than half (56%) have made from one to five trips, while about 1 in 5 (22%) has made more than six. There is, however, a percentage of young people (21%) who have never travelled to another EU country. **The lack of travel experience is directly related to the age of the respondents**, since in those over 24 years of age the percentage drops to 15.3%, while in the youngest subgroup it rises to 24.7% (see Appendix). Possibly, this can be attributed to the mobility restrictions during the pandemic that prevented younger people from taking their first trips.

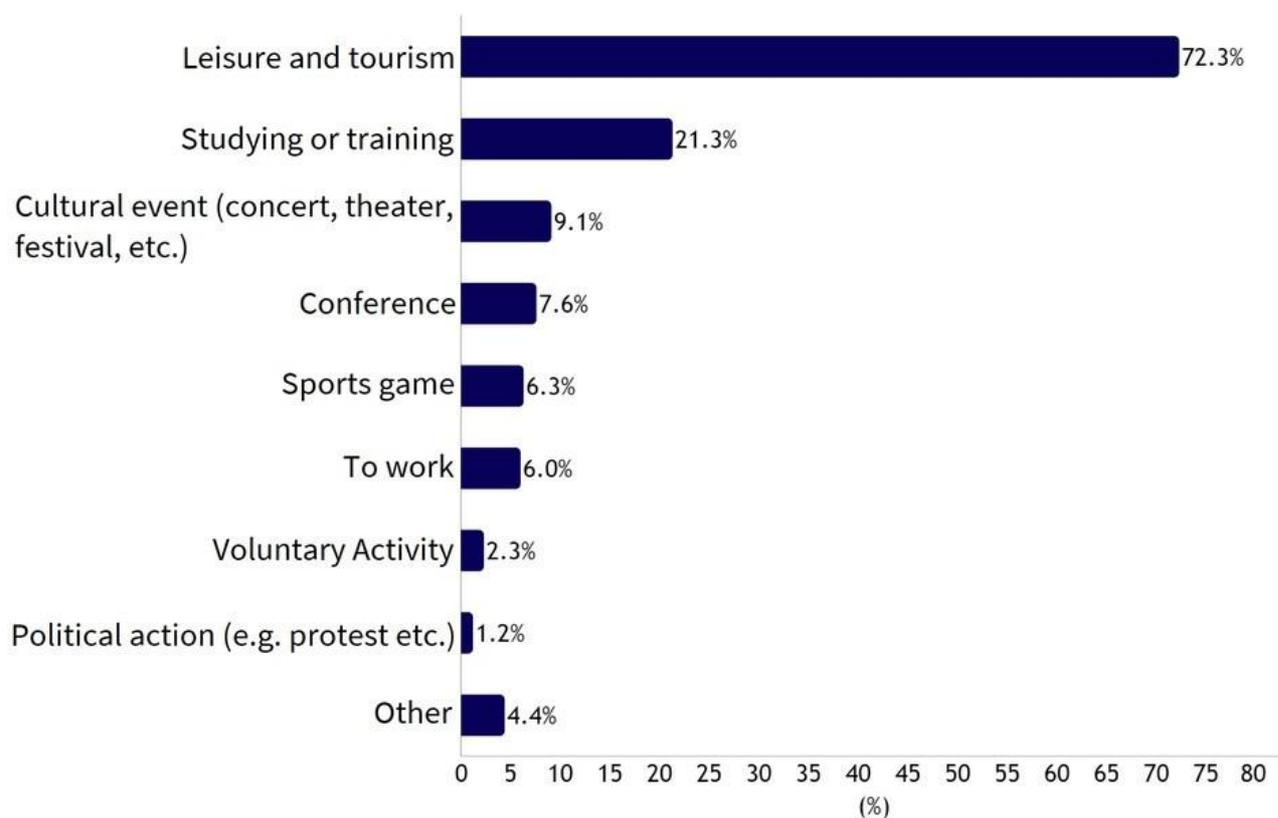
Figure 6: Number of trips to EU countries



## For what reasons do young Greeks travel?

According to answers to this question (Figure 7) the **main reason is leisure and tourism**, as more than 7 out of 10 (72.3%) selected this choice. However, more than 1 in 5 (21.3%) have travelled for studying or training.

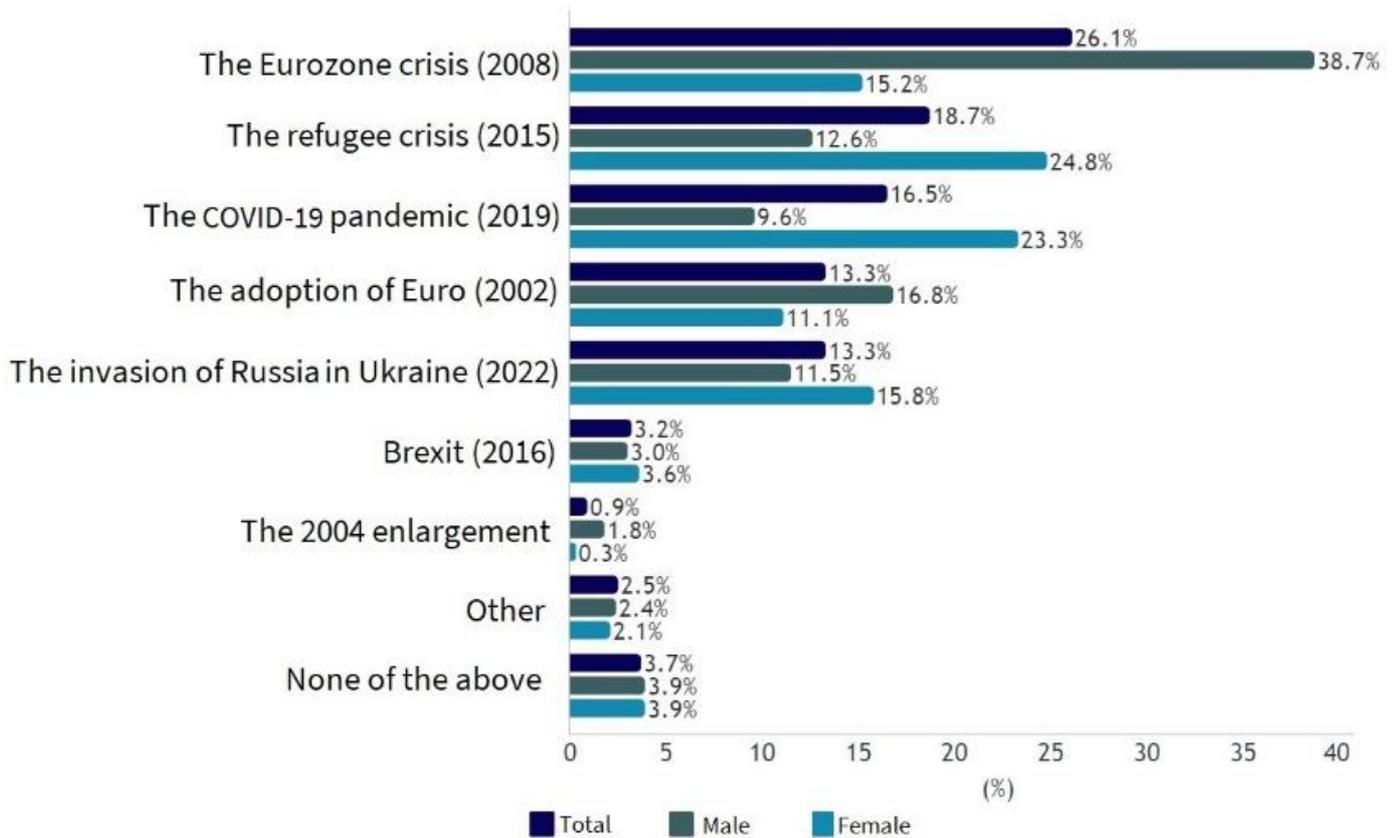
**Figure 7: Reasons for travel (multiple answers)**



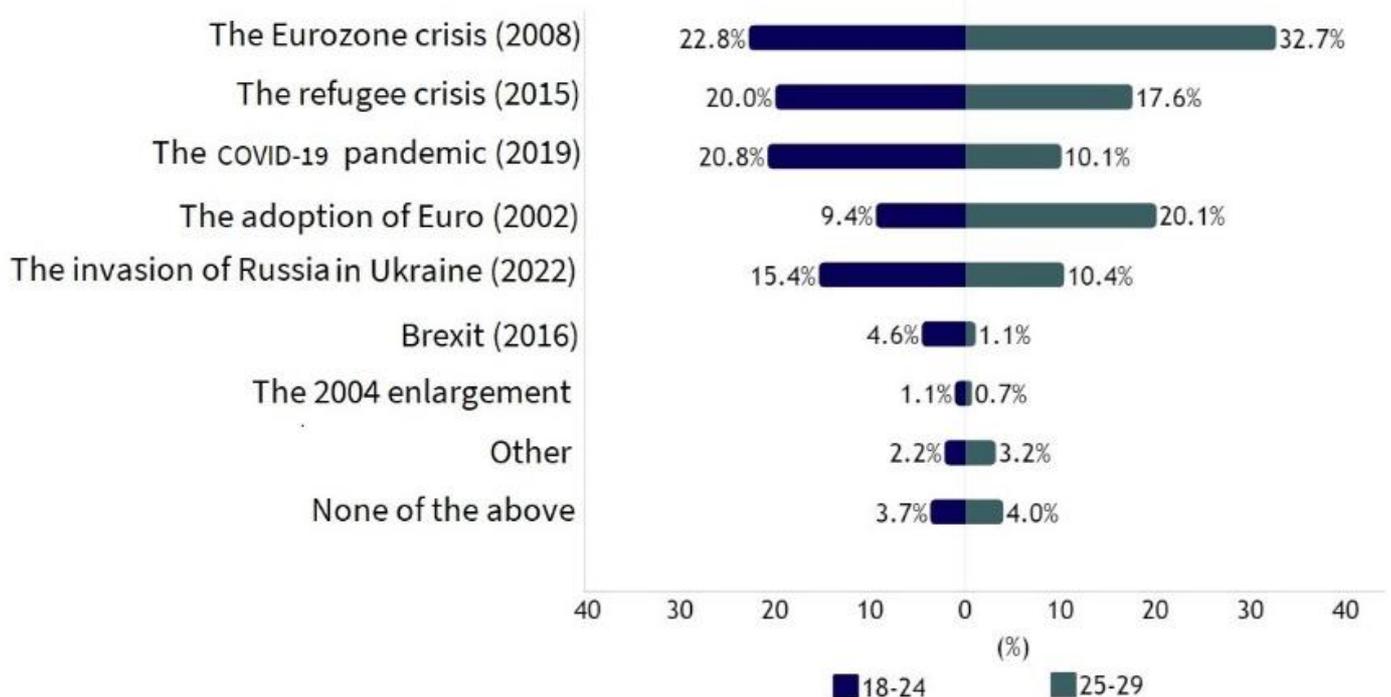
## Which European event shaped young people's image of Europe?

Just as travelling helps to gain European experiences firsthand, so can major social and political events contribute to the image that young people in Greece have of the EU. Overall, more than 1 in 4 young people (26.1%) have shaped their perception of the EU as a result of the Eurozone crisis. While, at the same time, both the refugee crisis and the pandemic emerged as events that shaped their image of Europe, chosen by 18.7% and 16.5% respectively (Figure 8).

**Figure 8: Which 21<sup>st</sup> century event has shaped young people's image of the EU? (Total and by gender)**



**Figure 9: The 21<sup>st</sup> century event that has shaped young people's perception of the EU by age**



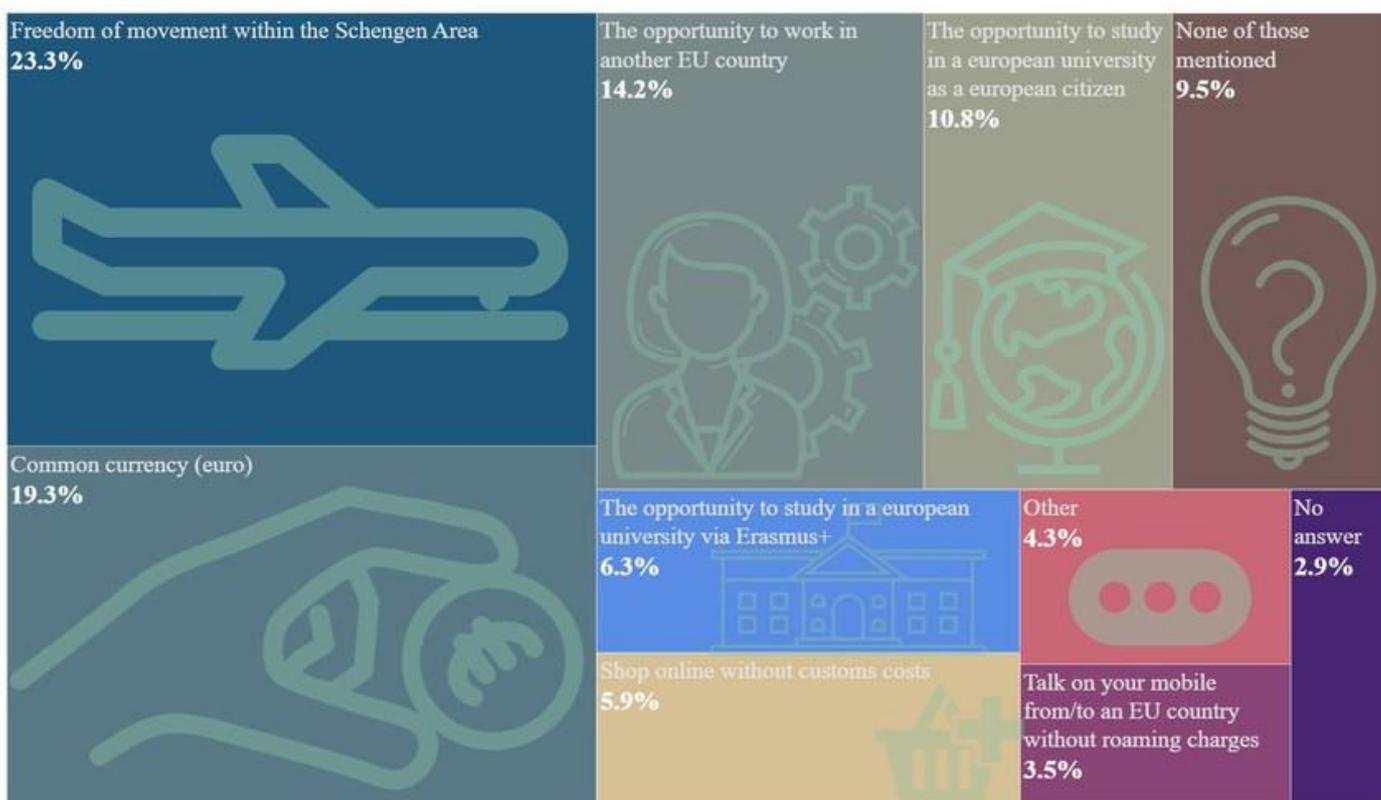
The differences in the responses of young men and women are quite interesting (Figure 8). For young men, their image of the EU was shaped primarily by the **Eurozone crisis** (38.7%) and the **adoption of the Euro** (16.8%), while for young women the two main events that shaped their image of the EU were the **refugee crisis** (24.8%) and the **COVID-19 pandemic** (23.3%). Finally, the age of the respondents has a direct influence on their answers (Figure 9). The image of the youngest subgroup of the sample, i.e. those aged 18-24, has been shaped almost equally by recent events, such as the *pandemic* or the *refugee crisis*, but also by the *Eurozone crisis*, while for the older subgroup of the respondents (aged 25-29) the *Eurozone crisis*, and to a lesser extent the *adoption of the Euro*, have been the "European events" that shaped their image of the EU.

