ERASMEDIAH

Educational Reinforcement Against the Social Media Hyperconnectivity

WP3.A4 Evaluation, Analysis and description of the results from the consortium questionnaires application

Consolidated Report

Co-funded by the European Union

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1. Introduction

1.1. Overview of the project

ERASMEDIAH is a project funded by the Erasmus Plus Program, that aims at addressing, in the next two years, the Youth Sector through collective research work and the design and testing of a comprehensive, highly interactive Training Course for Educational Reinforcement against Young People's Social Media Hyperconnectivity. The course will be used by professionals working with youth (youth workers, facilitators, educators). The Training Course will be created thanks to the cooperative work of various professionals and different individuals involved in the education of young people aged 11-18 (sociologists, psychologists, teachers, professors, parents, youth workers); it will become a powerful instrument for youth workers and educators to deal with the issues related to social media hyperconnectivity.

1.2. Project Objectives

The main objectives of the project ERASMEDIAH are:

- To provide youth workers, educators and facilitators with specific training and theoretical and practical tools to improve their educational reinforcement skills against social media hyper-connectivity among young people (11-18 years).
- To improve youth workers' capacities and skills in handling problematic situations and preventing the risks of social media over-exposure by young people.
- To improve young people's knowledge of the risks and issues of social media hyperconnectivity, providing tools and knowledge to prevent such risks.

1.3. Purpose of the document

ERASMEDIAH aims to address the significant impact of increased screen time and social media hyperconnectivity on young people aged 11-18. As part of this broader effort, the work detailed in this document focuses on a comprehensive, three-tiered research investigation into the risks inked to youth social media hyperconnectivity and the exploration of strategies to mitigate these risks. This research is vital to fulfilling the overall goals of the ERASMEDIAH project by providing data-driven insights that will guide the development of targeted interventions for educators, youth workers, and other relevant stakeholders.

This document specifically addresses the evaluation, analysis, and description of results gathered from all the consortium countries through questionnaires distributed to stakeholders working with youth. Similar national reports have been prepared in all six partner countries. These reports are synthesized to create a detailed consolidated report that will guide the project's subsequent phases. Through systematic analysis of the responses, this document aims to identify patterns, challenges, and potential solutions related to the dangers of social media hyperconnectivity, ultimately contributing to the development of educational tools and resources to tackle this pressing issue.

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The successful completion of this phase will not only provide valuable insights into the current state of social media use among young people in different European contexts but will also lay the groundwork for the project's next steps, particularly the development of practical and theoretical tools for youth education and empowerment in the digital age.

2. Methodology

The project utilizes a multi-step approach to assess, analyse, and interpret the results gathered from questionnaires distributed across the partner countries, targeting stakeholders involved with youth. This process aims to ensure a thorough understanding of the risks linked to social media hyperconnectivity among young people and to generate actionable insights that will guide the next phases of the ERASMEDIAH project.

2.1. Questionnaire Design and Distribution

Each partner country developed a tailored questionnaire based on the outcomes of prior focus group discussions held with experts in various fields (e.g., psychologists, sociologists, educators). These questionnaires were designed to capture data on the perceptions, experiences, and challenges faced by stakeholders working with youth aged 11-18 in relation to social media use.

Each partner was tasked with securing 30 participants, either directly or indirectly connected to the project's target groups, to provide the necessary feedback. To achieve this, most partners utilized their network of associated partners and also established new connections while promoting the project at social events**. The questionnaires were distributed to a diverse group of 198 stakeholders in total, ensuring representation from various professions such as youth workers, educators, social media experts, and parents.**

The responses from the distributed questionnaires were gathered and analysed by each partner country. Each country conducted its analysis independently, resulting in six distinct national reports. The collected data includes both qualitative and quantitative information regarding the impact of social media hyperconnectivity, identified risks, and possible strategies to address these risks. This process involved identifying key patterns, challenges, and opportunities associated with social media use among young people within their respective national contexts. The analysis aimed to extract valuable insights that capture the unique experiences and concerns of stakeholders in each country.

2.2. Final Evaluation and Reporting

The final stage of WP3 activity *A4. Evaluation, Analysis and description of the results from the questionnaires' application* included a rigorous evaluation of the synthesized data to ensure its accuracy and relevance. This evaluation will also aim to pinpoint the most pressing issues and potential solutions for the next phases of the project.

The national reports from all six partner countries were thoroughly synthesized to create the current comprehensive consolidated report. This process entails comparing and contrasting findings from various contexts to identify common themes and notable differences. The consolidated report

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provides an extensive overview of the risks and challenges associated with social media hyperconnectivity among youth across Europe. It documents all national findings, summarizing the results while also offering recommendations for developing educational tools and resources. These resources aim to equip educators, youth workers, and other stakeholders with effective strategies to address the challenges posed by social media hyperconnectivity among young people. This methodology establishes a robust, data-driven foundation for the ERASMEDIAH project, facilitating the creation of impactful interventions to mitigate the risks linked to youth social media hyperconnectivity.

2.3. ERASMEDIAH Questionnaire

The ERASMEDIAH questionnaire was a collaborative effort involving all project partners, resulting in a comprehensive tool designed to shed light on the hyperconnectivity issues affecting the project's target group. The development of the questionnaire was strongly informed by insights from the focus groups conducted in earlier phases of the project. Experts from these focus groups provided valuable input on the key issues that needed to be identified and addressed, and even contributed specific questions that were incorporated into the final questionnaire.

Great care was taken to ensure that the questions reflected the most relevant concerns regarding social media hyperconnectivity among young people. Once all partners reviewed and finalized the questionnaire, it was made available as an online survey using Google Forms, with printed versions provided for special cases where necessary. A copy of the questionnaire is included in the Annex of this document, ensuring transparency and accessibility for future reference.

This collaborative and data-driven approach ensured the questionnaire was not only comprehensive but also tailored to accurately capture the perspectives and concerns of those directly affected by the challenges of social media hyperconnectivity.

3. Results

3.1. ERASMEDIAH Questionnaire

In this section, we provide an analysis of the feedback gathered from participants from all partner countries. Each question's results are presented graphically, accompanied by a concise summary of the responses. The complete questionnaire is included in the Annex of this report for detailed reference and transparency.

3.1.1. State your role

The distribution of roles among respondents in the questionnaires from Greece, Hungary, Italy, Poland, Spain, and Turkey emphasizes the varied perspectives involved in supporting youth. It's important to note that the type/number of participants from each partner is directly related to their respective fields of expertise.

In **Greece**, the largest group of respondents identified as parents, totalling 12. This was followed by teachers, with 6 respondents. Youth workers and educators accounted for 5 respondents, while

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psychologists and psychiatrists contributed 4, and social workers represented the smallest group with 3.

Hungary saw a significant representation of parents, with a total of 24 respondents, marking the highest involvement among the countries surveyed. Teachers had a smaller presence, with only 4 respondents, while there were no youth workers or educators reported. Psychologists and psychiatrists contributed 6 respondents, and social workers were absent from this survey group.

Italy had a diverse representation as well, with 13 parents and a notable 16 teachers, the highest among the surveyed countries in this category. Youth workers and educators contributed 4, while psychologists and psychiatrists accounted for 3 respondents. Social workers were not represented in Italy.

In **Poland**, parents made up 12 of the respondents, while teachers had a total of 8. Youth workers and educators also contributed 4 respondents, with psychologists and psychiatrists adding 2. Social workers were again present with 4 respondents.

Spain had a strong representation of parents, with 11 respondents, alongside 8 teachers. Youth workers and educators contributed 9, while psychologists and psychiatrists added 2 respondents. Social workers had a total of 3.

Lastly, **Turkey**'s respondents showed a unique distribution with 8 parents and a substantial number of teachers, totalling 24, the highest in this category across the countries. Youth workers and educators had only 1 respondent, while psychologists and psychiatrists contributed 1, and social workers were represented by 1 respondent as well.

Overall, the data illustrates that parents and teachers play significant roles in the support network for youth across these countries, while the involvement of youth workers, psychologists, and social workers varies significantly, indicating potential areas for increased engagement in the future.

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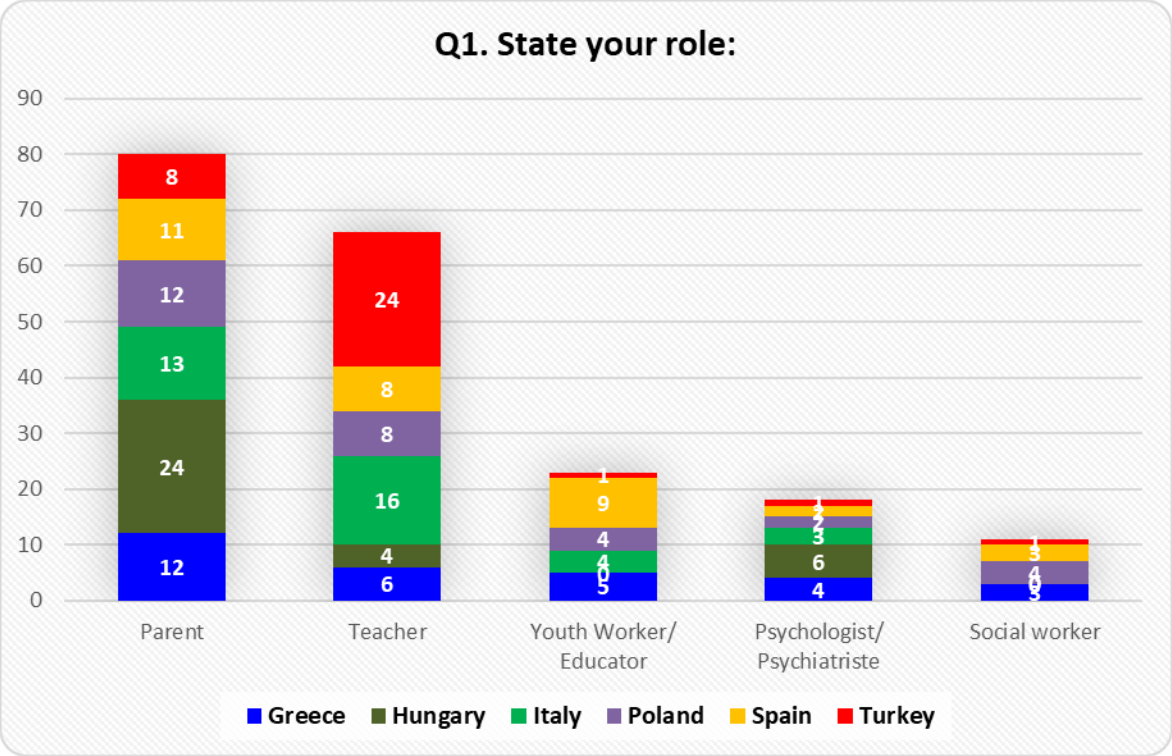

3.1.2. State age range of your students/ pupils/ patients (if you are a parent, state age and number of your children).

The age range data collected from the questionnaires across six countries provides valuable insights into the demographics of students, pupils, and patients being served.