### What has personally influenced young people in how they experience the European Union?

Finally, in addition to the major political, social and economic European events, we asked young people in Greece what had influenced them personally on the way they experience the EU, in the context of their daily life, which can equally shape perceptions and consciences.

According to Figure 10, **the freedom of mobility within the Schengen Area** is the most important experience for young people today, in terms of the image they have of the EU (23.3%); followed by the *Common currency* (19.3%) and the *opportunity to work in another EU country* (14.2%) (Figure 10).

**Figure 10: What influenced young people personally on how they experience the EU**

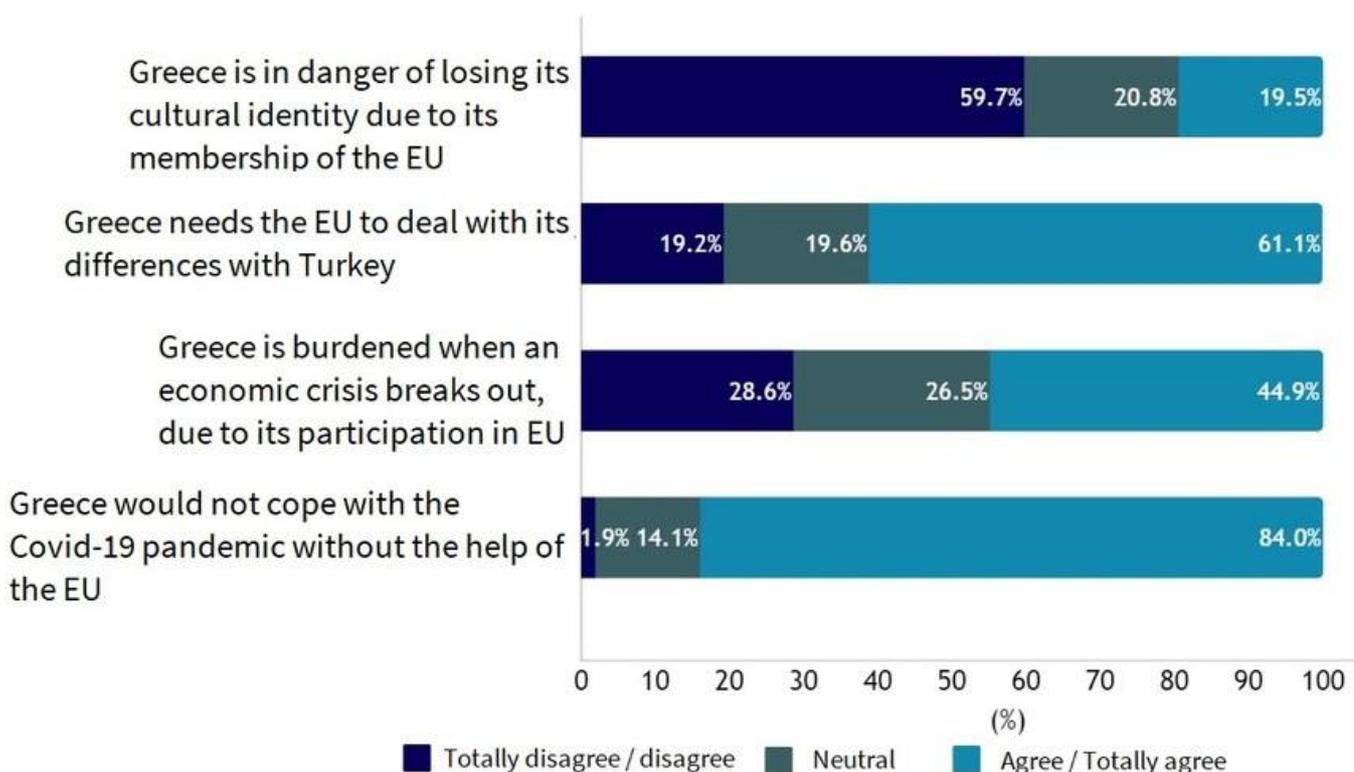


### III. GREECE IN EUROPE

#### How do young Greeks perceive Greece's role in the EU?

An important question about young people's image of Europe also concerns their perceptions of Greece's place in the EU (Figure 11). **The sense of loss of Greece's cultural identity within the Union is not dominant**, as the majority of young people do not perceive EU membership as a risk factor. Almost 6 out of 10 respondents (59.7%) disagree or strongly disagree with the view that "Greece is in danger of losing its cultural identity due to its membership of the EU".

Figure 11: Young people's perceptions of Greece's place in the EU



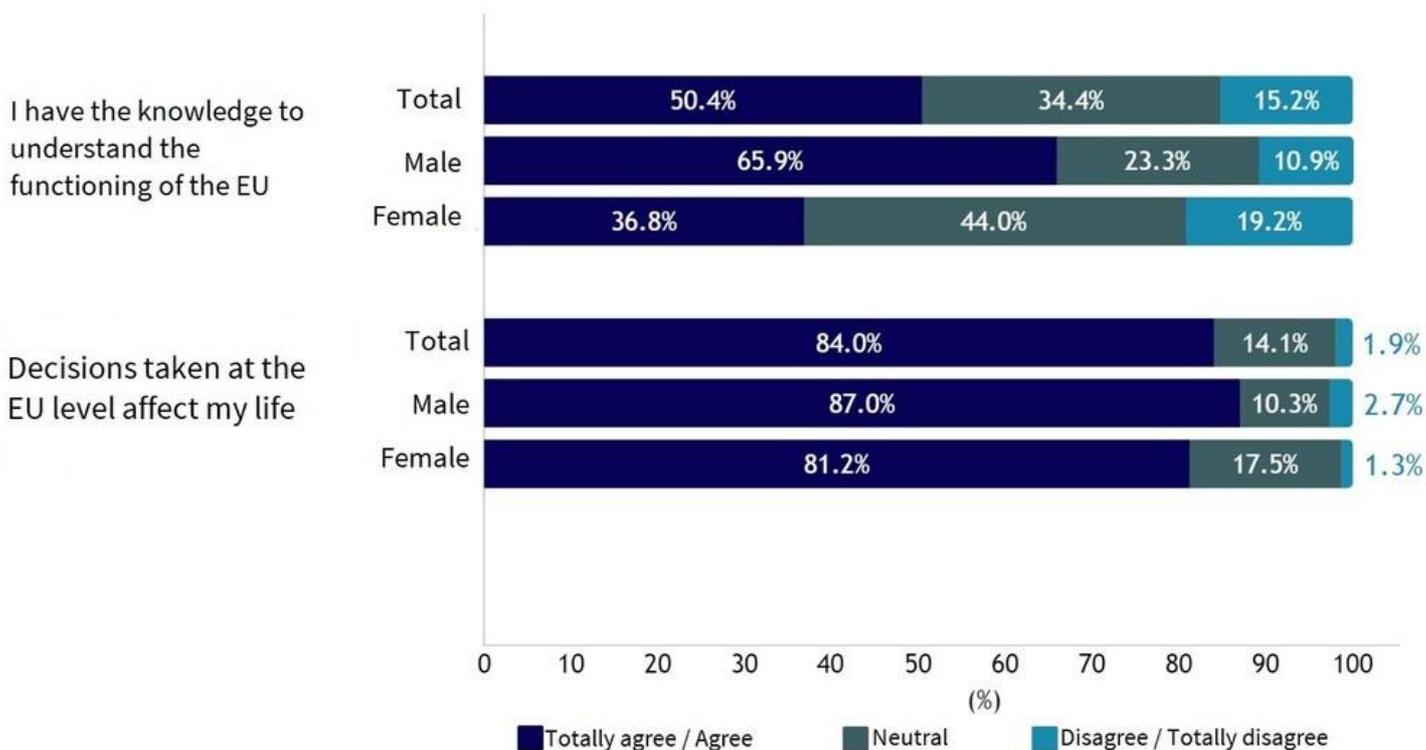
On the contrary, it is a prevailing belief that Greece needed the EU to deal with the pandemic, as 84% agree that "**Greece would not cope with the COVID-19 pandemic without the help of the EU**".

At a lower extent, but still the majority of the respondents, also believe **that Greece needs the EU to deal with its differences with Turkey** (61.1% "strongly agree" & "agree"). In short, it seems that the young people of Greece understand the political benefits of the country's membership of the EU, as the complexity of contemporary challenges require solutions outside the borders of nation-states, but at the same time, they do not seem to experience this as a risk of losing one's cultural uniqueness. However, when asked whether they consider that Greece is burdened when an economic crisis breaks out, due to its participation in the EU, 44.9% of respondents appear to agree to that statement.

### The European Union and feelings of adequacy and efficacy

An important dimension of young people's perceptions of the EU also concerns the feeling of internal and external efficacy that young people have about the European Union (Figure 12). The feeling of internal efficacy concerns whether they consider that they have the knowledge to understand the functioning of the EU. Exactly half of the respondents agree with this statement (50.4%), while about one third (34.4%) neither agrees nor disagrees with that.

**Figure 12: Feeling of internal and external efficacy (total and by gender)**



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Finally, there is a minority (15.2%) that believes that they do not have enough knowledge to understand the functioning of the EU. These percentages are significantly different in terms of gender and age, as both women and youngest in our sample (ages 18-24) feel at much higher rates that *they do not have the required knowledge* (see Appendix).

In addition to internal efficacy, the feeling that decisions taken at the EU level concern them is also dominant. **More than 8 out of 10 of the respondents (84%) agree with the statement that "Decisions taken at EU level affect my life"** without particular gender differences.

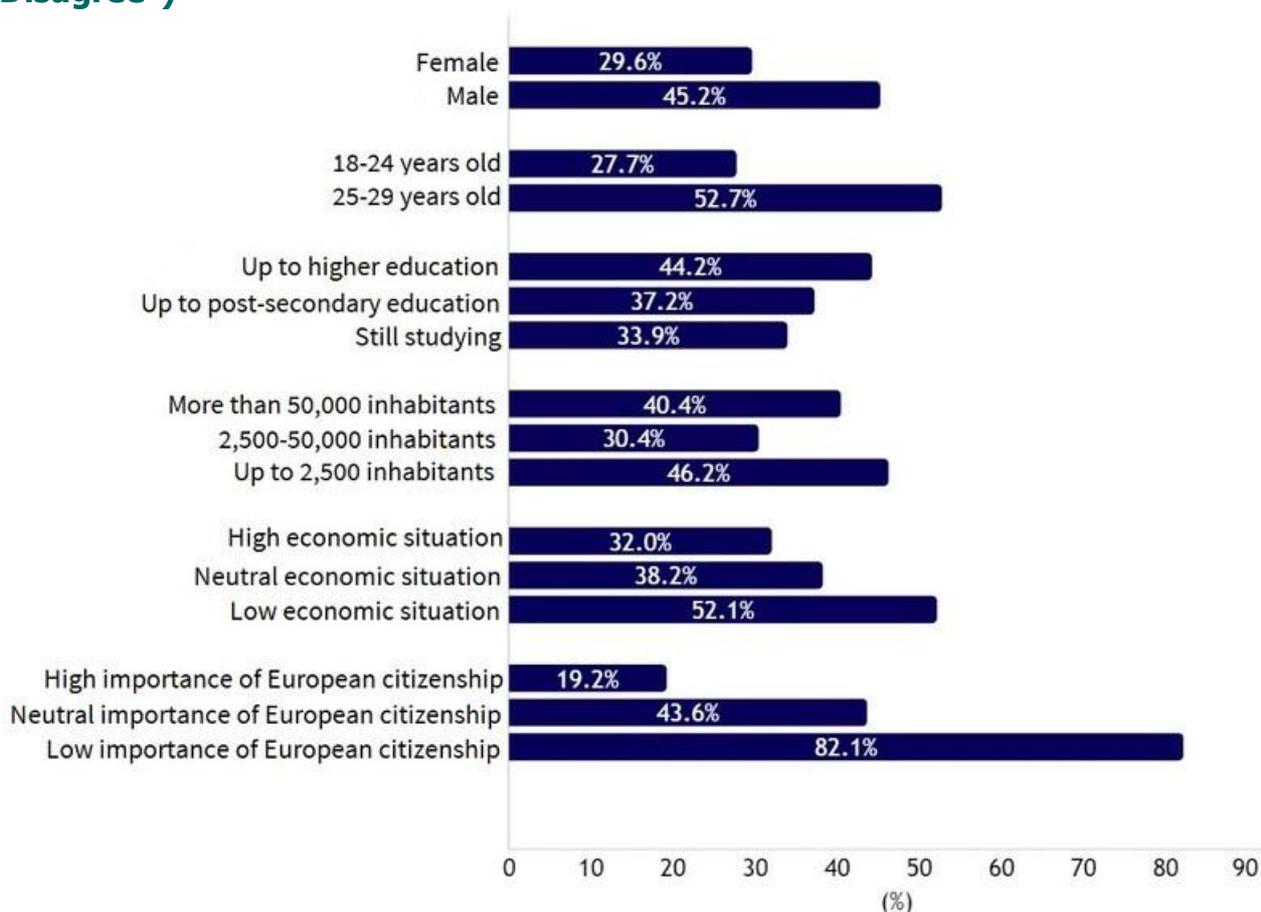
## IV. ENTITATIVITY

In this section, we focus on the perceptions of young Greeks for the European Union, as a social category of which they are members. We attempt to list aspects that reflect the perception of the European Union as a realistic union with cohesion and meaning for its members. We, thus, obtain an estimation of entitativity of Europe as an overlying social group for Greek participants in the survey.

### Is the European Union an essential union?

The young people who participated in the survey describe the European Union as a low-status category, since the majority (37.2%) agree **that the European Union is not a meaningful union**. Significant differences, however, can be found among groups of respondents. More specifically, those appearing more critical on the entitativity of EU are men, older subgroups, the most educated, residents of rural areas, people with low economic status, as well as those who are least supportive of their importance of European citizenship (see Appendix).

**Figure 13: Is the EU an essential union? (% of the answer "Totally disagree" / "Disagree")**



In fact, the differences between the respondents are more significant in case they choose the answer "I totally disagree" / "I disagree" compared to those who choose the answer "I agree" / "I totally agree" (Figure 13).

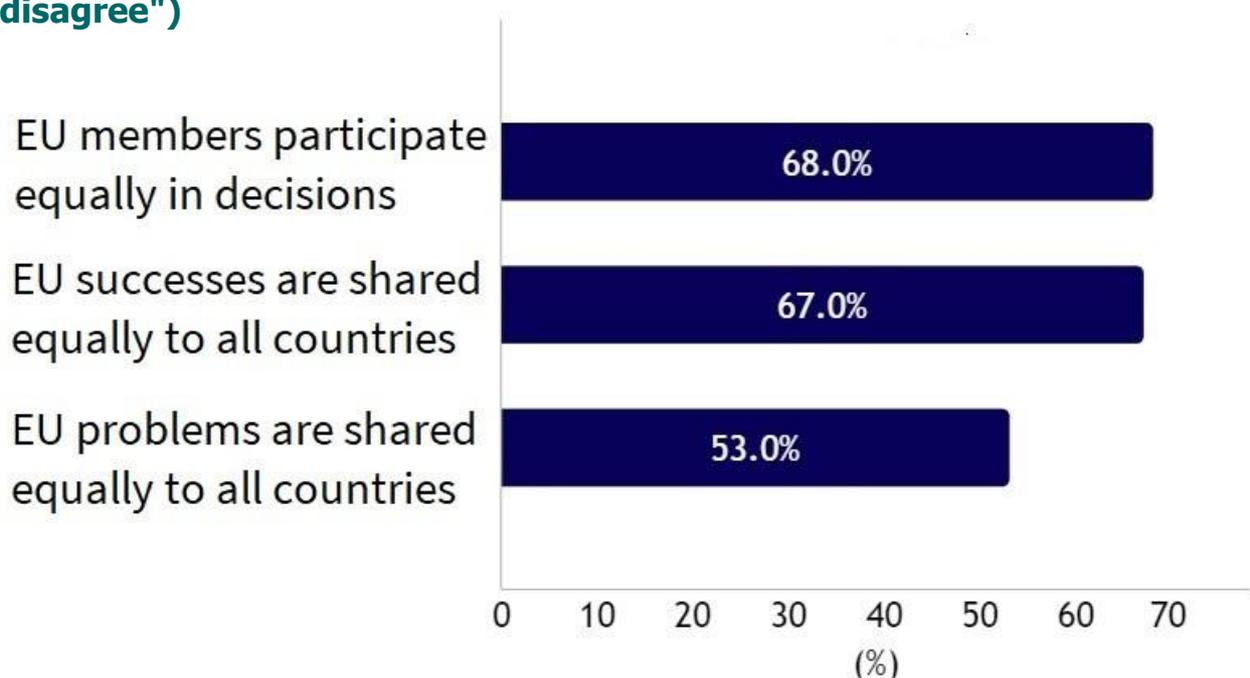
### Do EU members participate equally in decisions?

**Nearly 7 out of 10 respondents claim that the members of the European Union do not participate equally in the decisions taken in it** (Figure 14). Criticism of equality in EU decision-making is maintained more evidently by men than women, by the older subgroup (25–29-year-olds), by those with low financial status, and those who support less the importance of their European citizenship (see Appendix).

### Are the EU's successes shared among all countries?

**Almost 7 out of 10 young people participating in this survey claim that the European Union's successes are not shared among countries** (Figure 14). This view is more commonly expressed by the older subgroup (25–29-year-olds), those of lower economic status, as well as by those attributing less emphasis on European citizenship (see Appendix).

**Figure 14: Equality and equity in the EU (% of the answer "I strongly disagree"/"I disagree")**



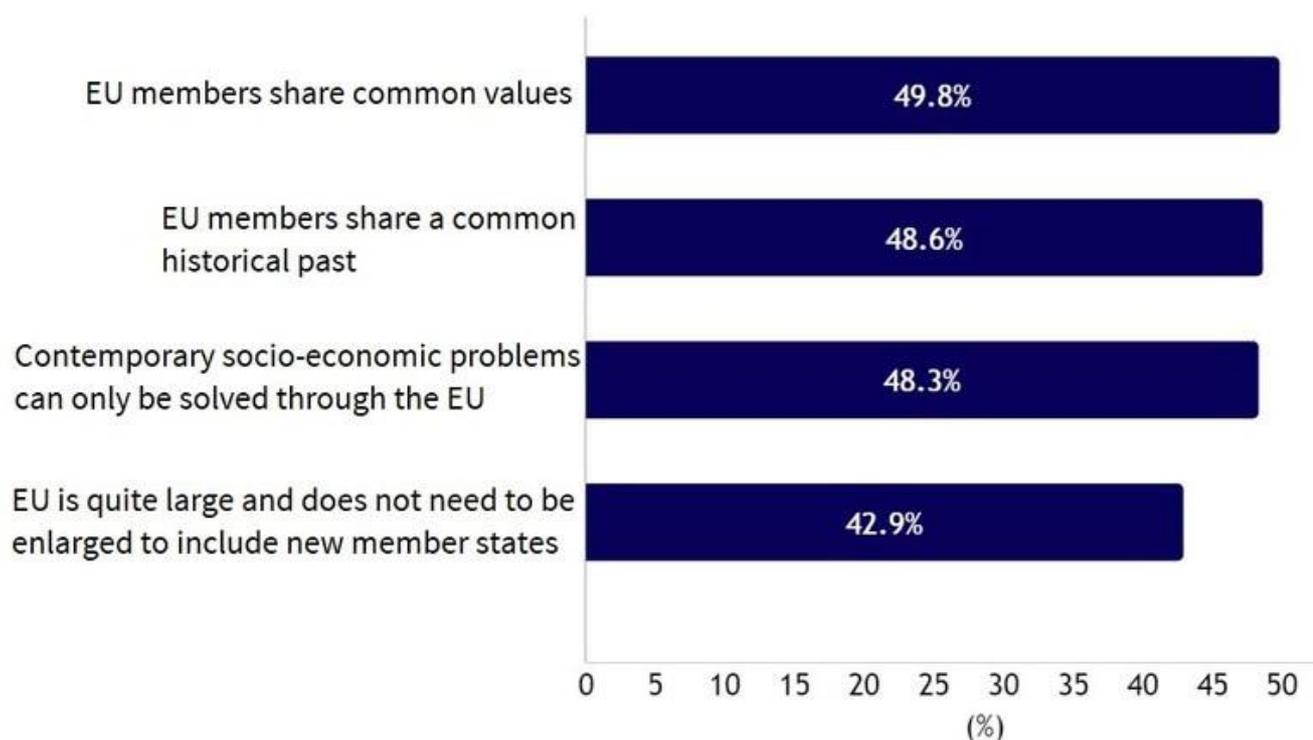
## Are the EU's problems shared among all countries?

**Regarding the allocation of the European Union's problems between Member States, more than 1 in 2 claim that this is not done equally** (Figure 14). This view is most strongly expressed by men, older subgroups (25–29-year-olds) and those less interested in European citizenship (see Appendix).

## Do EU members share common values?

**The view that the members of the European Union are attached on the basis of shared values is less supported than any other perception of the EU** (Figure 15). Almost one in two disagrees with this opinion, mostly men, older subgroups (25–29-year-olds), people with low economic status and people with low identification with the European Union citizenship (see Appendix).

**Figure 15: Views on the past, present and future of the EU (% of those who 'Strongly disagree/Disagree' that...)**



## Do EU members share a common historical past?

Similarly, **almost 1 in 2 disagrees with the view that the members of the European Union share a common historical past** (Figure 15). This view is more often expressed by men and people who identify less with the European citizenship (see Appendix).

## Can contemporary socio-economic problems only be solved through the EU?

**Almost half of the young respondents consider that the European Union is not the only institution within which contemporary socio-economic problems can be solved** (Figure 15). In fact, the less one identifies with the European citizenship, the more likely it is for them to support this aspect (see Appendix).

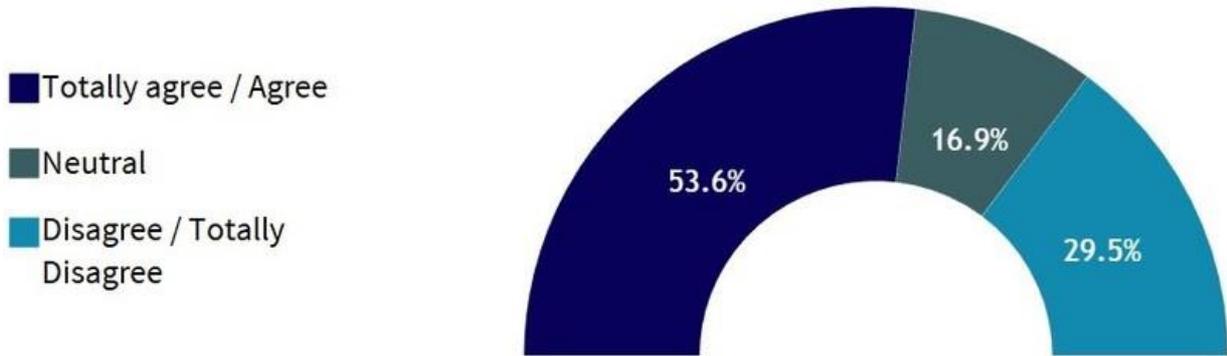
## Is the EU large enough and does not need to be expanded to include new Member States?

With regard to the issue of the enlargement of the European Union with new Member States, several young people prefer to stay neutral (36.4%), however, **most respondents disagree with the constraint if this enlargement should be constrained** (42,9%) (Figure 15). This aspect is particularly supported by those who state that European citizenship is important to them (see Appendix).

## Is it important for young people to be EU citizens?

**Most young Greeks declare that the European citizenship is important to them** (53,6%) (Figure 16). This statement is most often supported by men, younger subgroups (18–24-year-olds), those still studying (and thus will improve their educational level) and those of higher economic status (see Appendix).

**Figure 16: Importance of European citizenship**



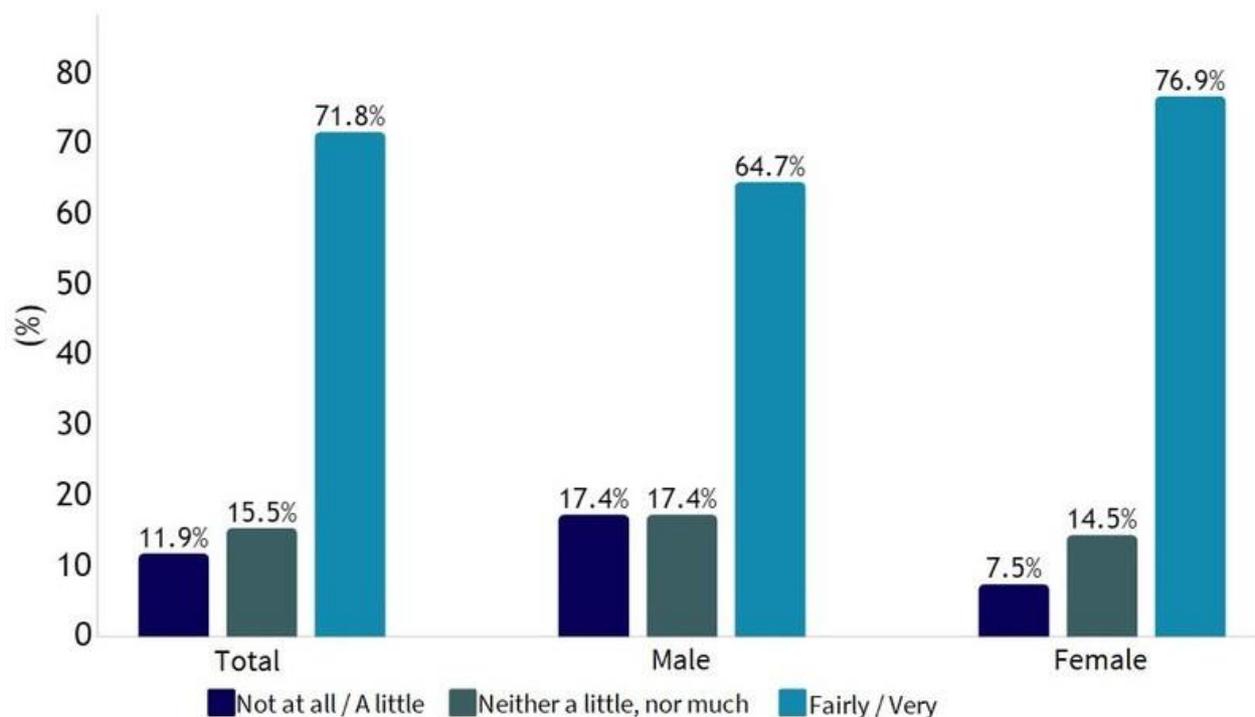
## V. CLIMATE CHANGE

Climate change and the degradation of the environment consist existential threats for Europe and the world. Environmental awareness, with a view to achieving a society in which all young people are environmentally active agents in climate change issues, is **one of the 11 main objectives of the European Youth Strategy**.

In this context, young people in Greece were asked how worried they are in relation to climate change (Figure 17), and who, in their opinion, has the main responsibility in the fight against climate change (Figure 18).

In the first question (Figure 17), having to choose between five different options ("Not at all", "A Little", "Neither a little, nor much", "Fairly" and "Very") respondents were characterised by **high levels of concern about climate change**, as seven out of ten (71.8%) were "Fairly" and "Very" concerned.

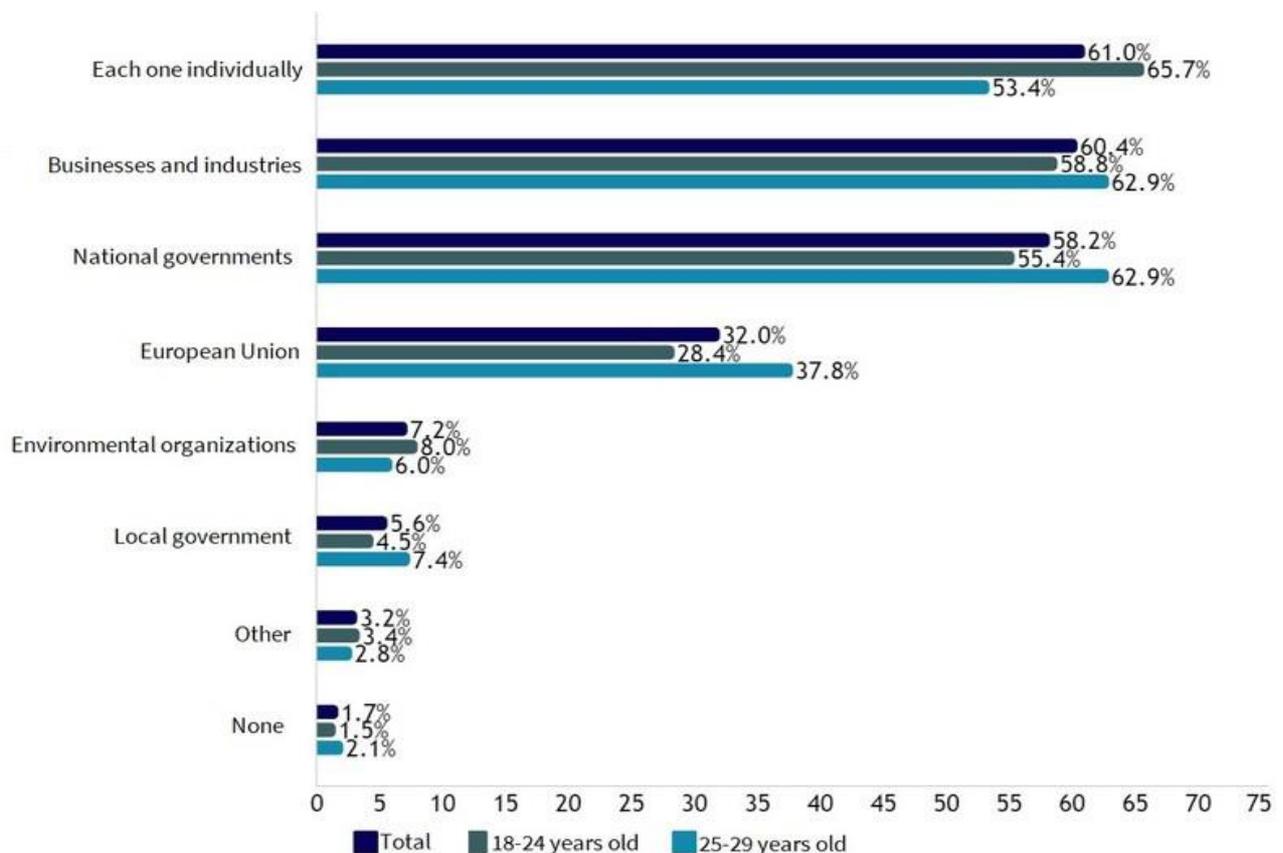
**Figure 17: Climate change concern (% of all and by gender)**



### In your opinion, who has the main responsibility for combating climate change?

In the second question concerning **who has the main responsibility in the fight against climate change** (Figure 18), young people were asked to choose up to three responses from eight available options: "**Each one individually**", "**Businesses and industries**" and "**National governments**" were the most popular choices. At the same time, we observe significant variations based on the two age subgroups: 18- to 24-year-olds and 25- to 29-year-olds. The youngest emphasise on individual responsibility, while the older ones highlight the institutional responsibilities of national governments and the European Union.