For the age group of **13-18 years**, a total of **17 respondents** from Greece indicated this range, while Hungary reported **18**, Italy had **12**, Poland had a notable **25**, Spain recorded **18**, and Turkey had **16**. This age group is the most represented across all countries, highlighting a strong focus on adolescents and young adults within educational and support systems.

In the **5-12 years** category, Greece reported **8 respondents**, Hungary had **13**, Italy noted **17**, Poland had **5**, Spain indicated **15**, and Turkey reported **17**. This age range, while less populated than the 13-18 years group, still shows significant engagement, particularly in Italy and Turkey, suggesting a commitment to early education and support for younger children.

Lastly, the **19-30 years** age group saw fewer respondents overall, with Greece contributing **4**, Hungary **3**, Italy **7**, Poland and Spain having no respondents, and Turkey indicating **2**. The lower numbers in this category may reflect a gap in services or engagement for young adults, suggesting a potential area for further development in future initiatives aimed at this demographic.

Overall, the data indicates a strong focus on adolescents aged 13-18, with considerable attention given to younger children aged 5-12. However, the lack of engagement in the 19-30 age range points to an opportunity for programs to expand their reach and support to young adults.

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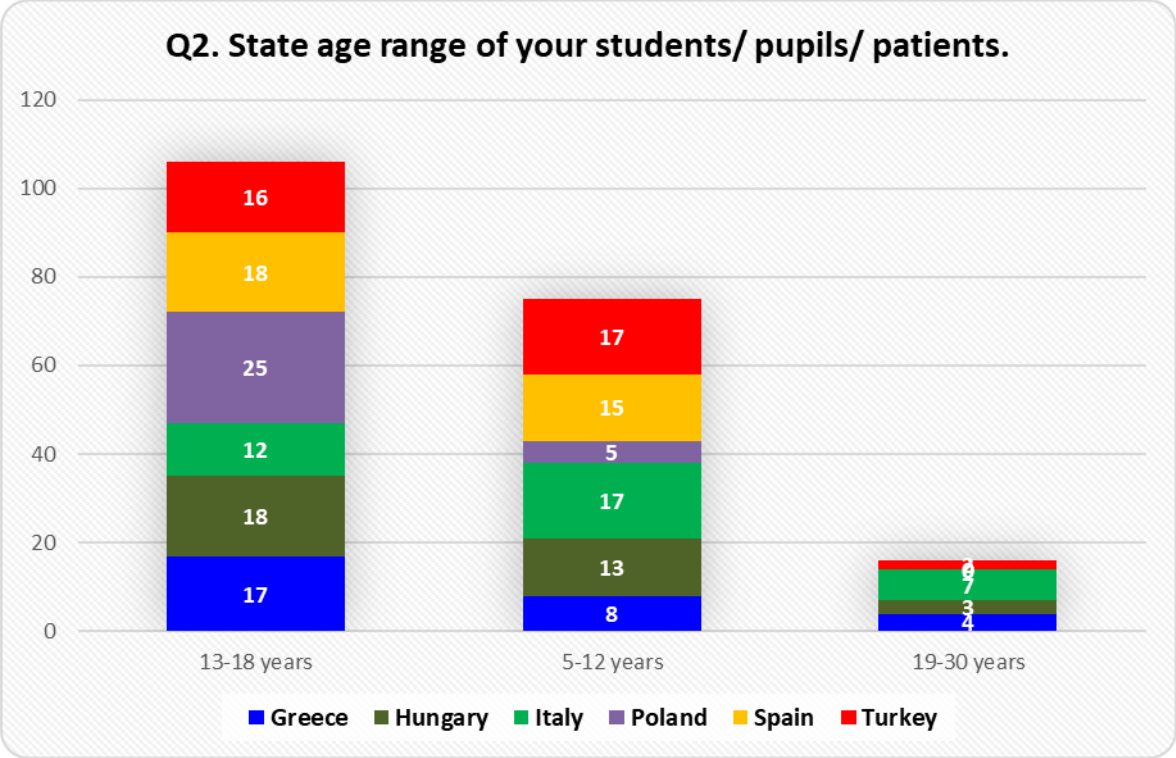

3.1.3. How many hours do you, as an adult, spend on the internet daily, for any purpose?

The data collected regarding daily internet usage among adults across the countries reveals varied patterns of engagement with online activities.

In the **1-2 hours** category, Greece reported 2 respondents, Hungary had 3, Italy indicated 12, Poland had 1, Spain recorded 4, and Turkey noted 8. This shows that a relatively small number of adults in most countries spend only 1-2 hours online daily, with Italy having a notably higher engagement in this category.

The **2-3 hours** range saw a larger number of respondents, with Greece contributing 8, Hungary 6, Italy 10, Poland 19, Spain 11, and Turkey 10. This data suggests that a significant portion of adults across these countries engage with the internet for a moderate amount of time each day, particularly in Poland, where the highest number of respondents falls within this time frame.

In the **3-4 hours** category, Greece reported 6, Hungary 11, Italy 6, Poland had 0, Spain recorded 14, and Turkey indicated 4. This demonstrates a shift in engagement, with Spain having a considerable number of adults spending this amount of time online, while Poland shows no respondents in this range.

The **4-5 hours** category included 2 respondents from Greece, 6 from Hungary, 5 from Italy, 10 from Poland, 3 from Spain, and 7 from Turkey. This indicates a moderate level of engagement for some adults, particularly in Poland, which has the highest number in this range.

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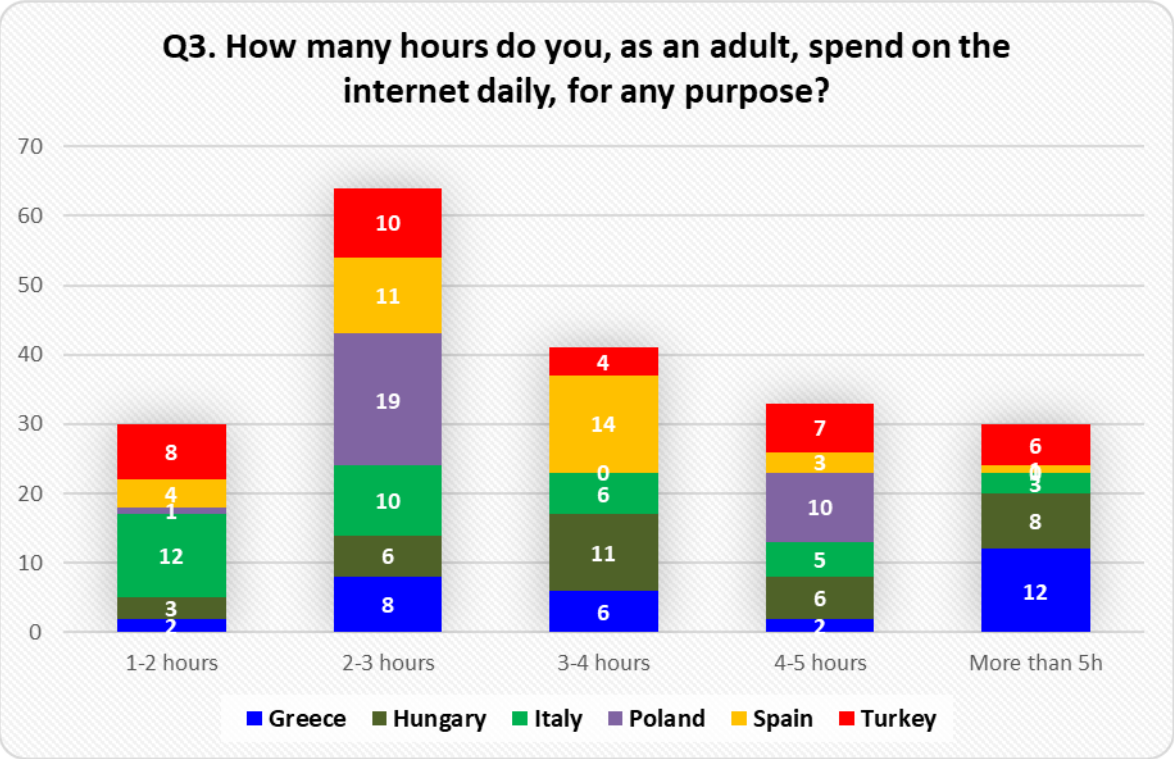
Finally, the **more than 5 hours** category showed varied responses: Greece had 12, Hungary reported 8, Italy had 3, Poland had 0, Spain noted 1, and Turkey indicated 6. This suggests that a notable number of adults in Greece and Hungary spend a significant amount of time online, while Poland shows no respondents exceeding five hours of daily internet use.

Overall, the data illustrates that while many adults spend a moderate amount of time online daily, there is a noteworthy segment, particularly in Greece and Hungary, that engages heavily with the internet for over five hours. This information could be essential for understanding internet usage patterns and their implications for social and educational initiatives.



3.1.4. How many hours do your children/ students/ pupils usually spend on the internet daily, for any purpose?

The data regarding daily internet usage among children, students, and pupils offers insights into their online engagement patterns.

In the **1-2 hours** category, Greece reported **4 respondents**, Hungary had **2**, Italy indicated **9**, Poland showed **0**, Spain recorded **12**, and Turkey noted **9**. This suggests that a significant number of children and students in Spain and Italy spend a relatively low amount of time online, while Poland appears to have no respondents in this time range.

The **2-3 hours** range included **9** from Greece, **5** from Hungary, **4** from Italy, **0** from Poland, **5** from Spain, and **9** from Turkey. This indicates a moderate engagement level, particularly in Greece and Turkey, where the numbers reflect a notable presence of children spending this amount of time online.