**Figure 18: In your opinion, who has the main responsibility for the fight against climate change? (% up to 3 options)**

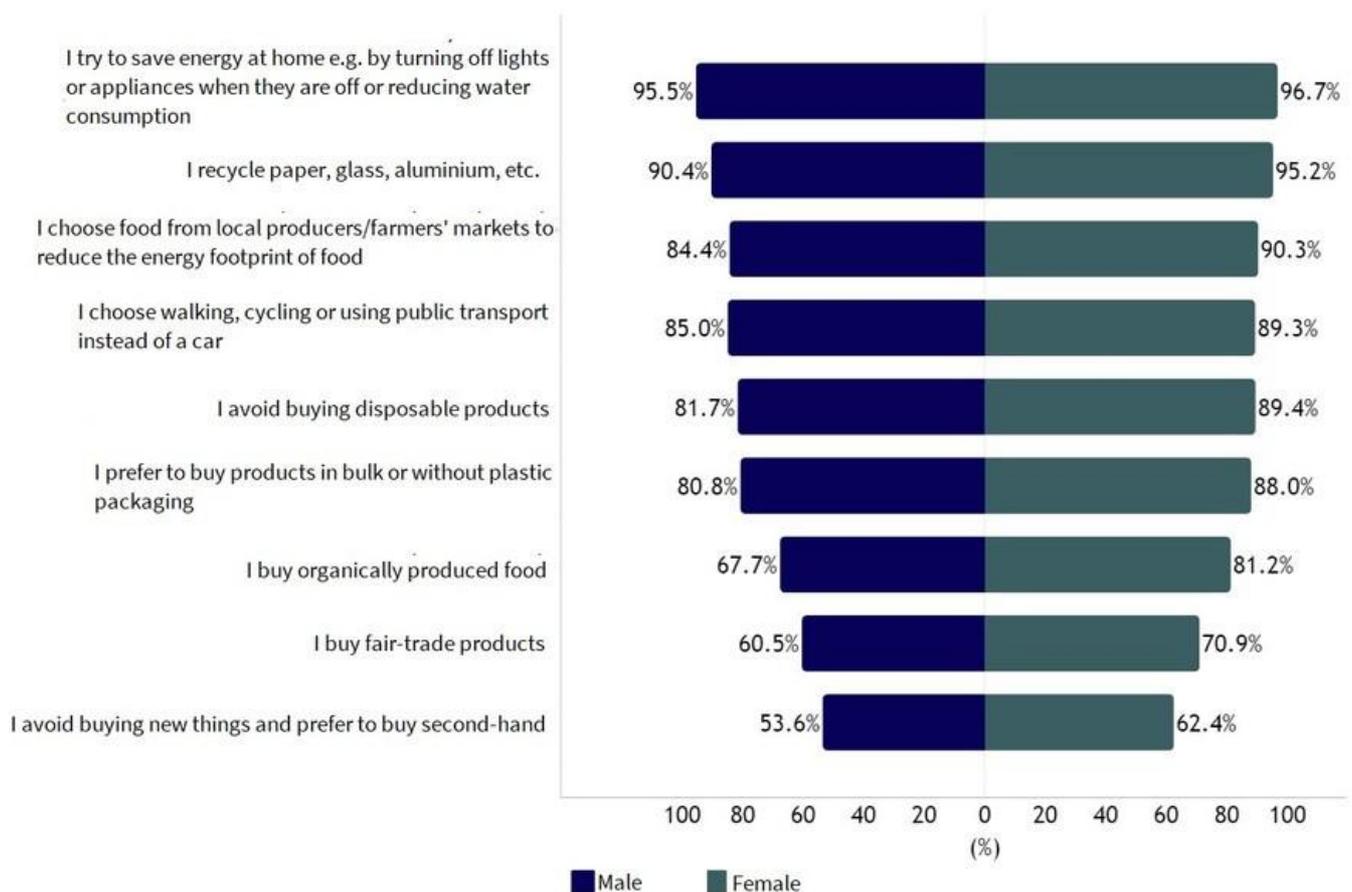


## VI. ENVIRONMENT AND CLIMATE

The European Union places great emphasis on young peoples' environmental awareness and responsibility in order to tackle **climate change**. A set of questions measuring actions at the individual level were asked, in accordance with the objectives of the [Sustainable Green Europe](#).

Young people in Greece were asked how often they adopt certain actions that have an environmental impact (Figure 19). The frequency options were three: 1) *Very often*, 2) *Sometimes* and 3) *Never*. Depending on the action, the frequency varies: from about one in two men who "buy second-hand or used clothes" to the - almost universal - "effort to save energy inside the house" which is adopted by 95.5% of men and 96.7% of women.

**Figure 19: Which of the following have you done in the past 12 months? (% "veryoften" and "sometimes", by gender)**

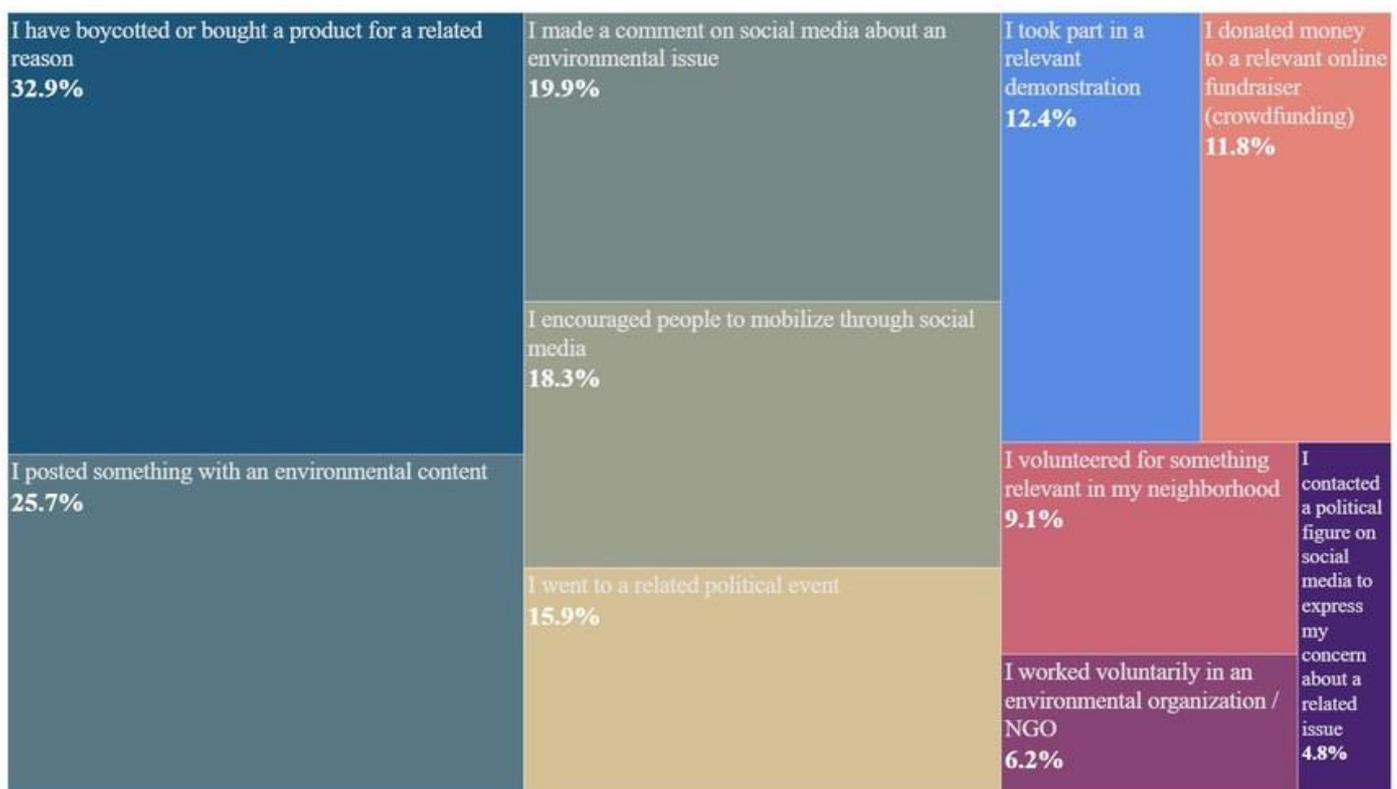


## In relation to climate and environmental actions, which of the following have you done in the last year?

Respondents were asked another question (Figure 20) **focusing on forms of collective action that have a rather indirect environmental impact**. The following list of actions was presented to them, and respondents were asked whether they have applied any of them in the last year:

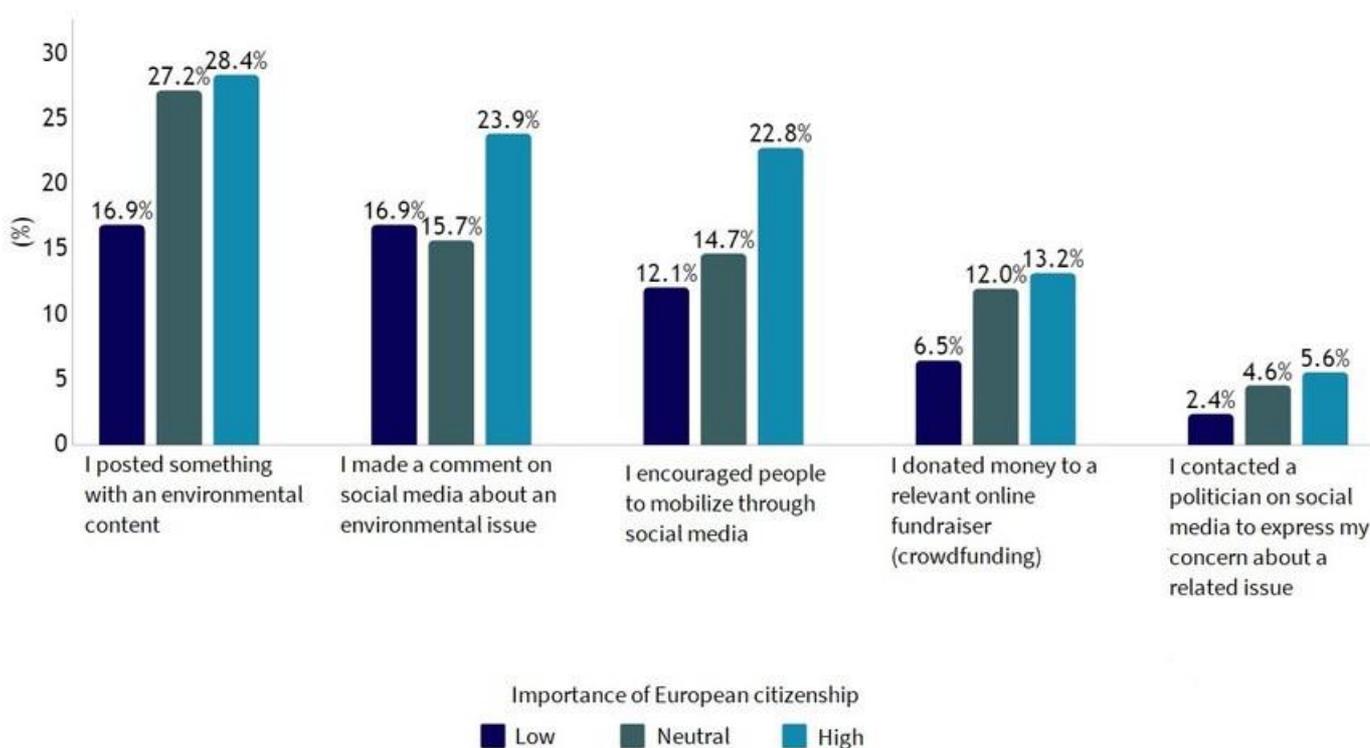
1. I have boycotted or bought a product for a related reason
2. I went to a related political event
3. I took part in a relevant demonstration
4. I volunteered for something relevant in my neighborhood
5. I worked voluntarily in an environmental organisation / NGO
6. I contacted a politician figure on social media to express my concern about a related issue
7. I posted something online with an environmental content
8. I made a comment on social media about an environmental issue
9. I encouraged people to mobilise through social media
10. I donated money to a relevant online fundraiser (crowdfunding)

**Figure 20: In relation to climate and environmental actions which of the following have you applied in the last year? (Check all that apply)**



The answers indicate that participating in an online fundraiser (crowdfunding), doing voluntary work, either in an environmental organisation/NGO or in the neighbourhood, have quite low percentages perhaps due to the higher cost in material resources. On the contrary, **forms of action with lower costs, such as those related to social media actions, were much more often adopted.** Differences between forms of action related to the world of information and social networks are also observed (Figure 21) among young people, depending on their degree of European citizenship. Young people with a high degree of European citizenship have been more involved in actions related to digital activism, such as posting content on social networks, or crowdfunding, as opposed to people with a low degree of European citizenship.

**Figure 21: Actions applied during last year for climate and environment related to digital activism (by degree of European citizenship)**



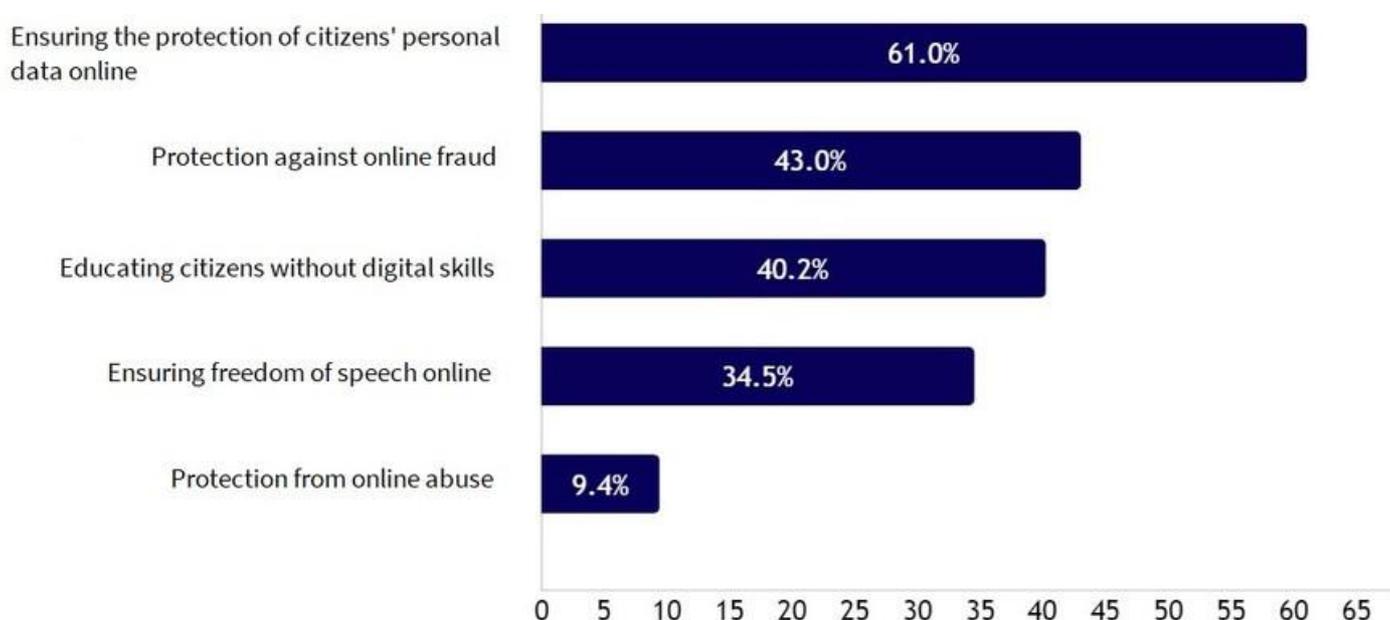
## VII. DIGITAL TRANSITION AND RIGHTS

### Which should be the EU's priorities for citizens' digital rights?

The transition to the digital age is one of the **key EU policies**, while one of the 11 main objectives of the European Youth Strategy is to strengthen the ability of young people to access reliable information and empower them to critically evaluate the information they receive.

Within this context, young people in Greece were asked to specify **which should be the EU's priorities regarding citizens' digital rights** (Figure 22). Having to choose between five different options, the most popular response was **ensuring the protection of citizens' personal data on the internet** (chosen by 6 out of 10, 61%). Protection against online fraud was the second most popular option (43%), while slightly fewer chose the option to educate citizens who do not have digital skills (40.2%). Ensuring freedom of speech on the internet was chosen as a priority by about 1 out of 3 (34.5%), while protection from online abuse gathered the least responses (9.4%).

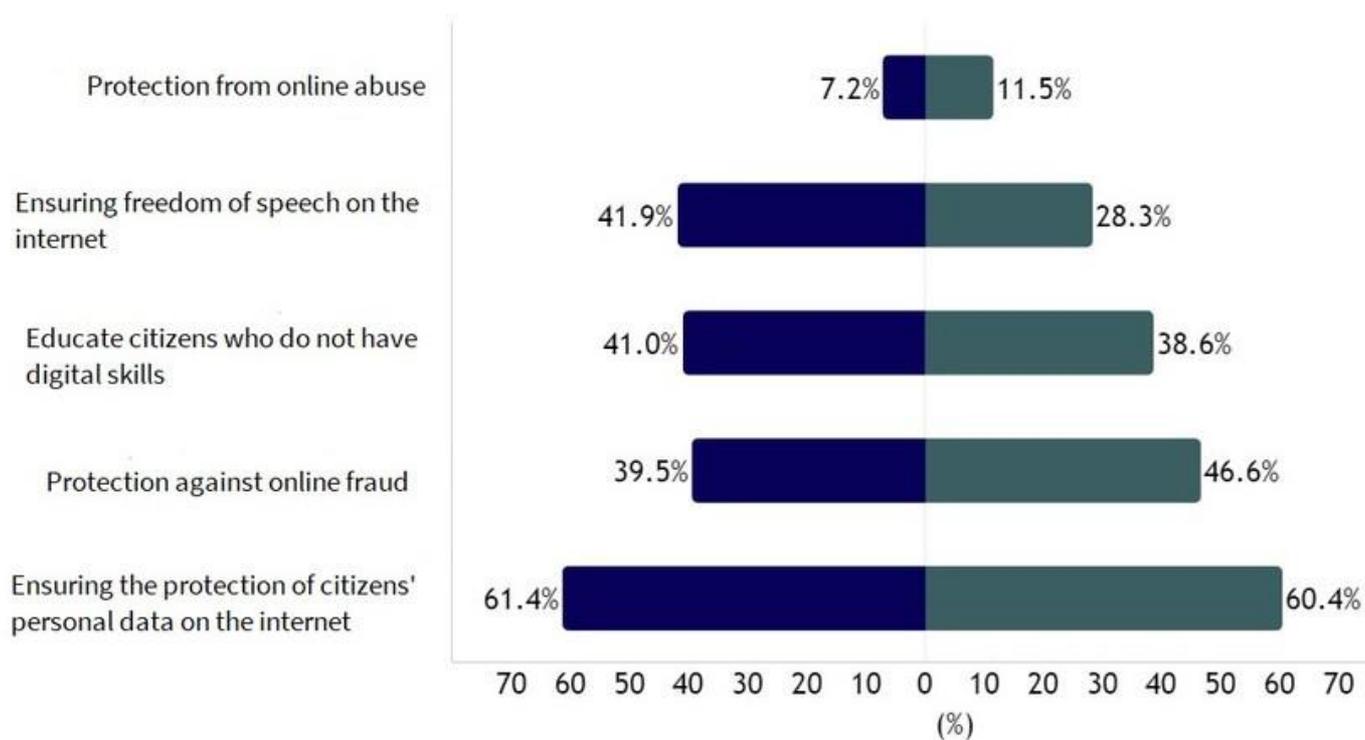
**Figure 22: EU priorities on citizens' digital rights (up to 2 options)**



### Digital rights of citizens and gender of respondent

Regarding the impact of gender on responses (Figure 23), although ensuring the protection of personal data remains the first choice for both young men and young women, men choose more often the protection of freedom of speech as a digital priority, while women choose protection from online fraud.

**Figure 23: EU priorities on citizens' digital rights (by gender, up to 2 options)**



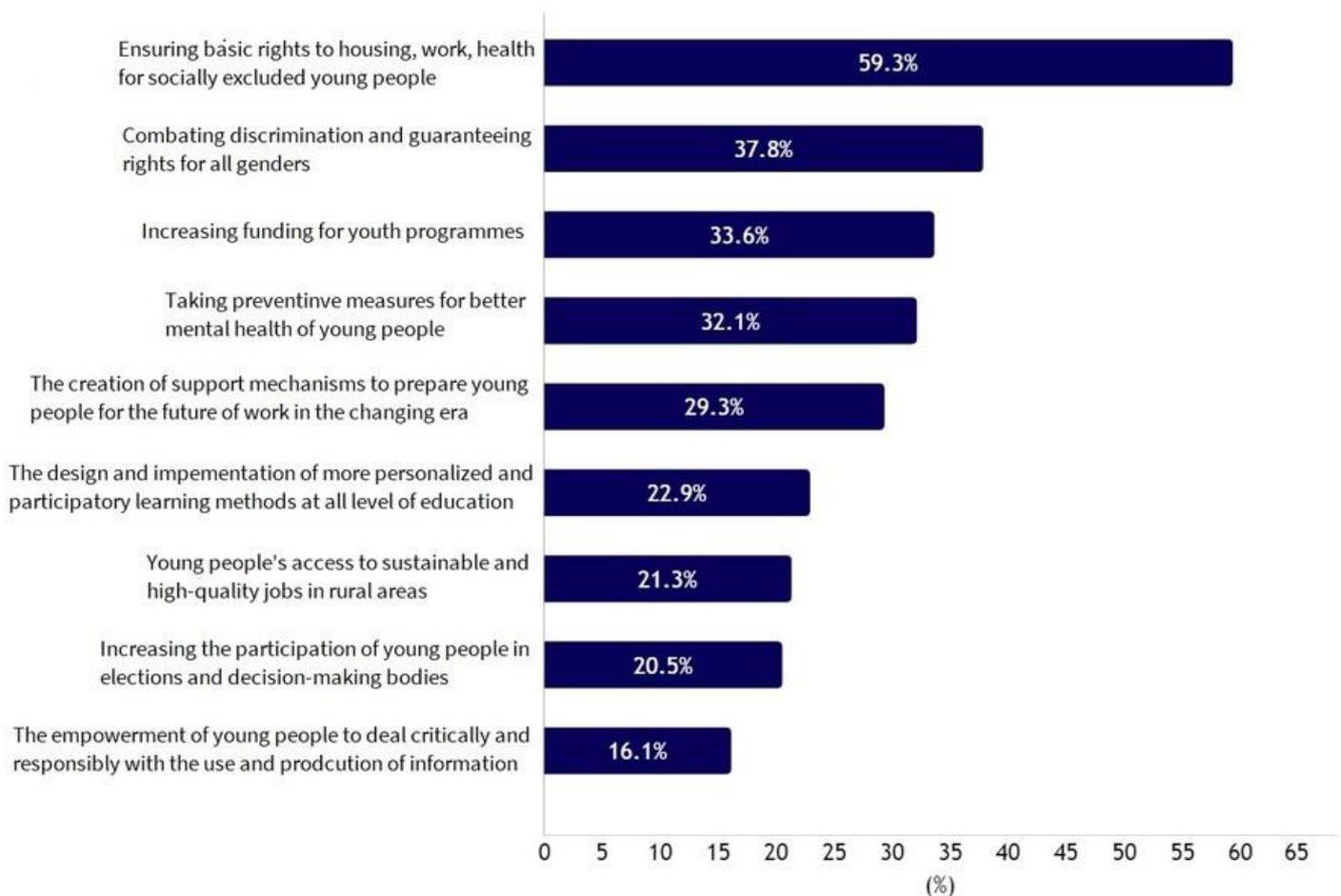
### The European Youth Strategy 2019-2027

In order to access young people's views on the objectives of the European Union, we asked them to specify the priorities that the EU should set. Respondents were presented with nine options with objectives adopted by [the Council of the European Union under the EU Youth Strategy 2019-2027](#).

## Which objectives should the European Union prioritise to support the future of young people?

As seen in Figure 24, almost 6 out of 10 young people give priority to ensuring basic living rights (housing, work, health) especially for those who are socially disadvantaged (59.3%) within the EU. This is followed by ensuring gender equality (37.8%) and the increase for funding for youth programmes (33.6%). On the contrary, young people do not seem to need the support of the EU in terms of skills for assessing information (16.1%), as this is considered the least important of all options. Actions in order to increase youth participation in elections and decision-making bodies of the EU is also one of the least chosen priorities (20.5%) (Figure 24).

**Figure 24: Which objectives should the European Union prioritise to support the future of young people? (%)**



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Regarding the impact of various sociodemographic variables ([see Appendix](#)). Men, as opposed to women, are less supportive of the objective to combat gender discrimination, and more in favour of improving jobs in rural areas and increase participation in elections and decision-making bodies in the EU. Those who live in rural areas are more supportive of ensuring basic living rights, as opposed to those who live in urban centers. Finally, respondents for whom European Citizenship is important, support more often the fight against gender discrimination, as well as the support of young people in order to be able to address changes in the future of employment.

## VIII. UN 17 SUSTAINABLE DEVELOPMENT GOALS

### Climate action

The 13<sup>th</sup> UN Sustainable Development Goal, which concerns climate action, appears in the focus of interest of young people who participated in this survey. It is noteworthy that more than 7 out of 10 participants (71.8%) stated they **are fairly/very concerned about climate change**. In fact, the stated concern appears as a motivating factor, since young people emphasise by priority the **individual responsibility of each one to fight against climate change** (61%). **Businesses and industries** (60.4%), as well as **national governments** (58.2%) are the next to bear responsibility for climate protection, according to respondents.

The active involvement of young people in tackling climate change is also evident in our research by the behavioural habits they claim to adopt in their daily lives. As a priority, therefore, they state that **very often / sometimes they try to save energy at home, e.g., by turning off lights or appliances when they are off or reducing water consumption** (96.2%). The majority (93%) also **recycle**. Many **choose walking, cycling, or using public transport instead of the car** (87.5%) as well as **food from local producers/farmers' markets to reduce the energy footprint of food** (87.4%).

Finally, a portion of young people are adopting some digital activism actions related to the climate and the environment. More specifically, most of them state that they **have boycotted or bought a product for environmental protection reasons** (32.9%), while some **have posted something with environmental content** (25.7%). According to the above, some young people present a responsible consumer profile, as described in the 12<sup>th</sup> UN Sustainable Development Goal on Responsible Consumption and Production.

- ✓ Concern about climate change
- ✓ Emphasis on individual responsibility to fight against climate change
- ✓ Adopt daily habits to reduce energy footprint
- ✓ Digital activism for activation to protect the environment



## Prioritising rights and equality

Young people who participated in the present survey set emphasis by priority on **ensuring basic rights on housing, work, health for socially excluded young people** (59.3%), as well as on **combating discrimination and ensuring equal rights for all genders** (37.8%). Young people seem to focus first on the UN Sustainable Development Goals that include collective and individual rights, which can ensure a decent living for all, such as: No Poverty (SDG 1), Zero Hunger (SDG 2). Secondly, young participants strongly support equality issues included in the Gender Equality (SDG 5) and Less Inequalities (SDG 10) goals.

-  Ensuring basic rights on housing, work, health for socially excluded young people
-  Combating discrimination and ensuring equal rights for all genders



## Digital rights and inclusive innovation

According to the 9<sup>th</sup> UN Sustainable Development Goal, technological and industrial development contributes significantly to raising people's living standards, as they support employability and income generation. In combination with the above, the 4th SDG, which concerns the education of all in order to acquire appropriate skills for the modern labour market, emphasise the equal access of individuals to digital culture. Almost 6 out of 10 (61%) young people in this survey state that the EU should **ensure that citizens' personal data are protected online**, while 43% support **protection against online fraud**. With this legitimate approach, young people underline the protection of everyone regardless of the skills one possess in the digital world.

✓ Ensuring the protection of citizens' personal data online

✓ Protection against online fraud



### Access to work and appropriate training

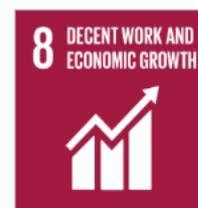
Although not a priority, the accessibility of young people to decent jobs in a changing environment, due to technological progress, seems to be of concern to some young people. Some respondents in the present survey choose as priority objectives for the EU **the creation of support mechanisms to prepare young people for the future of work in changing times** (29.3%), as well as **young people's access to sustainable and high-quality jobs in rural areas** (21.3%). The above are reflected in the UN Sustainable Development Goals concerning: Decent Work and Economic Growth (SDG 8), Industry, Innovation and Infrastructure (SDG 9), Responsible Consumption and Production (SDG 12).

According to UN SDG 4 concerning Quality Education, emphasis is placed on the possibility of equal access for all to modern and appropriate methods of education that incorporate modern technological progress with the ultimate goal of supporting integration into the labour market. In this survey, more than 2 out of 10 young people recognise the contribution of education to labour inclusion and note that the EU should focus on **designing and implementing more personalized and participatory learning methods at all levels of education**.

✓ Create support mechanisms to prepare young people for the future of work in changing times

✓ Access for young people to sustainable and high-quality jobs in rural areas

✓ Design and implementation of more personalized and participatory learning methods at all levels of education



## Ensuring health and well-being

More than 3 out of 10 young people (32.1%) who took part in the survey argued that the EU should focus on **preventive measures to improve young people's mental health**. Ensuring mental health and contributing to the well-being of all people is foreseen in the 3rd UN SDG concerning Good Health and Well-being.



Undertaking preventive measures to improve young people's mental health



## Participation in decision-making

According to the UN Sustainable Development Goal that focuses on Peace, Justice and Strong Institutions (SDG 16), equal access to institutions for all is attempted. In the present survey, young people claim (although not as a main priority) that the EU should aim to **increase young people's participation in elections and decision-making bodies** (20.5%).



Increasing the participation of young people in elections and decision-making bodies



## Securing funding

As foreseen in the last UN Sustainable Development Goal (SDG 17), it is necessary to support the goals for their implementation with relevant resources, which states and international institutions will need to collaboratively allocate. It is characteristic of the priority given to finding financial resources that will support the equal participation of individuals in sustainable development, that in this survey young people state as a third priority of the EU the **increase of funding for youth programmes** (33.6%).



Increasing funding for youth programmes



In summary, drawing on the results of the present research through the prism of the 17 UN Sustainable Development Goals, they appear in line with the "**Report on results: Global survey on Sustainability and the SDGs**", which was implemented in 2018-2019 and published in 2020. This global survey concludes, just as in our survey, that young people prioritises UN SDG 13 on Climate Action (see page 6 of the Global Survey).

In addition, as noted in our research, young people are concerned about climate change, however, they are activated by taking individual responsibility and adopting behaviours to protect the environment in their daily lives. Similar findings are noted in the Global Survey Report, according to which the UN SDG 13 on Climate Action is prioritised as the first personal priority by youth (see p.19), for which they state that they are taking individual action (see p.25), whilst they consider it to be the first priority for which political and administrative action should be taken (see p.35).