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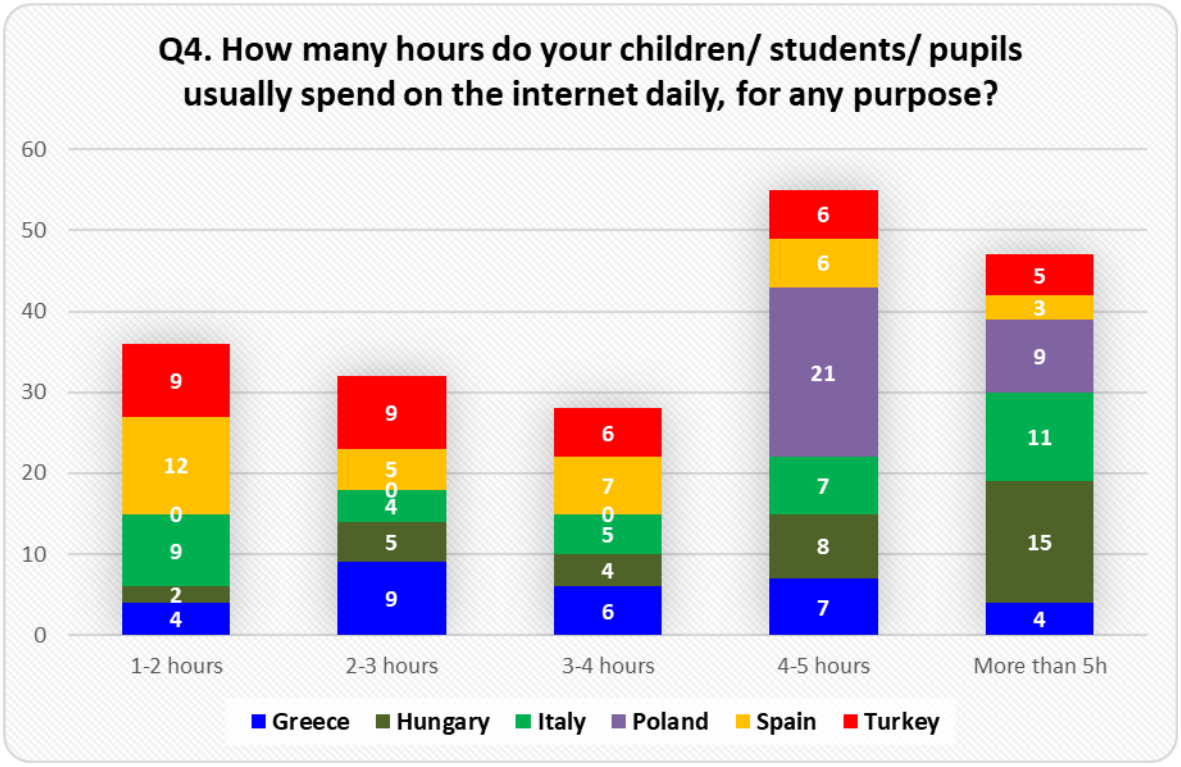
In the **3-4 hours** category, Greece had **6 respondents**, Hungary reported **4**, Italy noted **5**, Poland again showed **0**, Spain recorded **7**, and Turkey had **6**. This range demonstrates that some students in Spain and Turkey are engaging with the internet for a few hours each day, while Poland continues to show no respondents.

The **4-5 hours** category saw a total of **7** respondents from Greece, **8** from Hungary, **7** from Italy, a notable **21** from Poland, **6** from Spain, and **6** from Turkey. This substantial response from Poland indicates that a significant number of children in that country are online for longer periods, suggesting a higher level of engagement compared to other countries.

Lastly, in the **more than 5 hours** category, Greece had **4**, Hungary reported **15**, Italy noted **11**, Poland indicated **9**, Spain had **3**, and Turkey contributed **5**. This data shows a considerable number of children in Hungary spending more than five hours online daily, reflecting a higher tendency for prolonged internet use compared to the other countries surveyed.

Overall, the data indicates that while many children and students spend a moderate amount of time online, a notable segment, particularly in Hungary and Poland, engages in extensive internet use. This information may be important for understanding the implications of internet use on young people's education and social development.



3.1.5. What social media platforms are most frequently used by your children/students? (Select all that apply)

The data on social media platform usage among children, students, and pupils provides valuable insights into their online preferences.

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YouTube emerged as the most frequently used platform, with Greece reporting 27 users, Hungary also at 27, Italy with 22, Poland leading with 30, Spain at 11, and Turkey contributing 25. This indicates a strong preference for video content among children and students in all surveyed countries, particularly in Poland.

Instagram follows closely behind as a popular choice, with Greece having 24 users, Hungary 20, Italy 25, Poland 26, Spain 20, and Turkey 21. This platform's visual appeal seems to resonate well with young users across the board.

TikTok also shows significant engagement, with Greece at 24, Hungary 24, Italy 24, Poland 19, Spain leading with 26, and Turkey at 13. The popularity of TikTok suggests a strong interest in short-form video content, particularly in Spain, where it has the highest usage among the countries surveyed.

Facebook, while still used, appears less popular among younger audiences, with Greece reporting 8 users, Hungary 9, Italy 7, Poland 17, Spain 1, and Turkey 4. This trend aligns with the general perception that younger users are shifting away from Facebook in favour of more visually oriented platforms.

Snapchat had lower engagement, with Greece reporting 15, Hungary 5, Italy 1, Poland 3, Spain 0, and Turkey 6. This suggests that while some students still use Snapchat, it is not as widely favoured compared to other platforms.

Twitter (now X) had minimal usage, with Greece contributing 6, Hungary 9, Poland 3, and Turkey 4. Notably, Italy and Spain recorded no users in this category, indicating that this platform is not a primary choice for young people.

Interestingly, no respondents selected "other" platforms, suggesting that the listed social media options encompass the primary platforms that children and students are engaging with.

In conclusion, the data indicates that YouTube, Instagram, and TikTok are the leading social media platforms among children and students in the surveyed countries, highlighting their preference for visual and interactive content. The declining usage of Facebook and the minimal engagement with Snapchat and Twitter reflect a broader trend in social media preferences among younger users.

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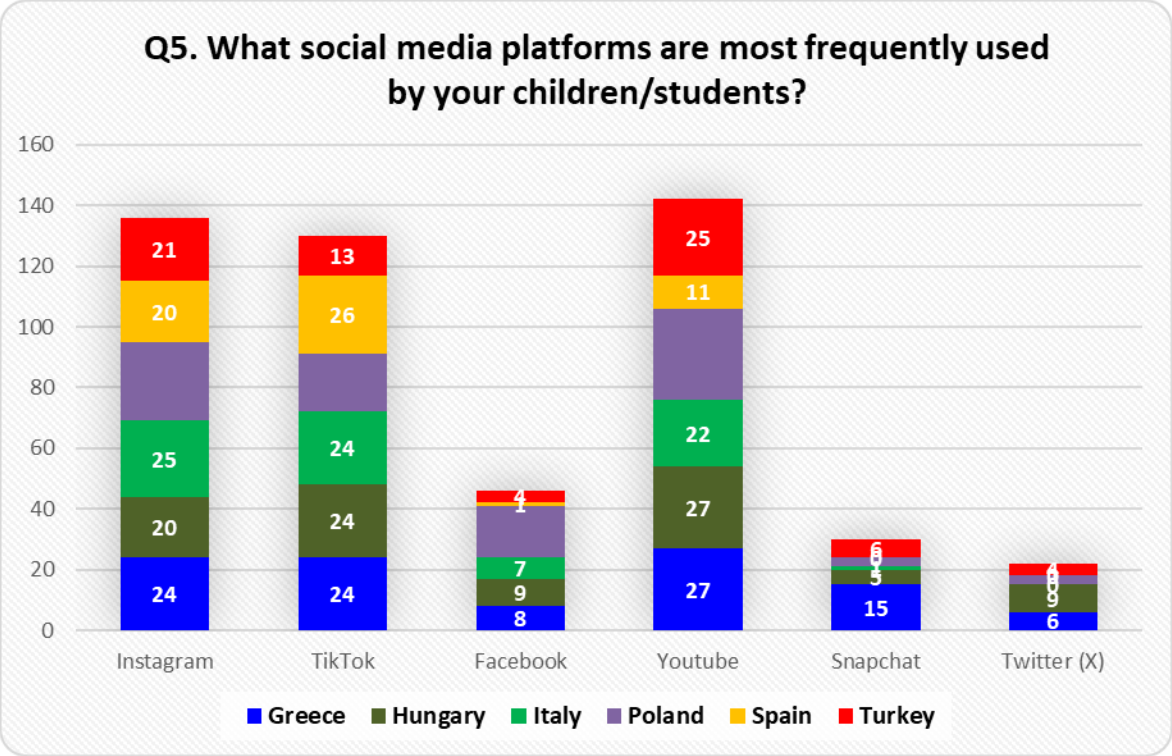

3.1.6. Has there been a negative impact on your children/ students/ pupils/ patient's life or activities due to their internet use?

The majority of respondents (24 out of 30 or 80%) report that their children, students, or patients have experienced a negative impact on their lives or activities due to internet use. Only 6 respondents stated that there has been no negative impact. This indicates a prevalent concern regarding the adverse effects of internet use, with most individuals observing some level of disruption or harm related to online activities.

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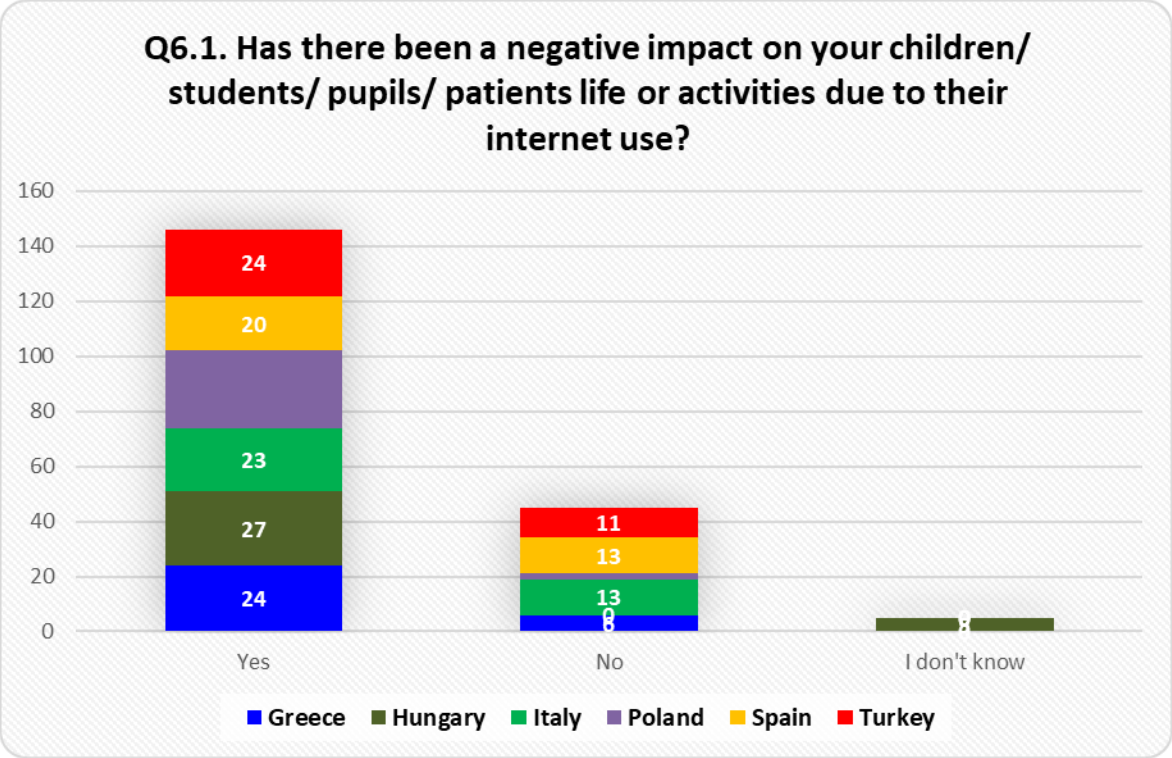

If, yes, why?