Finally, the United Nations "**Sustainable Development Goals Report**", published in 2022, assesses the achievement of the 17 Goals at international level and for the entire population without age segregation. In this UN Report, it is evident that the assessment of the implementation of the Sustainable Development Goals differs from country to country depending on the degree of development, with countries in high growth being at the top of the successes. However, two separate issues are highlighted for their special weight in relation to youth. These are issues that were also highlighted in our research and concern the following: The first focuses on UN SDG 3 on Good Health and Well-being. As noted in the UN Report (2022, p.31) it was found that after the COVID-19 pandemic the recorded rates of anxiety and depression increased globally, especially for the young and female population. The need for mental health prevention of young people was also noted in our survey, as it is supported by 32.1% of participants.

The second focuses on the 4<sup>th</sup> UN SDG for Quality Education. The UN Report (2022, p.43) notes that the percentage of young people abstaining from education, employment or training activities (NEETs) increased from 21.8% in 2015-2019 to 23.3% in 2020 due to the pandemic. In our survey, the issue of supporting young people through education and vocational guidance/training was highlighted as important for the EU by around 3 out of 10 young people.

## CONCLUDING REMARKS

### How do young people define their national and European identity?

The data presented in the previous sections draw a complex figure of contemporary young people in Greece. These "native" Europeans from the moment of their birth, as stated in the introduction, embody a double identity as they identify themselves as "primarily Greeks and secondarily Europeans", whilst many feel as "citizens of the world". Greece is positively associated with feelings of pride concerning Art, literature and history, while on the contrary, its economic situation, the (lack of) equality and the functioning of democracy evoke emotions of embarrassment.

The sense of loss of Greece's cultural identity within the Union is not predominant, as the majority of young people do not perceive EU membership as a risk. On the contrary, it is a prevailing belief that Greece needed the EU to deal with the pandemic; in the same vein, the majority of the participants believe that Greece needs the EU to deal with its differences with Turkey. It is also remarkable that the sense that decisions taken at EU level concern them is rather universal.

### Which experiences and events shaped their views on Europe?

The majority of young Greeks today have travelled at least once to an EU country. The lack of travel experience is directly related to the age of the respondents, since the percentage of travelers decreases for those over 24 years old and increases for those under 24 years old. When traveling, this is done mainly for recreation and tourism, however, young Greeks also travel for studying or training.

The Eurozone crisis is the dominant event that shaped their image of Europe, but both the refugee crisis and the pandemic seem to have been key socio-political events. Apart from the political, social and economic European events, however, at the level of their daily lives, freedom of movement in the Schengen area is the most important experience of young people today in terms of the image they have of the EU, with the common currency and the opportunity to work in another EU country to follow.

## Is the European Union perceived as an essential and cohesive social category?

The young participants describe the European Union as a category with low entitativity, since the majority imply that the EU is not a substantial union. Significant differences, however, are identified between respondents. More specifically, men, older people, the more educated, the inhabitants of rural areas, people with low economic status, as well as those who least support the European citizenship, appear more critical on entitativity of the European Union. Many also argue that the members of the European Union do not participate equally in the decisions taken in it and that the successes of the European Union are not equally shared among all countries. Even when it comes to the distribution of the European Union's problems among the Member States, more than one in two claims that this is not done equally. The view that the members of the European Union are attached on the basis of common values is less supported. Similarly, almost 1 in 2 disagrees with the view that members of the European Union share a common historical past. Almost half of the young participants state that the European Union is not the only institution within which contemporary socio-economic problems can be solved. As far as the enlargement of the European Union with new member countries is concerned, many young people appear not to take a position, nonetheless most of them oppose to a constraint of enlargement. Finally, most young people claim that European citizenship is important to them.

## Worries about climate change, responsibility for tackling it, and personal actions

Among young people in Greece, there is a high degree of concern about climate change. When asked who is responsible for tackling climate change, the answers "Each one individually", "Businesses and industries" and "National governments" were the most popular choices. Younger respondents tend to attribute responsibility at the individual level, while older subgroups opt more for collective bodies/institutions such as national governments, the EU or businesses and industry. Women are more environmentally aware than men, applying more frequently actions that have an environmental impact. Regarding their environmental awareness, the boycotting or buycotting of products, are the most popular actions applied. Also, young people with a high degree of European citizenship have been more involved in actions concerning digital activism, such as providing content on social media, or crowdfunding actions.

## Which should be the EU's priorities for digital rights and youth?

Regarding the EU's priorities on digital rights of citizens, young people seem to prioritise the importance of protecting their personal data, while both protection against fraud and training in digital skills are considered to be important. Less importance is attached to ensuring freedom of speech, while protection against cybercrime is chosen to a much lesser extent.

Finally, to a large extent, young people in Greece identify as a top priority for the EU the assurance of basic living rights (housing, employment, health), especially for those who are socially disadvantaged. This is followed by ensuring gender equality and increasing funding for youth programmes.

## What do young people point out aspired by the 17 UN Sustainable Development Goals?

It has been established that less than half of the population are aware of the 17 UN targets (Report Results: Global Survey on Sustainability and SDGs., p.5). In the present research, which focuses on the perceptions of young people in Greece about their national and European identity, the 17 UN Sustainable Development Goals have been a source of inspiration for highlighting priority issues for youth through the research results. It was found that the young people who took part in our survey set as a top priority for the EU the 13th UN SDG, which concerns Climate Action. In fact, the majority of participants are not only concerned about climate change, but also take personal responsibility for dealing with it by adopting environmentally friendly habits and actions in their daily lives.

The next priority that young people focus on in our research is Equality and ensuring equal rights for all citizens. These are sub-targets included in the following UN Sustainable Development Goals: Gender Equality (SDG 5), Reduced Inequalities (SDG 10), No Poverty (SDG 1), Zero Hunger (SDG 2).

The third priority that young people highlight in our research is digital rights and the inclusion of all in technological progress. These are issues included in UN SDGs 4 and 9, namely, Quality Education, and Industry, Innovation and Infrastructure, respectively.

The following topics, included in the 17 UN Sustainable Development Goals, are supported by young participants in our survey, however to a less extent: i) Access to work and appropriate education (SDGs 4, 8, 9, 12), ii) Ensuring health and well-being (SDG 3), iii) Participation in decision-making (SDG 16), iv) Funding to achieve sustainability goals (SDG 17).

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In sum, young people understand the importance of the EU for their lives and for the interests of Greece; consider it important to be EU citizens, while freedom of movement and the common currency (euro) have helped them shape a collective European identity. However, both the Eurozone crisis and feelings that neither burdens nor successes are shared equally may, on the one hand, deter young people from perceiving the EU as a structure with entitativity. While on the other hand, may prevent their status as European citizens from reflecting their participation in a cohesive social category. The climate crisis and the environment concern and worry them to a great extent and actually they perceive them as arenas of individual responsibility; they participate in actions for the environment, while they are particularly interested in the protection of their personal data. Finally, the Greek youth believe that housing, employment, health, and gender equality should be high on the EU's agenda for young people.

In a few words, the young participants in the present survey recognise their European identity as part of themselves, apart from their national identity. Greece has significant benefits as a member of the European Union whilst young people rely on their history and cultural identity for their national self-esteem. Recent experiences of crises, such as the economic crisis of the Eurozone, and the COVID-19 pandemic, have highlighted areas that may unite or separate the members of the European Union. Europe is a social category perceived with low entitativity and cohesion, since successes as well as burdens are not shared equally among all countries and decisions do not rely on equal participation. Young people, however, do not oppose to the enlargement of the European Union and despite what separates its members, future risks make the EU a solid basis for the future. Ensuring gender equality, protecting personal data in the modern digital age, as well as climate change, put young people on alert, as they recognise their individual responsibility to protect the environment, while at the same time, they expect collective institutions, such as the European Union, to safeguard their rights by placing emphasis on ensuring basic living conditions for all. In short, Europe must exist, but it can become better for everyone.

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# APPENDIX\*

## NATIONAL AND EUROPEAN IDENTITY

### Q. How much do you agree or disagree with the following?

It is preferable to live in Greece than any other country in the world (%)

	Totally disagree/ Disagree	Neutral	Agree/ Totally Agree
Total	44,5	37,1	18,5
<b>Gender</b>			
Male	46,1	31,3	22,6
Female	42,2	42,4	15,4
Other**	71,4	21,4	7,1
<b>Age</b>			
18-24	42,1	39,9	18
25-29	48,4	32,4	19,2
<b>Education</b>			
Still studying	44,1	38,6	17,3
Up to post-secondary education	43,8	37,5	18,8
Up to higher education	45,7	33,2	21,1

\* In all tables, red indicates the variables that between sub-groups there are statistically significant variations. The statistical check was carried out using criterion  $\chi^2$ , due to its suitability for nominal and regular measurement scales.

<b>Urbanity</b>			
Up to 2,500 inhabitants	37	44,6	18,5
2,500-50,000 inhabitants	41,8	36,2	22
More than 50,000 inhabitants	48,5	35,8	15,7
<b>European citizenship</b>			
Low	49,2	23	27,9
Neutral	42,6	45,8	11,6
High	43,9	36,7	19,4
<b>Economic status</b>			
Low	59,3	28,5	12,2
Neutral	44,3	37,9	17,9
High	39,6	39,3	21,1

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following?

Greeks would be better if they were more like Europeans (%)

	Totally disagree/ Disagree	Neutral	Agree/ Totally Agree
Total	23,2	31,6	45,3
<b>Gender</b>			
Male	28,4	27,1	44,5
Female	18,7	35,1	46,2
Other**	28,6	35,7	35,7
<b>Age</b>			
18-24	19,9	33,8	46,3
25-29	28,6	27,9	43,6
<b>Education</b>			
Still studying	21,5	32,6	45,9
Up to post-secondary education	16,7	39,6	43,8
Up to higher education	29,4	25,9	44,7

Urbanity			
Up to 2,500 inhabitants	25,3	33	41,8
2,500-50,000 inhabitants	24,4	32,8	42,9
More than 50,000 inhabitants	21,7	30,3	45,3
European citizenship			
Low	53,3	28,7	18
Neutral	18,3	43,7	38
High	16,6	25,8	57,5
Economic status			
Low	26,2	25,4	48,4
Neutral	25,6	30,3	44
High	21	34,5	44,6

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. Do you consider yourself? (%)

	Only Greek	First Greek & then European	First European & then Greek	Only European	None of those	Citizen of the world
Total	14,4	45,7	6	0,8	5,3	27,9
<b>Gender</b>						
Male	19	47,9	9,9	0,9	4,2	18,1
Female	10,7	44,5	2,8	0,8	6,1	35
Other**	7,7	23,1	0	0	7,7	61,5
<b>Age</b>						
18-24	12,5	49,2	5,7	0,9	5,3	26,4
25-29	17,4	39,9	6,4	0,7	5,3	30,2
<b>Education</b>						
Still studying	11,7	50,5	5,7	1,1	5,5	25,5
Up to post-secondary education	24	33,3	6,3	0	4,1	31,5
Up to higher education	15,7	41,6	6,6	0,5	4,1	31,5

Urbanity						
Up to 2,500 inhabitants	17,4	50	5,4	0	5,4	21,7
2,500-50,000 inhabitants	17,5	45,6	5,3	1,1	5,3	25,3
More than 50,000 inhabitants	11,1	44,6	6,7	0,8	5,3	31,5
European citizenship						
Low	43,4	12,3	0	0	12,3	32
Neutral	11,7	38	1,9	0	8	40,4
High	6,4	61	10,3	1,5	1,5	19,2
Economic status						
Low	22,1	32	4,9	0	6,6	34,4
Neutral	13,6	43,8	4,7	0	6	31,9
High	12,3	51,1	7	1,6	4,5	23,5

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. What you feel about the following in Greece

(% of respondents that answered "Pride")

	On the way democracy functions	For what we have achieved in the economy	For achievements in science & technology	About the history of the country	For successes in art & literature	For the equal % fair treatment of all social groups
Total	11	8,7	48,4	83,3	83,6	10,4
<b>Gender</b>						
Male	<b>17,1</b>	<b>15,9</b>	<b>45</b>	<b>82,9</b>	<b>81,7</b>	<b>16,3</b>
Female	<b>6,3</b>	<b>3</b>	<b>52</b>	<b>84,8</b>	<b>86,1</b>	<b>5,8</b>
Other**	<b>0</b>	<b>0</b>	<b>23,1</b>	<b>50</b>	<b>57,1</b>	<b>0</b>
<b>Age</b>						
18-24	11,3	9,1	50,1	<b>86,1</b>	<b>87,6</b>	11,5
25-29	10,6	8,1	45,6	<b>78,7</b>	<b>77,1</b>	8,6
<b>Education</b>						
Still studying	11,3	7,5	49,4	84,9	86,8	9,5
Up to post-secondary education	7,2	11,3	43,3	80,2	80	18,9
Up to higher education	12,6	10,6	48,5	80,8	78,6	8,6

Urbanity						
Up to 2,500 inhabitants	<b>10,9</b>	5,4	51,1	82,8	80,2	12
2,500-50,000 inhabitants	<b>9,4</b>	9,1	49,8	86,5	87,5	11,2
More than 50,000 inhabitants	<b>12,3</b>	9,3	46,6	81	81,3	9,3
European citizenship						
Low	3,3	<b>2,4</b>	37,4	<b>79</b>	73,4	5,7
Neutral	4,6	<b>4,2</b>	49,1	<b>78,8</b>	84,7	6,5
High	17,1	<b>13,5</b>	52	<b>87,6</b>	85,9	14
Economic status						
Low	<b>5,7</b>	3,3	<b>42,6</b>	81,3	<b>80,3</b>	<b>7,5</b>
Neutral	<b>6,8</b>	7,7	<b>49,6</b>	83,5	<b>82,6</b>	<b>7,7</b>
High	<b>15,5</b>	11,1	<b>49,1</b>	83,9	<b>85,1</b>	<b>13,1</b>

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. Suppose that the issue of the energy crisis is being discussed in the European Parliament and that energy savings of 10% have been proposed by all countries.**

What do you think Greek MEPs should vote for? (%)

	<b>In favour, because in this way we will become more responsible citizens in terms of energy consumption</b>	<b>Against, to defend Greece's energy needs in every way</b>	<b>White so they don't take a stand</b>
Total	55	34,4	9,6
<b>Gender</b>			
Male	49,4	41,9	8,7
Female	61,7	28,3	10
Other**	50	28,6	21,4
<b>Age</b>			
18-24	60,8	28,7	5,3
25-29	48,1	45,2	6,7
<b>Education</b>			
Still studying	60,6	30,2	9,2
Up to post-secondary education	46,4	40,2	13,4
Up to higher education	51,3	34,6	9,2

**Urbanity**

Up to 2,500 inhabitants	58,1	34,4	7,5
2,500-50,000 inhabitants	55,6	34,7	9,7
More than 50,000 inhabitants	55,7	34,2	10,1

**European citizenship**

Low	23,4	66,1	10,5
Neutral	57,1	30,4	12,4
High	66,5	26,9	6,6

**Economic status**

Low	41,5	53,7	4,9
Neutral	53,6	35,9	10,5
High	61,8	27,5	10,7

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. Suppose that in the European Parliament there is talk of reducing funding programmes for countries with a high budget deficit.**

What do you think Greek MEPs should vote for? (%)

	<b>In favour, because this way Greek governments can become more responsible for managing the country's finances</b>	<b>Against, to defend the economic situation in every way</b>	<b>White so they don't take a stand</b>
Total	29,4	59,5	11,1
<b>Gender</b>			
Male	27,8	62,9	9,3
Female	31,2	57	11,8
Other**	14,3	50	35,7
<b>Age</b>			
18-24	30,7	55,9	13,4
25-29	27,2	65,4	7,4
<b>Education</b>			
Still studying	29,6	57,8	12,6
Up to post-secondary education	30,9	60,8	8,2
Up to higher education	28,6	63,8	7,5

**Urbanity**

Up to 2,500 inhabitants	31,2	59,1	9,7
2,500-50,000 inhabitants	29,5	56,9	13,5
More than 50,000 inhabitants	28,8	61,6	9,6

**European citizenship**

Low	23,4	68,5	8,1
Neutral	28,2	59,7	12
High	32,2	57,9	9,9

**Economic status**

Low	22	70,7	7,3
Neutral	26,6	60,8	12,7
High	33,1	55,4	11,5

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## ENTITATIVITY

### Q. How much do you agree or disagree with the following about the European Union?

EU is an essential union (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	37,2	34,6	28,2
<b>Gender</b>			
Male	45,2	26,1	28,8
Female	29,6	42,5	27,8
Other**	61,5	15,4	23,1
<b>Age</b>			
18-24	27,7	40,5	31,9
25-29	52,7	25,1	22,2
<b>Education</b>			
Still studying	33,9	35,3	30,9
Up to post-secondary education	37,2	44,7	18,1
Up to higher education	44,2	27,9	27,9

**Urbanity**

Up to 2,500 inhabitants	46,2	33	20,9
2,500-50,000 inhabitants	30,4	39,9	29,7
More than 50,000 inhabitants	40,4	30,8	28,8

**European citizenship**

Low	82,1	14,6	3,3
Neutral	43,6	47,4	9
High	19,2	34,1	46,7

**Economic status**

Low	52,1	27,3	20,7
Neutral	38,2	37,8	24
High	32	34,4	33,6

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

EU members share common values (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	49,8	26,3	24
<b>Gender</b>			
Male	54,4	17,7	27,9
Female	46	33	21
Other**	46,2	38,5	15,4
<b>Age</b>			
18-24	43,4	29,6	27
25-29	60,1	20,6	19,2
<b>Education</b>			
Still studying	45,8	29,4	24,8
Up to post-secondary education	53,7	22,1	24,2
Up to higher education	56,6	20,7	22,7

Urbanity			
Up to 2,500 inhabitants	54,3	21,7	23,9
2,500-50,000 inhabitants	49	27,6	23,4
More than 50,000 inhabitants	49,3	26,2	24,5
European citizenship			
Low	83,7	9,8	6,5
Neutral	55,6	31,8	12,6
High	36,2	27,8	36
Economic status			
Low	57,4	25,8	20,2
Neutral	54,1	25,8	20,2
High	44,8	28,6	26,5

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

EU members participate equally in decisions (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	68	21,2	10,8
<b>Gender</b>			
Male	73,5	13,1	13,4
Female	63,6	27,7	8,7
Other**	64,3	28,6	7,1
<b>Age</b>			
18-24	61,9	26,3	11,7
25-29	77,9	12,9	9,3
<b>Education</b>			
Still studying	66,4	22,8	10,8
Up to post-secondary education	68,4	20	11,6
Up to higher education	71,6	17,8	10,7

<b>Urbanity</b>			
Up to 2,500 inhabitants	68,5	18,5	13
2,500-50,000 inhabitants	64,6	24,9	10,5
More than 50,000 inhabitants	70,7	18,9	10,4
<b>European citizenship</b>			
Low	89,5	8,1	2,4
Neutral	70,1	24,8	5,1
High	59,7	23,8	16,5
<b>Economic status</b>			
Low	83,6	8,2	8,2
Neutral	72,8	20,7	6,5
High	59,8	26	14,2

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

Contemporary socio-economic problems can only be solved through the EU (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	48,3	27,7	24
<b>Gender</b>			
Male	47,7	19,9	32,3
Female	48,8	33,7	17,5
Other**	46,2	46,2	7,7
<b>Age</b>			
18-24	47,7	29,1	23,2
25-29	49,3	25,4	25,4
<b>Education</b>			
Still studying	47	28	25
Up to post-secondary education	51,1	29,8	19,1
Up to higher education	49	26,8	24,2

<b>Urbanity</b>			
Up to 2,500 inhabitants	54,3	29,3	16,3
2,500-50,000 inhabitants	48,9	26,4	24,6
More than 50,000 inhabitants	46,2	28,3	25,5
<b>European citizenship</b>			
Low	84,7	11,3	4
Neutral	55,2	36,8	8
High	32,6	28,2	39,2
<b>Economic status</b>			
Low	53,8	25,2	21
Neutral	50	29,1	20,9
High	46	27,4	26,6

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

EU is quite large and does not need to be enlarged to include new member states (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	42,9	36,4	20,7
<b>Gender</b>			
Male	42,4	29,3	28,3
Female	44,6	40,8	14,6
Other**	7,7	84,6	7,7
<b>Age</b>			
18-24	44	38,3	17,7
25-29	41,1	33,3	25,6
<b>Education</b>			
Still studying	42,6	37,8	19,6
Up to post-secondary education	41,3	38	20,7
Up to higher education	44,3	32,3	23,4

Urbanity			
Up to 2,500 inhabitants	49,4	33,7	16,9
2,500-50,000 inhabitants	41,7	40,3	18
More than 50,000 inhabitants	42,2	34	23,8
European citizenship			
Low	25,2	40	34,8
Neutral	37,9	48,3	13,7
High	50,8	28,8	20,4
Economic status			
Low	38,1	35,6	26,3
Neutral	43	37,7	19,3
High	44,4	35,6	20

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

EU members share a common historical past (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	48,6	25,6	25,8
<b>Gender</b>			
Male	50,3	20,5	29,2
Female	47,1	30,2	22,7
Other**	50	21,4	28,6
<b>Age</b>			
18-24	44,1	26,8	29
25-29	55,9	23,7	20,4
<b>Education</b>			
Still studying	47,7	24	28,3
Up to post-secondary education	47,3	29	23,7
Up to higher education	51,3	26,9	21,8

<b>Urbanity</b>			
Up to 2,500 inhabitants	48,4	30,1	21,5
2,500-50,000 inhabitants	46,8	27,1	26,1
More than 50,000 inhabitants	50,1	23,1	26,6
<b>European citizenship</b>			
Low	74,2	16,9	8,9
Neutral	54,5	30,3	15,2
High	37,3	26	36,8
<b>Economic status</b>			
Low	56,2	19,8	24
Neutral	47	30,6	22,4
High	47,3	23,9	28,8

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

EU successes are shared across countries (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	67	20,3	12,6
<b>Gender</b>			
Male	65,2	18,5	16,4
Female	68,8	21,9	9,4
Other**	64,3	21,4	14,3
<b>Age</b>			
18-24	63,74	21,7	14,6
25-29	72,5	18,1	9,4
<b>Education</b>			
Still studying	65,2	21,1	3,8
Up to post-secondary education	73,1	15,1	11,8
Up to higher education	68,7	20,5	10,8

Urbanity			
Up to 2,500 inhabitants	67,4	20,2	12,4
2,500-50,000 inhabitants	64	24,4	11,7
More than 50,000 inhabitants	69,4	17,1	13,5
European citizenship			
Low	90,2	8,2	1,6
Neutral	72,8	21,6	5,6
High	56,6	23,4	20,1
Economic status			
Low	75,6	11,8	12,6
Neutral	70,7	23,7	5,6
High	62,6	21	16,4

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

The EU's problems are shared across countries (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	53	14,3	32,7
<b>Gender</b>			
Male	59	11,1	29,9
Female	47,9	16,8	35,2
Other**	50	21,4	28,6
<b>Age</b>			
18-24	46,7	16,3	37
25-29	63,2	11,1	25,7
<b>Education</b>			
Still studying	49,1	14,9	36
Up to post-secondary education	57,4	10,6	31,9
Up to higher education	60,1	13,6	26,3

Urbanity			
Up to 2,500 inhabitants	60,2	10,8	29
2,500-50,000 inhabitants	47,2	17,7	35,1
More than 50,000 inhabitants	55,7	12,5	31,8
European citizenship			
Low	72,6	6,5	21
Neutral	55,3	18,1	26,5
High	45,5	14,9	39,6
Economic status			
Low	58,3	12,5	29,2
Neutral	56,8	15,4	27,8
High	49,1	14,4	36,5

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. How much do you agree or disagree with the following about the European Union?

It is important for me to be an EU citizen (%)

	Totally disagree / Disagree	Neutral	Agree / Totally agree
Total	16,9	29,5	53,6
<b>Gender</b>			
Male	20,5	21,7	57,8
Female	13,6	36,2	50,3
Other**	23,1	30,8	46,2
<b>Age</b>			
18-24	13,1	29,3	57,5
25-29	23	29,9	47,1
<b>Education</b>			
Still studying	11,9	27,5	60,6
Up to post-secondary education	27,4	36,8	35,8
Up to higher education	22,3	30,5	47,2

Urbanity			
Up to 2,500 inhabitants	23,9	35,9	40,2
2,500-50,000 inhabitants	16,4	26,9	56,6
More than 50,000 inhabitants	15,4	30	54,6
Economic status			
Low	23,3	29,2	47,5
Neutral	18,4	32,9	48,7
High	14,1	27,7	58,2

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## CLIMATE CHANGE

### Q. How worried are you about climate change? (%)

	Not at all / A little	Neither a little, nor much	Fairly / Very
Total	11,9	15,5	71,8
<b>Gender</b>			
Male	17,4	17,4	64,7
Female	7,5	14,5	76,9
Other**	7,1	0	92,9
<b>Age</b>			
18-24	9,7	16,4	72,8
25-29	15,5	14,1	70
<b>Education</b>			
Still studying	11	14,9	73,2
Up to post-secondary education	11,3	18,6	70,1
Up to higher education	14,1	15,6	69,3

<b>Urbanity</b>			
Up to 2,500 inhabitants	8,6	12,9	78,5
2,500-50,000 inhabitants	10,8	19,1	69,1
More than 50,000 inhabitants	13,7	13,4	72,1
<b>European citizenship</b>			
Low	29,8	12,1	57,3
Neutral	6,9	17,1	76
High	9,1	15,5	74,4
<b>Economic status</b>			
Low	13,8	12,2	74
Neutral	10,5	11	78,1
High	12,3	19,4	67

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. In your opinion, who has the main responsibility for combating climate change?**

Select up to 3 (%)

	Each one individually	Businesses and industries	National governments	The European Union
Total	61	60,4	58,2	32
<b>Gender</b>				
Male	<b>48,8</b>	62	<b>65</b>	<b>42,5</b>
Female	<b>71,4</b>	59,1	<b>52,1</b>	<b>22,8</b>
Other**	<b>57,1</b>	57,1	<b>71,4</b>	<b>42,9</b>
<b>Age</b>				
18-24	<b>65,7</b>	58,8	<b>55,4</b>	<b>28,4</b>
25-29	<b>53,4</b>	62,9	<b>62,9</b>	<b>37,8</b>
<b>Education</b>				
Still studying	62,4	62,2	59	31,1
Up to post-secondary education	66	58,8	48,5	24,7
Up to higher education	55,3	58,3	62,8	38,2

Urbanity				
Up to 2,500 inhabitants	59,1	59,1	52,7	36,6
2,500-50,000 inhabitants	66,3	60,8	56,6	28,8
More than 50,000 inhabitants	57,4	60,4	60,9	33,3
European citizenship				
Low	<b>37,9</b>	<b>54</b>	56,5	<b>35,5</b>
Neutral	<b>71</b>	<b>66,8</b>	60,8	<b>23,5</b>
High	<b>62,4</b>	<b>59,4</b>	58,1	<b>35,8</b>
Economic status				
Low	54,5	63,4	53,7	36,6
Neutral	60,3	62	60,3	31,6
High	63,4	58,9	58,6	30,1

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. In your opinion, who has the main responsibility for combating climate change?

Select up to 3 (%)

	Environmental organizations	Local Government	Other	None	NA
Total	7,2	5,6	3,2	1,7	0,5
<b>Gender</b>					
Male	5,7	7,5	3,3	3	0,3
Female	8,3	4,3	3	0,8	0,8
Other**	14,3	0	7,1	0	0
<b>Age</b>					
18-24	8	4,5	3,4	1,5	0,4
25-29	6	7,4	2,8	2,1	0,7
<b>Education</b>					
Still studying	7,9	4,5	2,5	1,4	0,2
Up to post-secondary education	9,3	5,2	3,1	3,1	1
Up to higher education	4	8	4,5	2	1

Urbanity					
Up to 2,500 inhabitants	10,8	5,4	4,3	3,2	0
2,500-50,000 inhabitants	7,6	6,6	3,5	1,7	0,3
More than 50,000 inhabitants	6	4,9	2,7	1,4	0,8
European citizenship					
Low	9,7	4,8	6,5	<b>7,3</b>	0,8
Neutral	6,9	4,6	2,3	<b>0,5</b>	0,5
High	6,3	6,6	2,8	<b>0,8</b>	0,3
Economic status					
Low	<b>2,4</b>	7,3	4,1	3,3	0,8
Neutral	<b>4,6</b>	4,2	3	0,8	0,4
High	<b>10,2</b>	5,8	3,1	1,8	0,5

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## ENVIRONMENT AND CLIMATE

### Q. Which of the following do you do:

I buy organically produced food (%)

	Very often	Sometimes	Never
Total	12,6	62,5	23,2
<b>Gender</b>			
Male	9,6	58,1	29,6
Female	14,8	66,4	18
Other**	21,4	57,1	14,3
<b>Age</b>			
18-24	12,5	63,8	21,8
25-29	12,7	60,4	25,4
<b>Education</b>			
Still studying	12,2	63,5	23,2
Up to post-secondary education	13,4	60,8	21,6
Up to higher education	12,1	62,8	23,6

Urbanity			
Up to 2,500 inhabitants	12,9	68,8	18,3
2,500-50,000 inhabitants	13,2	58,7	25,7
More than 50,000 inhabitants	12	63,9	22,4
European citizenship			
Low	16,1	54	26,6
Neutral	11,5	65,4	21,7
High	11,9	63,5	23,1
Economic status			
Low	8,1	64,2	23,6
Neutral	11,8	64,6	22,8
High	14,7	61	22,8

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. Which of the following do you do:

I buy fair trade products (%)

	Very often	Sometimes	Never
Total	12,9	53,5	15,8
<b>Gender</b>			
Male	10,5	50	19,2
Female	14,8	56,1	13,3
Other**	14,3	64,3	7,1
<b>Age</b>			
18-24	11,4	51,1	17,7
25-29	15,2	57,6	12,7
<b>Education</b>			
Still studying	11,7	52,9	17,3
Up to post-secondary education	5,2	58,8	11,3
Up to higher education	19,6	52,3	15,1

Urbanity			
Up to 2,500 inhabitants	10,8	51,6	17,2
2,500-50,000 inhabitants	12,5	54,2	14,9
More than 50,000 inhabitants	13,7	53,6	16,1
European citizenship			
Low	12,1	53,2	16,9
Neutral	12,9	53,9	14,3
High	13,2	54,3	16,5
Economic status			
Low	12,2	56,1	17,1
Neutral	13,1	59,5	10,5
High	13,1	49,5	18,1

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. Which of the following do you do:**

I recycle paper, glass, aluminum, etc. (%).