The responses highlight a range of negative effects associated with excessive internet use among children, students, and patients, which can be grouped into several key themes. Since this was an open-ended question, the answers were categorized into 9 broader categories for clarity:

Addiction refers to the compulsive or excessive use of the internet, where individuals struggle to control the amount of time spent online. This behaviour often interferes with daily activities, leading to a dependency on internet usage for entertainment, social interaction, or even emotional regulation. Responses that fall under this category may mention constant internet use (Hyperconnectivity), inability to disconnect, overconsumption of digital content, or withdrawal symptoms when access is limited. It also encompasses behaviours such as neglecting responsibilities, reduced interest in offline activities, isolation from peers or even lose sense of reality.

Anxiety as a category includes the emotional and psychological stress that arises from excessive internet use, especially due to social media interactions or constant online connectivity. Responses in this category may refer to increased feelings of nervousness, fear of missing out (FOMO), social withdrawal, and heightened stress related to online comparisons, cyberbullying, or overwhelming amounts of digital content. This category also encompasses issues such as sleep disturbances, restlessness, and heightened sensitivity to social interactions or conflicts that arise from online platforms.

Cyberbullying as a category refers to harmful or abusive behaviours experienced online, where individuals—especially children, students, or patients—are targeted through social media, messaging platforms, or other internet-based communications. Responses in this category include

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incidents of harassment, mocking, intimidation, or public shaming, often resulting in emotional distress, anxiety, and withdrawal from social activities. Cyberbullying can lead to lower self-esteem, depression, and social isolation (isolation from peers), as victims may feel powerless to defend themselves in the digital space. This category highlights the negative emotional and psychological impact of being subjected to hostile online behaviours, often contributing to long-term mental health issues.

Health problems as a category refer to physical but also mental health issues that arise due to excessive internet use. In this current document this category is mainly related to **physical Health** issues often refereeing to reduced physical activity, leading to weight gain, obesity, poor posture, and eye strain. Overuse of digital devices is also linked to sleep disturbances, fatigue, and other ailments such as headaches or vision problems. This category emphasizes how both physical health is adversely affected by prolonged and unchecked internet engagement.

Inappropriate Content as a category refers to the exposure of children or students to harmful, unsuitable, or explicit material online. This includes content such as violence, pornography, misleading or dangerous information, and inappropriate language or behaviours. The responses in this category highlight concerns about the influence of such content on young minds, potentially affecting their attitudes, values, and behaviours.

Limited Social Interactions as a category encompasses the reduction or deterioration of face-to-face communication and meaningful connections with peers, family, or the broader community due to excessive internet use. Responses in this category highlight how children or students increasingly isolate themselves, replacing in-person interactions with online activities. This over-reliance on digital communication can weaken interpersonal skills, reduce emotional connection, and result in a sense of loneliness or detachment from real-life social networks. The category captures the impact of internet use on one's ability to engage in healthy social behaviours, potentially leading to feelings of isolation and difficulties in forming and maintaining relationships.

Negative Behaviour as a category encompasses various forms of problematic or harmful actions that children, students, or patients exhibit due to excessive internet use. This includes behaviours such as increased aggression, irritability, disobedience, and defiance towards authority figures like parents or teachers. Responses in this category may also highlight tendencies toward inappropriate language, imitation of harmful online content, or involvement in disruptive activities both online and offline. The frequent consumption of certain types of media can desensitize individuals to negative influences, leading to difficulties in regulating emotions, social interactions, and following rules or responsibilities.

Reduced Academic Performance as a category refers to the decline in school or academic achievements due to excessive internet use. Responses in this category indicate that children, or students spend more time online, resulting in distraction, procrastination, and a lack of focus on their studies. Key issues include neglecting schoolwork, reduced reading and comprehension skills, and difficulties in completing assignments on time. Excessive screen time also hampers the ability to concentrate during lessons, leading to poorer grades and academic struggles.

Reduced Focus as a category refers to the negative impact of excessive internet use on attention span and concentration. Responses in this category indicate that children experience difficulty

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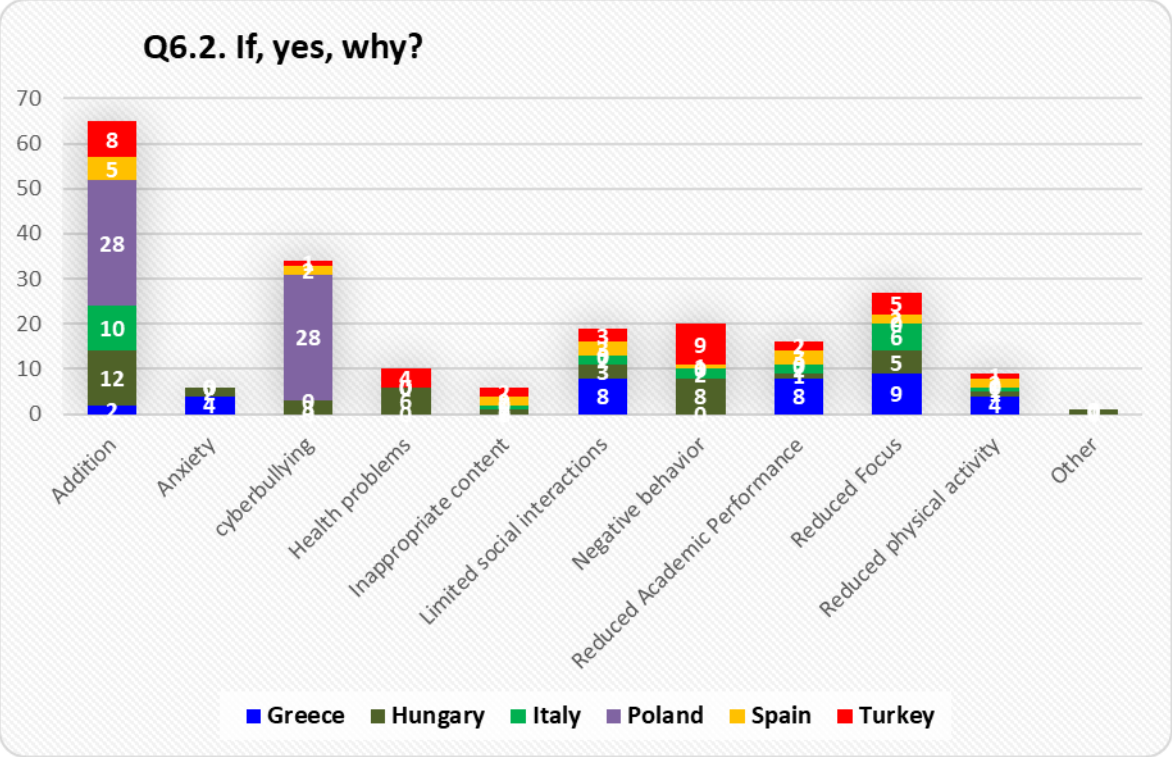
focusing on tasks such as studying, completing homework, or engaging in offline activities. This lack of focus often leads to poor academic performance and reduced productivity in various aspects of life. The constant distractions from social media, online games, and other digital content pull attention away from important responsibilities, making it harder for individuals to maintain sustained attention or engage in deep learning.

Reduced Physical Activity as a category refers to the decline in physical movement and exercise due to excessive internet use. Children, students, or patients who spend extended hours online often neglect outdoor activities, sports, or even simple physical tasks, leading to a more sedentary lifestyle. Responses in this category include mentions of increased screen time replacing active play or exercise, resulting in health issues such as weight gain, poor physical fitness, and reduced energy levels.

Other includes responses that do not fit into the categories above. This category specifically covers problems such as exposure to **viruses** and **data loss**. This category reflects how technical risks and online security breaches can affect users, leading to practical and emotional distress, particularly when vital information is lost or devices are rendered unusable.



Below is a summary of the results, broken down by each country and categorized according to recurring themes:

Addiction: The issue of internet addiction was noted in all six countries, with Poland reporting the highest number of cases (28), followed by Hungary (12), Italy (10), Turkey (8), Greece (2), and Spain (5). This highlights that excessive internet use is a widespread concern, particularly in Poland.

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Anxiety: Anxiety related to internet use was reported only in Greece (4) and Hungary (2). The lack of reported cases in the other countries suggests either different experiences or possibly underreporting in this category.

Cyberbullying: Poland stands out with a significant number of reports (28), highlighting cyberbullying as a major concern in this country. Spain (2), Hungary (3), and Turkey (1) also reported cases, while Greece and Italy did not report any issues in this area.

Health Problems: Health problems associated with internet use were reported in Hungary (6) and Turkey (4), indicating concerns about physical and mental health impacts, while no issues were reported in Greece, Italy, Poland, or Spain.

Inappropriate Content: The exposure to inappropriate content was noted in Hungary (1), Italy (1), Spain (2), and Turkey (2), reflecting concerns about the harmful material accessible to young users.

Limited Social Interactions: Responses from Greece (8), Hungary (3), Italy (2), Spain (3), and Turkey (3) suggest that internet use is affecting children's and students' ability to engage in face-to-face social interactions, a trend seen across several countries. Poland, however, did not report any issues under this category.

Negative Behaviour: Negative behaviour linked to internet use was most reported in Turkey (9) and Hungary (8), with smaller numbers in Italy (2), Spain (1), and no cases in Greece or Poland.

Reduced Academic Performance: Greece (8), Italy (2), Spain (3), Turkey (2), and Hungary (1) reported that internet use negatively impacted academic performance. Poland, however, did not report any cases in this category.

Reduced Focus: Greece (9) reported the highest number of cases related to reduced focus, followed by Hungary (5), Italy (6), Turkey (5), and smaller numbers in Spain (2). Poland reported no such issues.

Reduced Physical Activity: Greece (4) and Hungary (1) reported concerns about reduced physical activity, as did Italy (1), Spain (2), and Turkey (1), indicating that time spent online is replacing physical activities.

Other: Only Hungary (1) reported issues under the "Other" category, which included viruses and data loss, suggesting that online security threats were not a major concern in most countries.

These findings indicate diverse negative impacts of internet use across different countries, with common themes of addiction, reduced focus, and limited social interactions, while specific concerns such as cyberbullying and anxiety are more prevalent in certain regions.

3.1.7. Has there ever been any incident where you wanted to get in touch with your child, but you failed because your child was on-line?

The responses to this question reveal varying experiences across different countries. In Italy and Spain, a significant portion of respondents (15 and 8 respectively) reported not facing this issue at all. In contrast, respondents from Greece, Hungary, Poland, Spain, and Turkey often encountered difficulties, with the majority in all six countries noting that they sometimes experience this problem. Greece, Italy, Poland, Spain, and Turkey had moderate occurrences, with respondents in

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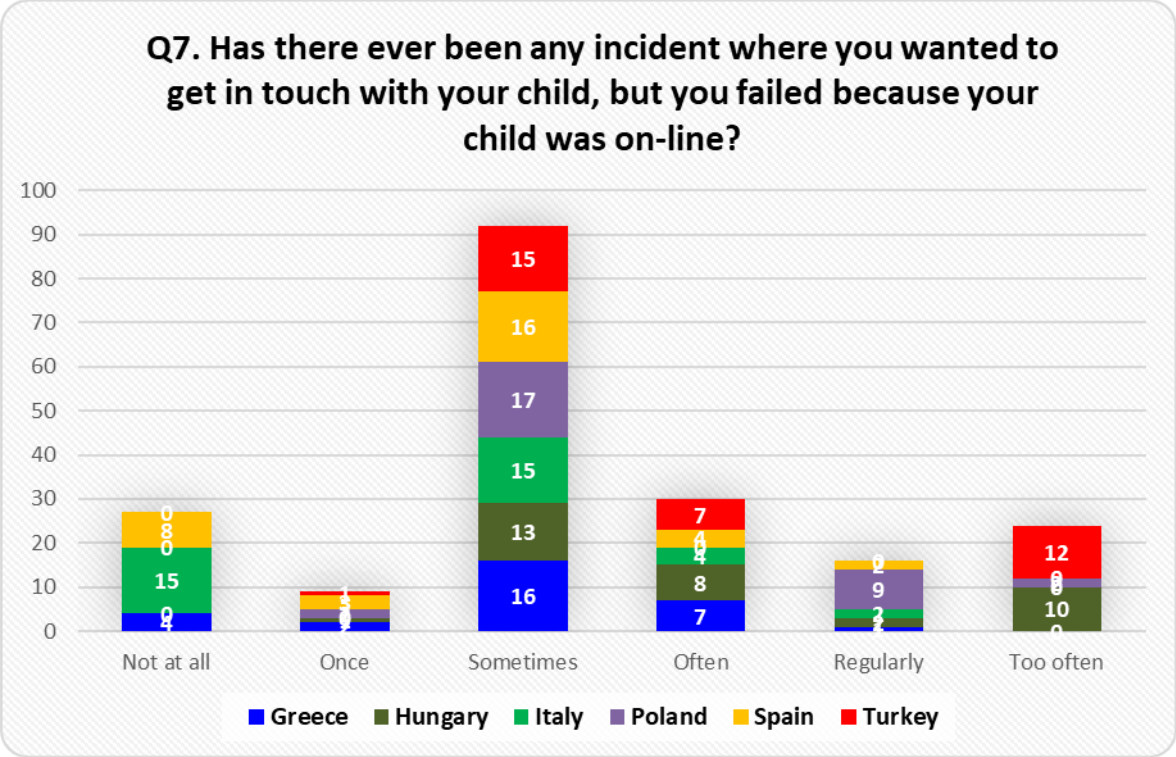
these countries frequently mentioning that they "sometimes" or "often" struggled to reach their children due to online activities. A smaller group in Hungary, Italy, Poland, and Spain indicated that this happens "regularly." The highest frequency of excessive incidents was reported in Turkey and Hungary, where respondents shared that they "too often" faced challenges reaching their children because they were online. Overall, while a few parents and caregivers rarely face this issue, a considerable number of them across all countries deal with it occasionally or regularly, particularly in Turkey, Hungary, and Poland.



3.1.8. What negative impacts have you observed from your children's/students' use of social media? (Select all that apply)

The responses to the question regarding the negative impacts observed from children's or students' use of social media reveal several concerning trends across the six participating countries. Notably, cyberbullying emerged as a significant issue, with Turkey reporting the highest number of incidents at 13, followed closely by Greece (11) and Hungary (7). Decreased physical activity was also a prominent concern, especially in Hungary and Turkey, where 28 respondents in each country indicated this issue, while Greece reported 20, Italy 22, and Poland 11. The exposure to inappropriate content was universally acknowledged, with Greece (21), Hungary (21), and Italy (23) recording the highest numbers, while Poland and Spain reported lower figures (9 and 16, respectively). Additionally, reduced academic performance was a notable concern, particularly in Greece (21) and Turkey (22), indicating that social media use may be detrimental to students' educational outcomes. Interestingly, addiction and reduced focus were less frequently reported, suggesting that while these issues are present, they may not be as widespread as others. The "other" category received a few responses, particularly from Hungary (4) and Greece (3), indicating additional concerns that may not have been captured by the specific categories listed. Overall, the

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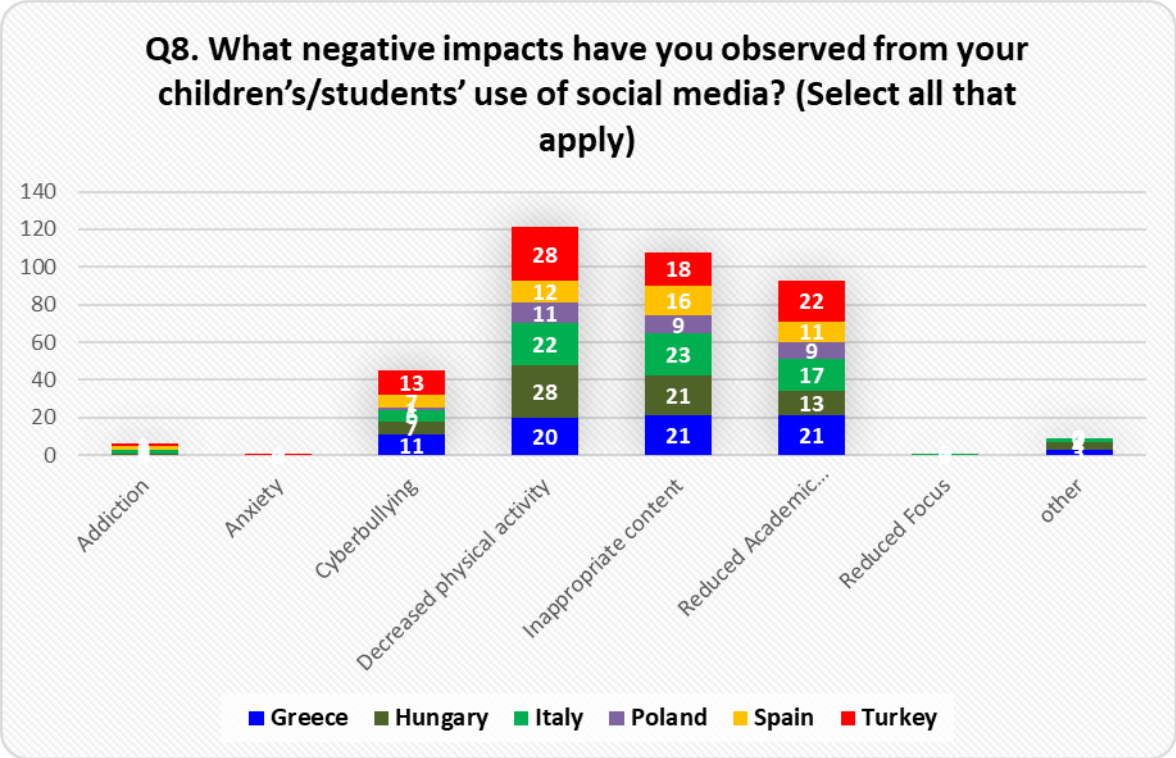
data underscores the multifaceted negative impacts of social media use on youth, particularly concerning cyberbullying, physical activity, and academic performance across these countries.



It's noteworthy that this question is linked to questions Q6.1-Q6.2, with the primary distinction being that Q6.2 was an open-ended question, while Q8 was a multiple-choice question where participants had to select the most appropriate answer from a list of options.

3.1.9. Have you ever had overwhelming feelings about your child's excessive internet use?

The question regarding whether participants have ever experienced overwhelming feelings about their child's excessive internet use yielded significant responses. In Greece, 22 participants answered "Yes," while 8 said "No." In Hungary, the majority (30) also expressed having such feelings, with 4 stating "No." Similarly, in Italy, 25 participants reported overwhelming feelings, compared to 11 who did not. Poland had 20 "Yes" responses and 10 "No" responses. Spain saw a higher proportion of "Yes" answers (28), with only 5 "No." In Turkey, 23 participants reported overwhelming feelings, while 12 did not. No participants across the countries responded with "I don't know."

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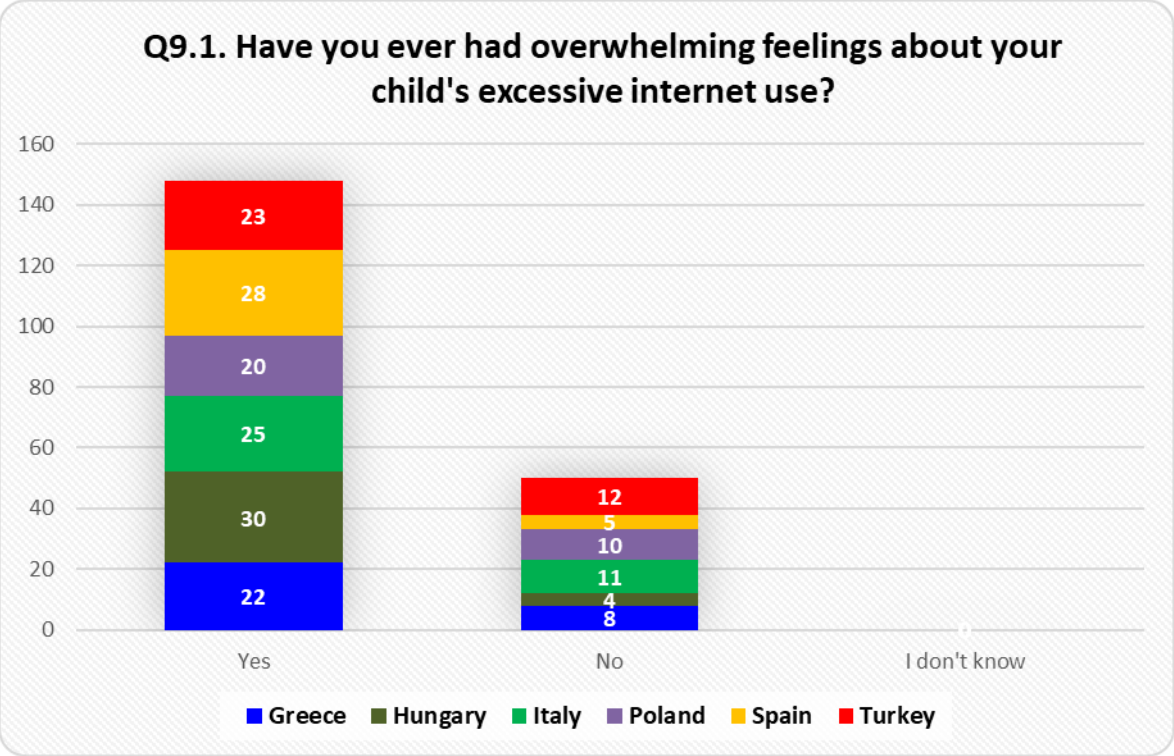

If Yes, what kind of feelings did you experience? Please mark the feelings you experienced:

The responses to this question reveal a range of emotions that parents and caregivers experience due to their children's excessive internet use. Anger was highly prevalent in Hungary (50 respondents), Turkey (35), and Greece (28). Feelings of helplessness were also significant, especially in Hungary (59), Turkey (34), and Greece (27). Concern was most frequently reported in Italy (52 respondents), while guilt was more commonly noted in Greece (14) and Spain (15). Other emotions, such as despair, sadness, and shame, were reported less frequently, with shame occurring mainly in Greece, Spain, and Turkey.