	Very often	Sometimes	Never
Total	57,8	35,2	6
<b>Gender</b>			
Male	57,2	33,2	8,1
Female	58,4	36,8	4,5
Other**	57,1	35,7	0
<b>Age</b>			
18-24	55	38,4	5,6
25-29	62,5	30	6,7
<b>Education</b>			
Still studying	56,5	36,5	5,9
Up to post-secondary education	54,6	36,1	7,2
Up to higher education	62,8	32,2	5

<b>Urbanity</b>			
Up to 2,500 inhabitants	51,6	37,6	10,8
2,500-50,000 inhabitants	54,9	37,2	6,6
More than 50,000 inhabitants	61,7	33,1	4,4
<b>European citizenship</b>			
Low	53,2	34,7	11,3
Neutral	56,2	37,8	5,1
High	59,9	34,5	4,6
<b>Economic status</b>			
Low	46,3	44,7	8,1
Neutral	60,8	32,5	5,9
High	59,7	33,8	5,5

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. Which of the following do you do:

I avoid buying new things and prefer to buy second-hand (%)

	Very often	Sometimes	Never
Total	13,4	45,8	39,1
<b>Gender</b>			
Male	8,1	45,5	44,6
Female	16,8	45,6	35,8
Other**	42,9	57,1	0
<b>Age</b>			
18-24	14,7	47,7	36
25-29	11,3	43,1	44,2
<b>Education</b>			
Still studying	14,4	47,7	36,3
Up to post-secondary education	15,5	42,3	38,1
Up to higher education	10,1	42,2	46,7

**Urbanity**

Up to 2,500 inhabitants	7,5	43	44,1
2,500-50,000 inhabitants	12,5	48,6	37,8
More than 50,000 inhabitants	15,6	44,3	38,8

**European citizenship**

Low	17,7	46,8	33,1
Neutral	17,1	46,5	35
High	10,4	44,9	43,4

**Economic status**

Low	17,1	43,9	35,8
Neutral	15,6	47,7	35,4
High	11	45,3	42,1

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. Which of the following do you do:**

I try to save energy at home, e.g. by turning off lights or appliances when they are off or reducing water consumption (%)

	Very often	Sometimes	Never
Total	65,7	30,5	3,6
<b>Gender</b>			
Male	59,6	35,9	4,5
Female	70,4	26,3	3
Other**	78,6	21,4	0
<b>Age</b>			
18-24	64,2	32,1	3,4
25-29	68,2	27,9	3,9
<b>Education</b>			
Still studying	63,3	33,6	2,9
Up to post-secondary education	72,2	24,7	3,1
Up to higher education	68,3	26,6	5

<b>Urbanity</b>			
Up to 2,500 inhabitants	65,6	30,1	4,3
2,500-50,000 inhabitants	64,6	31,3	4,2
More than 50,000 inhabitants	66,7	30,1	3
<b>European citizenship</b>			
Low	64,5	26,6	8,9
Neutral	68,2	29,5	1,8
High	65	32,2	2,8
<b>Economic status</b>			
Low	74,8	20,3	4,9
Neutral	65,8	31,2	3
High	62,6	33,5	3,7

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. Which of the following do you do:**

I choose walking, cycling or using public transport instead of a car (%)

	Very often	Sometimes	Never
Total	58,9	28,6	11,4
<b>Gender</b>			
Male	55,4	29,6	13,8
Female	61,2	28,1	9,8
Other**	78,6	21,4	0
<b>Age</b>			
18-24	62,7	28	8
25-29	52,7	29,7	17
<b>Education</b>			
Still studying	65,5	25,2	8,3
Up to post-secondary education	46,4	34	16,5
Up to higher education	50,3	33,2	16,1

**Urbanity**

Up to 2,500 inhabitants	58,1	31,2	10,8
2,500-50,000 inhabitants	56,3	26,7	14,6
More than 50,000 inhabitants	61,2	29,5	9

**European citizenship**

Low	50	27,4	20,2
Neutral	56,2	33,2	10,6
High	63,5	26,1	9,1

**Economic status**

Low	58,5	26,8	13,8
Neutral	61,2	26,6	11,4
High	57,6	30,6	10,7

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. Which of the following do you do:

I choose food from local producers / farmers' markets to reduce the energy footprint of food (%)

	Very often	Sometimes	Never
Total	42	45,4	11,2
<b>Gender</b>			
Male	38	46,4	13,2
Female	45,4	44,9	9,3
Other**	42,9	35,7	21,4
<b>Age</b>			
18-24	37,7	51,5	9,7
25-29	49,1	35,3	13,8
<b>Education</b>			
Still studying	40,3	48,6	9,9
Up to post-secondary education	40,2	49,5	8,2
Up to higher education	46,2	36,7	15,6

Urbanity			
Up to 2,500 inhabitants	51,6	40,9	4,3
2,500-50,000 inhabitants	42,4	45,1	11,5
More than 50,000 inhabitants	39,3	46,7	12,8
European citizenship			
Low	50	35,5	12,1
Neutral	43,3	45,6	9,7
High	39,3	47,7	11,9
Economic status			
Low	53,7	35,8	9,8
Neutral	47,3	41,8	9,7
High	34,8	51,3	12,3

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. Which of the following do you do:

I prefer to buy products in bulk or without plastic packaging (%)

	Very often	Sometimes	Never
Total	36,5	48,3	13
<b>Gender</b>			
Male	29,3	51,5	15,9
Female	42,1	45,9	10,8
Other**	50	42,9	7,1
<b>Age</b>			
18-24	35,6	48,1	14,7
25-29	38,2	48,8	10,2
<b>Education</b>			
Still studying	34	50,5	13,7
Up to post-secondary education	39,2	40,2	13,4
Up to higher education	40,7	47,7	11,1

<b>Urbanity</b>			
Up to 2,500 inhabitants	41,9	47,3	8,6
2,500-50,000 inhabitants	36,8	46,9	13,5
More than 50,000 inhabitants	35	49,7	13,7
<b>European citizenship</b>			
Low	37,9	41,1	18,5
Neutral	40,6	46,5	12
High	34,5	51	11,9
<b>Economic status</b>			
Low	47,2	36,6	13,8
Neutral	40,9	48,1	9,3
High	30,6	52,1	14,9

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. Which of the following do you do:**

I avoid buying disposable products (%)

	Very often	Sometimes	Never
Total	32,8	53	12,3
<b>Gender</b>			
Male	26,3	55,4	15,3
Female	37,8	51,6	9,5
Other**	42,9	35,7	21,4
<b>Age</b>			
18-24	29,5	56	12,7
25-29	38,2	48,1	11,7
<b>Education</b>			
Still studying	30,6	55,9	12,2
Up to post-secondary education	35,1	49,5	11,3
Up to higher education	36,7	48,2	13,1

Urbanity			
Up to 2,500 inhabitants	35,5	57	7,5
2,500-50,000 inhabitants	29,2	52,4	16,3
More than 50,000 inhabitants	35	52,5	10,4
European citizenship			
Low	29,8	51,6	15,3
Neutral	34,6	54,8	10,1
High	33,2	52	12,7
Economic status			
Low	38,2	45,5	14,6
Neutral	34,2	56,1	8,4
High	30,4	53,4	13,9

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. In relation to climate and environmental actions, what of the following have you done in the last year?**

Check all that applies: (%)

	I have boycotted or bought a product for a related reason	I posted something with an environmental content	I made a comment on social media about an environmental issue	I encouraged people to mobilize through social media	I attended a related political event
Total	32,9	25,7	19,9	18,3	15,9
<b>Gender</b>					
Male	31,4	24,3	24	18	21,3
Female	33,3	27,3	16,5	18,8	11
Other**	57,1	14,3	21,4	14,3	28,6
<b>Age</b>					
18-24	30,2	26,3	18,3	18,8	15,7
25-29	37,5	24,7	22,6	17,7	16,3
<b>Education</b>					
Still studying	33,6	26,6	20,5	19,8	16,4
Up to post-secondary education	23,7	29,9	20,6	15,5	12,4
Up to higher education	37,2	22,6	19,1	17,1	17,1

Urbanity					
Up to 2,500 inhabitants	<b>21,5</b>	23,7	<b>11,8</b>	14	<b>15,1</b>
2,500-50,000 inhabitants	<b>28,8</b>	22,6	<b>18,4</b>	18,1	<b>11,8</b>
More than 50,000 inhabitants	<b>39,1</b>	28,7	<b>23,2</b>	19,7	<b>19,4</b>
European citizenship					
Low	30,6	<b>16,9</b>	<b>16,9</b>	<b>12,1</b>	16,9
Neutral	30,4	<b>27,2</b>	<b>15,7</b>	<b>14,7</b>	16,1
High	35,8	<b>28,4</b>	<b>23,9</b>	<b>22,8</b>	15,7
Economic status					
Low	40,7	28,5	<b>27,6</b>	<b>23,6</b>	<b>25,2</b>
Neutral	32,9	27,8	<b>22,4</b>	<b>21,1</b>	<b>13,5</b>
High	30,9	23,3	<b>16,2</b>	<b>14,9</b>	<b>14,7</b>

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

**Q. In relation to climate and environmental actions, what of the following have you done in the last year?**

Check all that applies: (%)

	I took part in a relevant demonstration	I donated money to a relevant online fundraiser (crowdfunding)	I volunteered for something relevant in my neighborhood	I worked voluntarily in an environmental organization / NGO	I contacted a politician on social media to express my concern about a related issue	NA
Total	12,4	11,8	9,1	6,2	4,8	32
<b>Gender</b>						
Male	<b>14,7</b>	11,4	8,7	<b>6</b>	6,6	33,6
Female	<b>9,8</b>	12	9	<b>5,5</b>	3,5	31,3
Other**	<b>35,7</b>	14,3	21,4	<b>28,6</b>	0	14,3
<b>Age</b>						
18-24	11,6	<b>9,9</b>	9,1	6,5	4,3	31,5
25-29	13,8	<b>14,8</b>	9,2	5,7	5,7	32,9
<b>Education</b>						
Still studying	11,7	11	<b>7</b>	5,6	5	29,7
Up to post-secondary education	11,3	10,3	<b>9,3</b>	3,1	2,1	39,2
Up to higher education	15,1	14,6	<b>14,1</b>	9	6	31,3

Urbanity						
Up to 2,500 inhabitants	<b>6,5</b>	7,5	8,6	5,4	8,6	<b>33,3</b>
2,500-50,000 inhabitants	<b>9,7</b>	11,8	11,1	5,6	4,2	<b>37,6</b>
More than 50,000 inhabitants	<b>16,1</b>	12,8	7,7	6,8	4,4	<b>27,3</b>
European citizenship						
Low	13,7	6,5	6,5	3,2	2,4	38,7
Neutral	12,9	12	8,3	6,9	4,6	35,9
High	11,9	13,2	10,4	6,6	5,6	26,7
Economic status						
Low	<b>19,5</b>	11,4	8,9	7,3	<b>8,1</b>	24,4
Neutral	<b>15,2</b>	11	11	5,5	<b>6,3</b>	30,4
High	<b>8,6</b>	12,6	7,9	6	<b>2,9</b>	35,4

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## DIGITAL TRANSITION

### Q. What do you think should be the priorities in Europe for citizens' digital rights?

Select up to 2 (%)

	Ensuring the protection of citizens' personal data online	Protection against online fraud	Educating citizens without digital skills	Ensuring freedom of speech online	Protection from online abuse
Total	61	43	40,2	34,5	9,4
<b>Gender</b>					
Male	31,4	39,5	41	<b>41,9</b>	7,2
Female	60,4	46,6	38,6	<b>28,3</b>	11,5
Other**	71,4	21,4	64,3	<b>35,7</b>	0
<b>Age</b>					
18-24	61,6	45	40,5	31	8
25-29	60,1	39,6	39,6	40,3	11,7
<b>Education</b>					
Still studying	61	42,8	41,7	34,2	8,1
Up to post-secondary education	57,7	52,6	39,2	26,8	11,3
Up to higher education	63,8	38,2	38,2	38,7	11,1

Urbanity					
Up to 2,500 inhabitants	62,4	40,9	38,7	33,3	9,7
2,500-50,000 inhabitants	60,1	42,7	42,4	35,1	9,4
More than 50,000 inhabitants	61,5	43,7	38,8	34,4	9,3
European citizenship					
Low	62,9	34,7	<b>28,2</b>	<b>46,8</b>	8,1
Neutral	60,8	45,2	<b>40,6</b>	<b>31,8</b>	12,4
High	61,2	44,2	<b>43,7</b>	<b>32,7</b>	8,1
Economic status					
Low	56,1	47,2	40,7	36,6	7,9
Neutral	62,4	43	34,2	36,7	11,8
High	61,5	41,6	43,5	32,7	9,8

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## EUROPEAN YOUTH STRATEGY

### Q. What objectives do you think the European Union should prioritise in order to support the future of young people?

Select up to 3 (%)

	Ensuring basic rights to housing, work, health for socially excluded young people	Combating discrimination and guaranteeing equal rights for all genders	Increasing funding for youth programmes	Taking preventive measures for better mental health of young people	The creation of support mechanisms to prepare young people for the future of work in the changing era
Total	59,3	37,8	33,6	32,1	29,3
<b>Gender</b>					
Male	59,3	23,7	35,6	29	31,1
Female	58,9	48,6	31,6	35,6	28,1
Other**	71,4	64,3	42,9	7,1	21,4
<b>Age</b>					
18-24	55,6	40,3	35,1	32,1	28,9
25-29	65,4	33,6	31,1	32,2	30
<b>Education</b>					
Still studying	58,8	40,1	34,9	31,5	28,6
Up to post-secondary education	56,7	34	30,9	41,2	27,8
Up to higher education	62,8	34,2	32,2	29,1	31,7

Urbanity					
Up to 2,500 inhabitants	<b>74,2</b>	36,6	33,3	29	26,9
2,500-50,000 inhabitants	<b>56,6</b>	38,2	36,5	34,7	24,3
More than 50,000 inhabitants	<b>57,7</b>	37,7	31,4	30,9	33,9
European citizenship					
Low	61,3	<b>26,6</b>	33,9	36,3	<b>20,2</b>
Neutral	62,2	<b>45,6</b>	30,9	34,6	<b>25,3</b>
High	57,6	<b>37,3</b>	35,5	29,2	<b>33,8</b>
Economic status					
Low	63,4	29,3	34,1	31,7	30,9
Neutral	60,8	38,8	33,8	32,9	26,2
High	56,8	39,5	33,5	31,9	30,6

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)

## Q. What objectives do you think the European Union should prioritize in order to support the future of young people?

Select up to 3 (%)

	The design and implementation of more personalized and participatory learning methods at all levels of education	Young people's access to sustainable and high-quality jobs in rural areas	Increasing the participation of young people in elections and decision-making bodies	The empowerment of young people to deal critically and responsibly with the use and production of information
Total	22,9	21,3	20,5	16,1
<b>Gender</b>				
Male	22,2	<b>32,9</b>	<b>26,6</b>	17,4
Female	22,6	<b>12</b>	<b>15,3</b>	15,5
Other**	50	<b>7,1</b>	<b>21,4</b>	0
<b>Age</b>				
18-24	23,5	19,2	20,7	15,3
25-29	21,9	24,7	20,1	17,3
<b>Education</b>				
Still studying	21,8	18,9	20,3	15,5
Up to post-secondary education	25,8	24,7	15,5	18,6
Up to higher education	24,6	24,6	23,1	16,1

Urbanity				
Up to 2,500 inhabitants	24,7	21,5	22,6	12,9
2,500-50,000 inhabitants	22,9	23,6	17,4	18,4
More than 50,000 inhabitants	22,4	19,4	22,4	15
European citizenship				
Low	20,2	27,4	24,2	14,5
Neutral	26,3	20,7	16,1	14,7
High	22,6	20,1	21,8	17
Economic status				
Low	22	20,3	24,4	18,7
Neutral	21,5	21,9	20,7	15,2
High	23,8	21,2	19,4	15,7

\*\* The conclusions are indicative due to the small number of people who chose the answer "Other" (N=14)



**HELLENIC REPUBLIC**  
Ministry of Education and Religious Affairs

General Secretariat for Vocational Education,  
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