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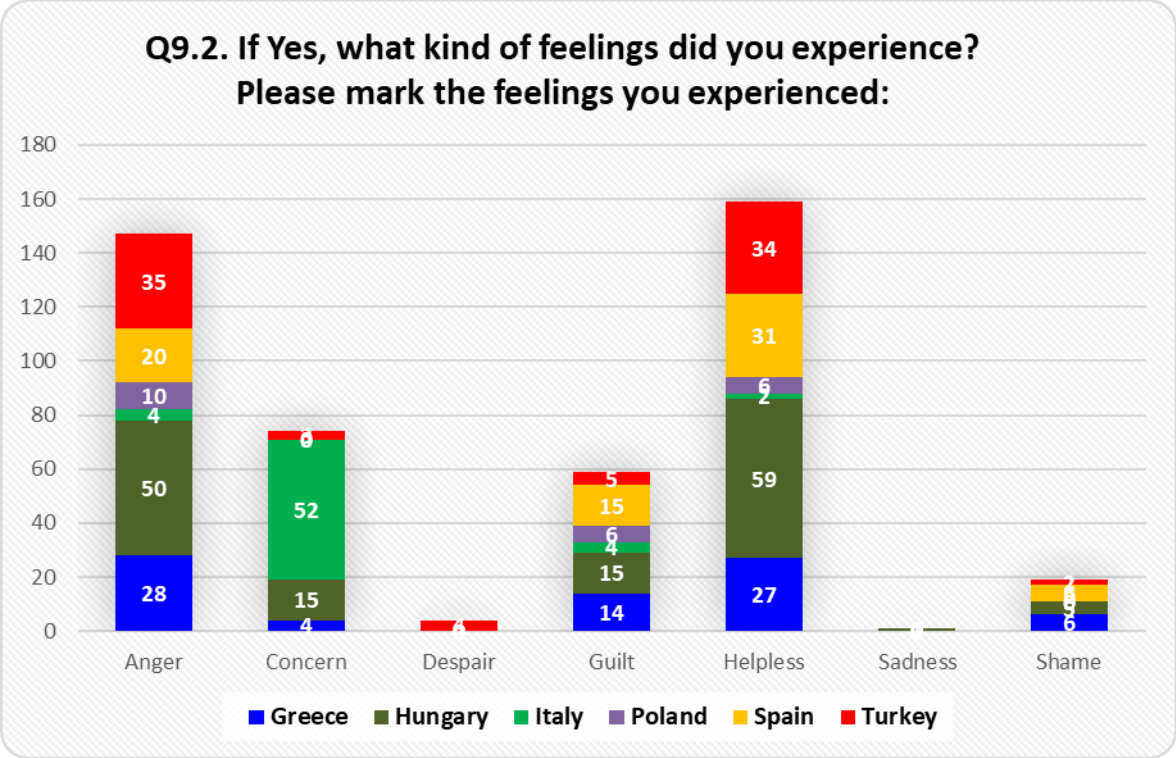

3.1.10. What social media/ gaming platforms/ websites do you think have the most negative impact on children/ students/ pupils?

The responses indicate that TikTok is considered the social media platform with the most negative impact on children and students across all countries, with 26 respondents from Greece, 21 each from Hungary, Spain, and Turkey, 30 from Italy and Poland expressing this concern. Instagram was also highlighted as a major concern, particularly in Poland (11) and Spain (11). Other platforms like YouTube, Snapchat, and Facebook were mentioned less frequently, with varying responses across countries. Interestingly, in Turkey, 6 respondents felt that "All" platforms had a negative impact, while a small number mentioned Reddit and Fortnite in Hungary.

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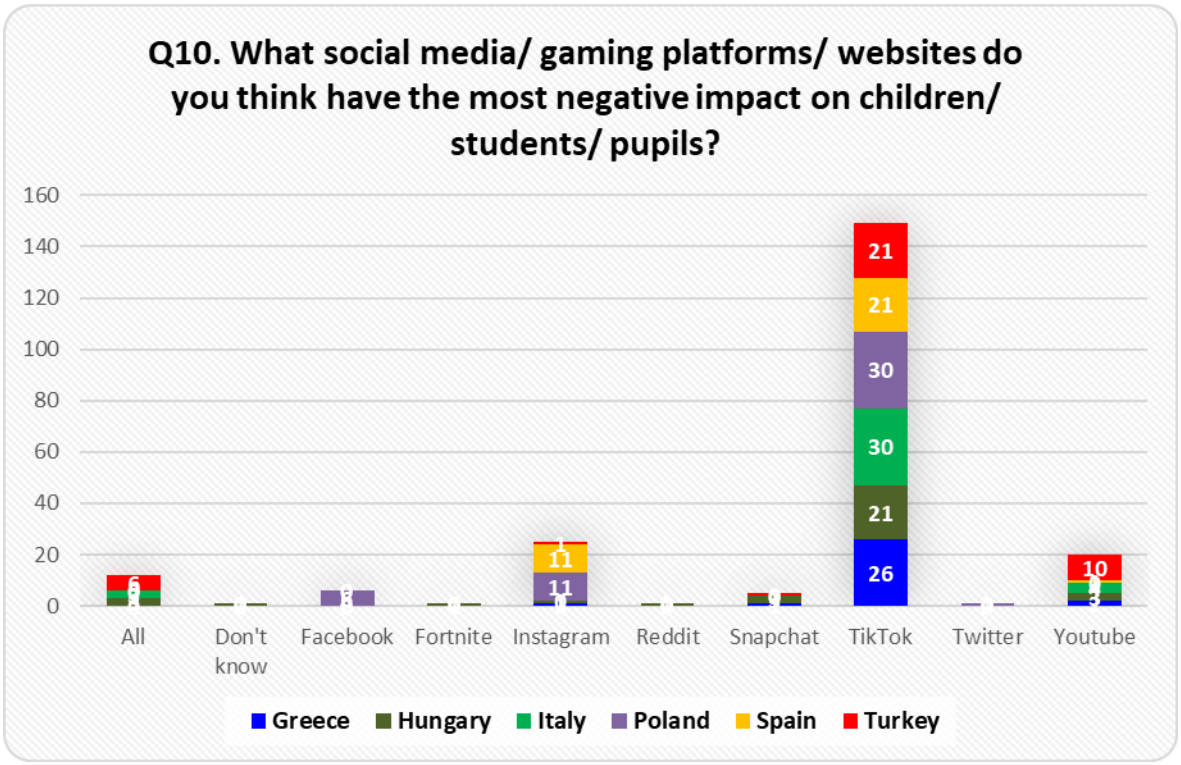
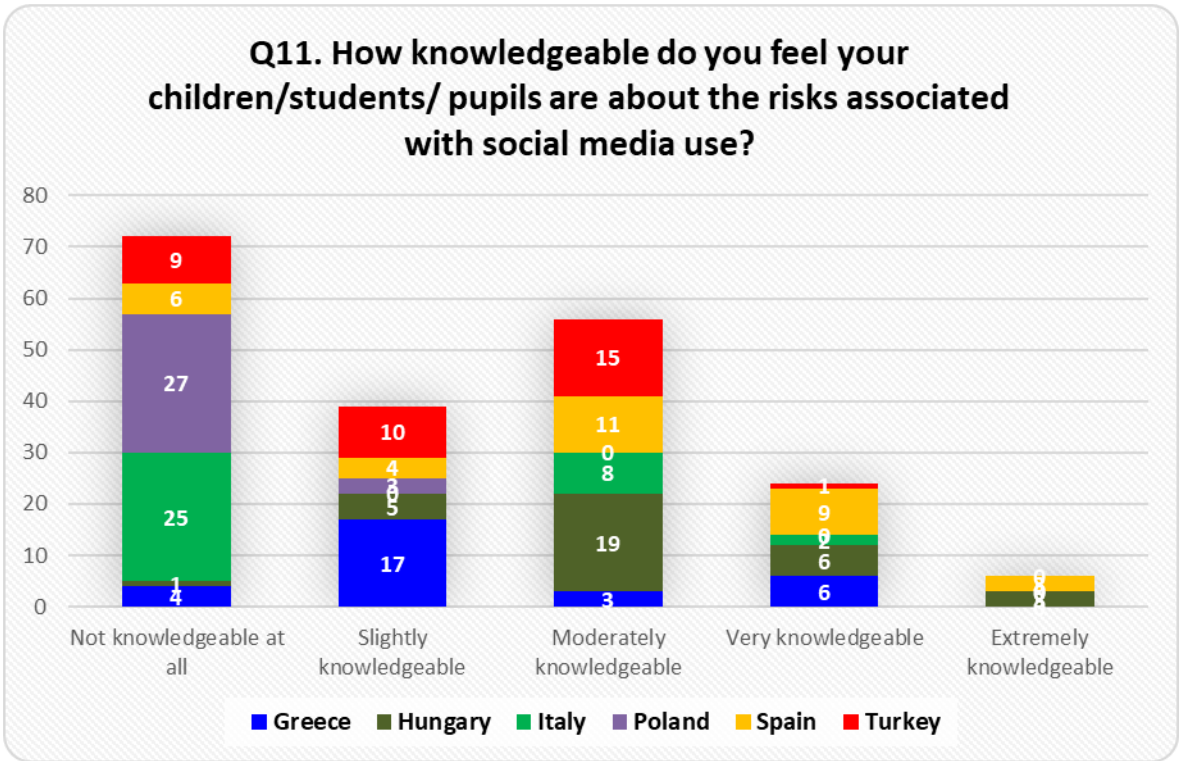


3.1.11. How knowledgeable do you feel your children/students/ pupils are about the risks associated with social media use?



The responses regarding how knowledgeable children or students are about the risks associated with social media use vary significantly across countries. In Greece, a majority feel their children are

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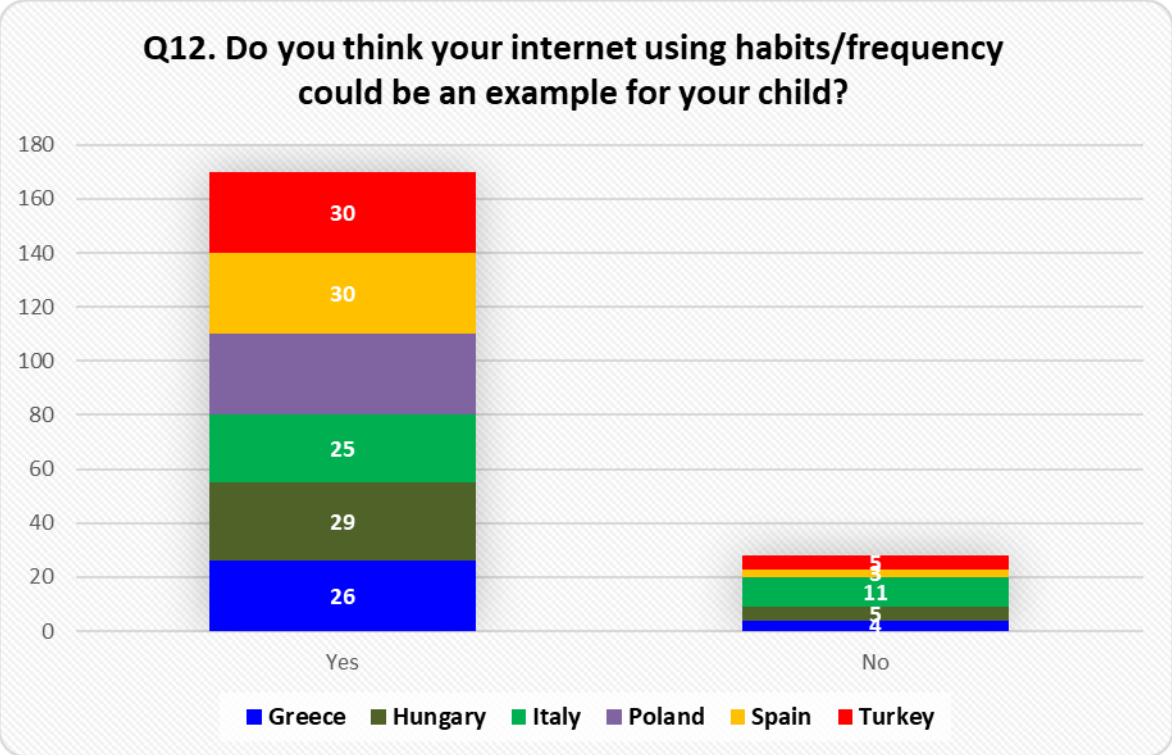
slightly knowledgeable (17), while a smaller number feel they are moderately (3) or very knowledgeable (6). In Hungary, there is a more diverse spread, with the majority reporting moderate knowledge (19), followed by very (6) and slightly knowledgeable (5). Italy's respondents largely feel their children are not knowledgeable at all (25), with a smaller group reporting moderate (8) or very low knowledge (2). In Poland, most respondents believe their children are not knowledgeable at all (27), with very few feeling they are slightly knowledgeable (3). In Spain, opinions are more mixed, with a significant number considering their children moderately knowledgeable (11), while smaller groups consider them slightly (4) or very knowledgeable (9). In Turkey, respondents primarily feel their children are moderately knowledgeable (15), with others rating them slightly (10) or not knowledgeable at all (9).

3.1.12. Do you think your internet using habits/frequency could be an example for your child?

The majority of respondents across all countries believe that their internet usage habits or frequency could serve as an example for their children. In Greece, Hungary, Poland, Spain, and Turkey, nearly all respondents answered "Yes," with 26, 29, 30, 30, and 30 participants respectively. Italy, however, showed a more divided response, where 25 participants answered "Yes," while 11 responded "No." Similarly, in Spain and Hungary, a small number of participants (3 and 5, respectively) also answered "No," suggesting limited awareness of potentially negative modelling behaviour.



3.1.13. When you observe that your child/student/pupil spends a lot of time on social media, what do you think would help you manage this situation?

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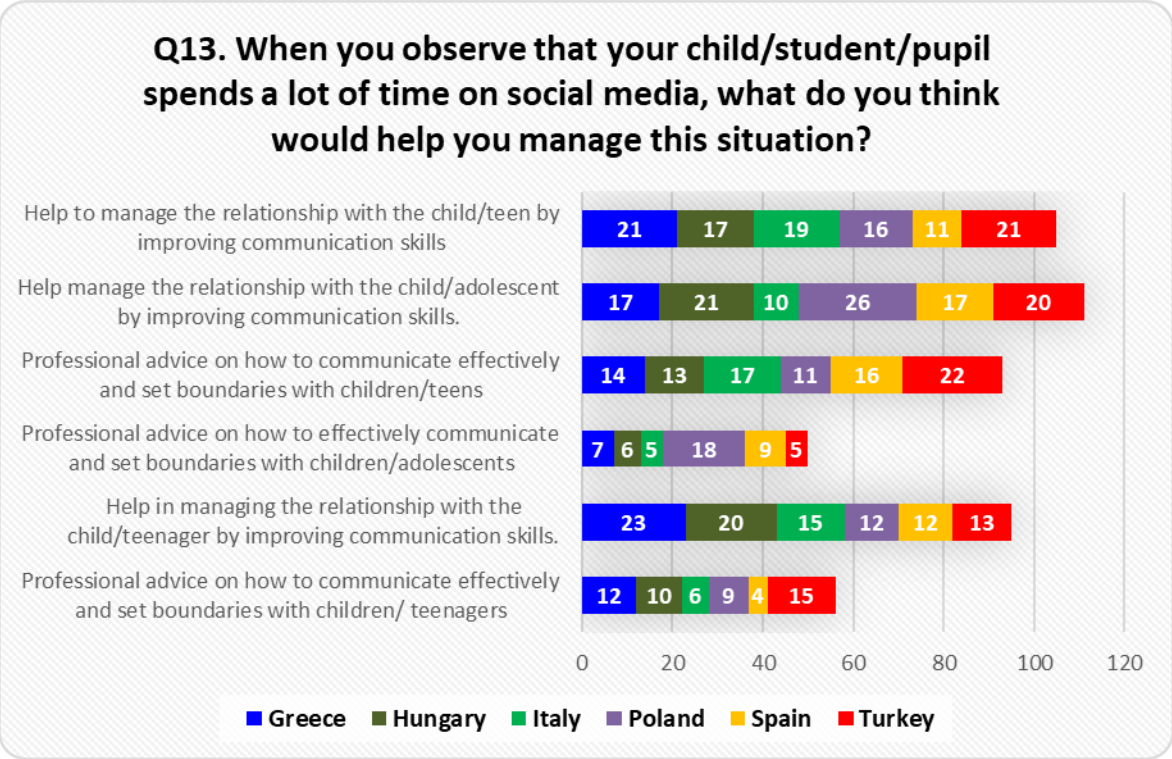
The responses reveal that parents and educators across countries express a need for professional advice and support in managing children's or students' excessive time spent on social media. In **Greece**, many respondents (23) feel that help in managing the relationship through improved communication skills would be beneficial, with 12 respondents also seeking professional advice on setting boundaries. In **Hungary**, similar preferences emerge, with 21 respondents favouring help in communication and 17 looking for advice on setting boundaries. **Italy** shows a balanced demand for both types of assistance, with 19 seeking help with communication and 17 looking for boundary-setting advice. In **Poland**, the demand is more varied, with 26 respondents prioritizing help in communication and 18 seeking advice on setting boundaries. **Spain** shows a somewhat equal split, with 17 respondents preferring communication help and 16 seeking boundary-setting advice. **Turkey** mirrors these patterns, with strong preferences for both communication improvement (22 respondents) and boundary-setting guidance (21 respondents). Overall, the results indicate that respondents across countries recognize the importance of professional support in navigating these challenges.



3.1.14. Have you received any training about raising awareness on social media use?

The data on receiving training about raising awareness on social media use shows that in **Greece**, 11 participants received such training, while 19 did not. In **Hungary**, 13 respondents had been trained, but a larger group of 21 had not. **Italy** had 14 participants who had received training, compared to 22 who had not. In **Poland**, only 4 respondents received training, whereas 26 had not. In **Spain**, 17 respondents had received awareness training, while 16 had not. Finally, in **Turkey**, 11 participants had received training, while 24 had not. No participants across any of the countries selected "I don't know."

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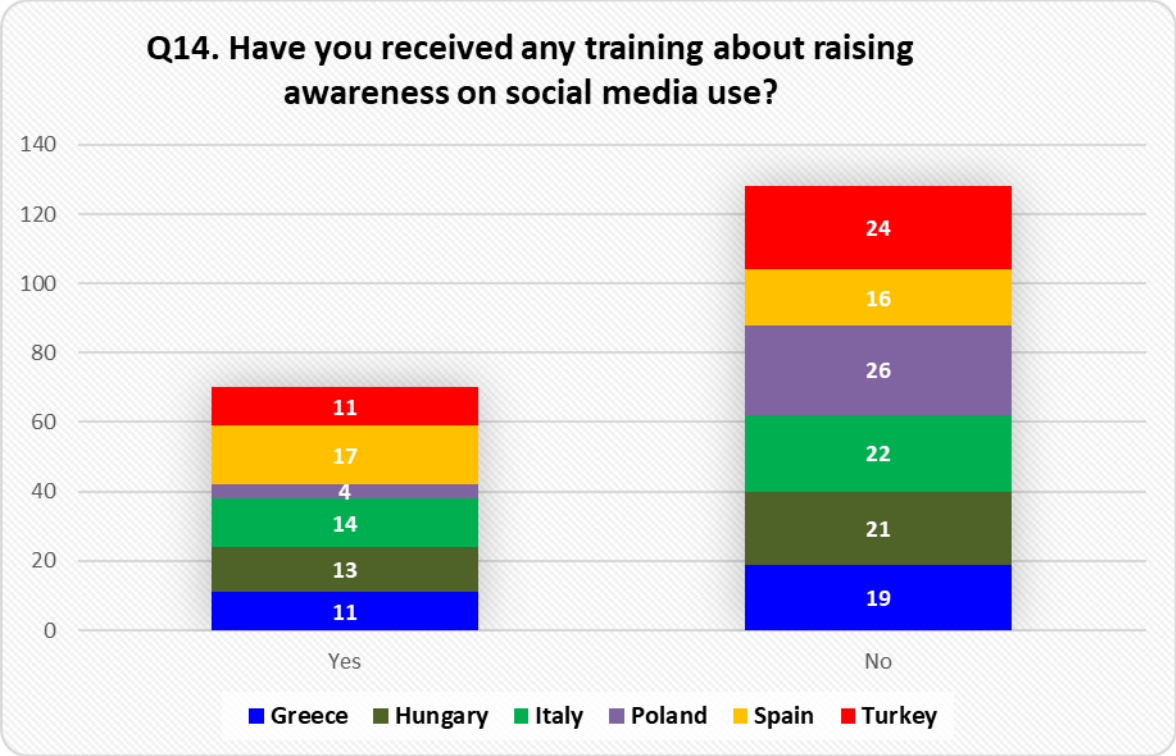

3.1.15. Have you participated in any awareness campaign about internet usage in your community?

The responses regarding participation in any awareness campaign about internet usage in the community show a general lack of involvement across most countries. In **Greece**, 9 participants reported participating in such campaigns, while 21 had not. In **Hungary**, 10 participants said "Yes," but a larger group of 24 had not participated. **Italy** had 10 respondents who had participated, compared to 26 who had not. In **Poland**, only 2 respondents reported taking part in awareness campaigns, with a much larger majority of 28 indicating "No." In **Spain**, 17 participants had engaged in such campaigns, whereas 16 had not. Lastly, in **Turkey**, 6 participants had participated, but 29 had not. No respondents in any country selected "I don't know," indicating that participants were clear about their involvement in such campaigns.

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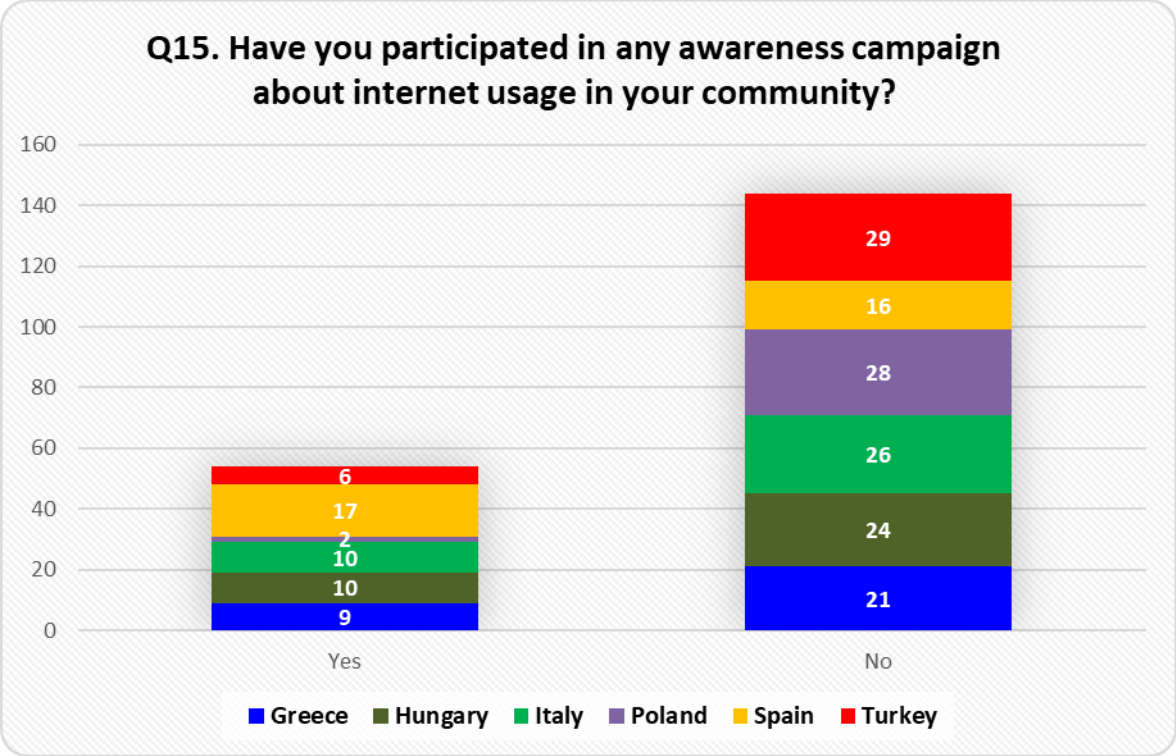

3.1.16. What is the proper age for children to start using social media?

The data on the perceived proper age for children to start using social media varies across countries. In **Greece**, the most popular answer was age 13, with 10 participants choosing it. In **Hungary**, 10 respondents indicated age 12, while in **Italy**, age 15 was preferred by 8 participants. In **Poland**, age 14 was the most common answer with 15 participants choosing it. **Spain** had a preference for ages 15 and 16, with 13 respondents choosing each, while in **Turkey**, age 15 was the most selected by 9 participants. There were also individual responses for ages ranging from 6 to 25, and a small number of participants in various countries stated they "Don't know."

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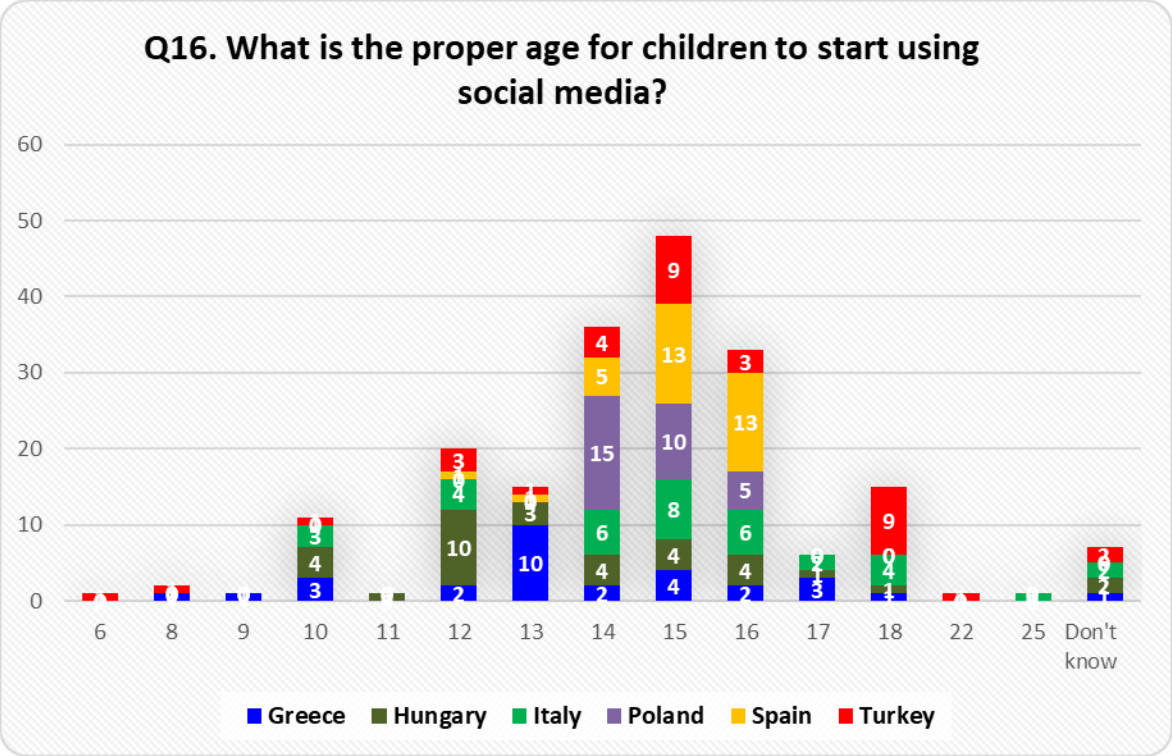
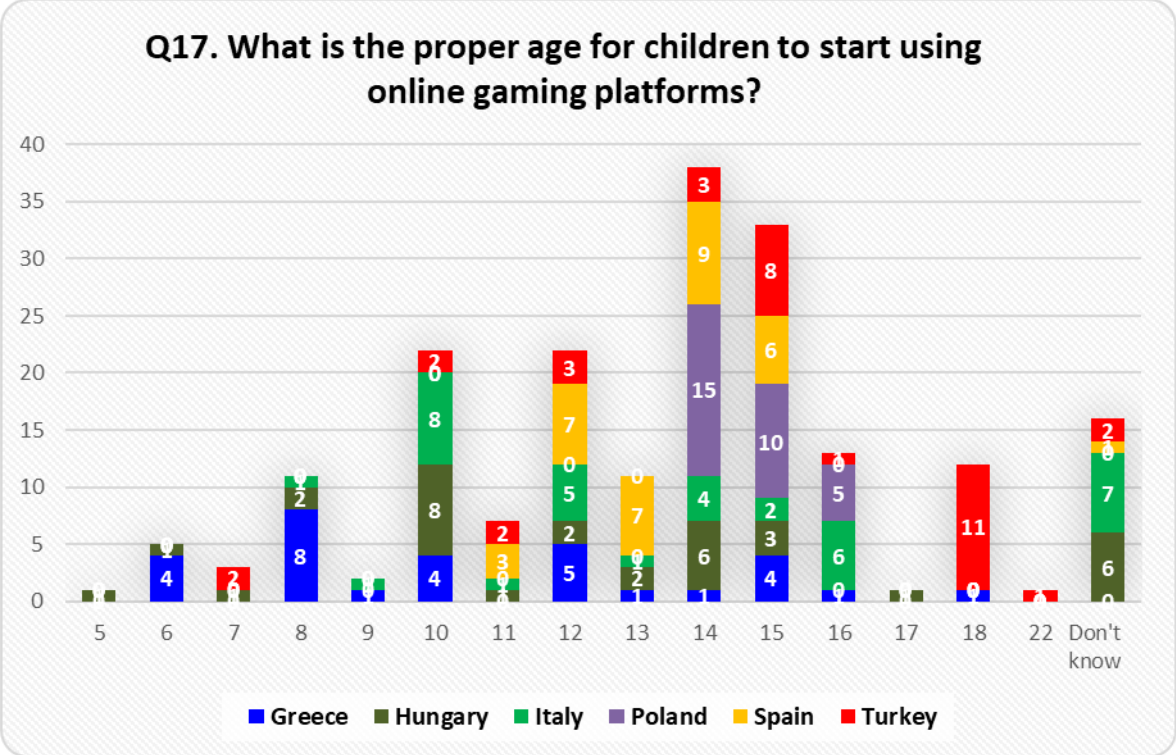


3.1.17. What is the proper age for children to start using online gaming platforms?



The perceived appropriate age for children to start using online gaming platforms shows notable differences across countries. In **Greece**, the most selected age was 8, with 8 participants choosing it. In **Hungary**, age 10 was preferred by 8 respondents, while in **Italy**, the same age also garnered 8

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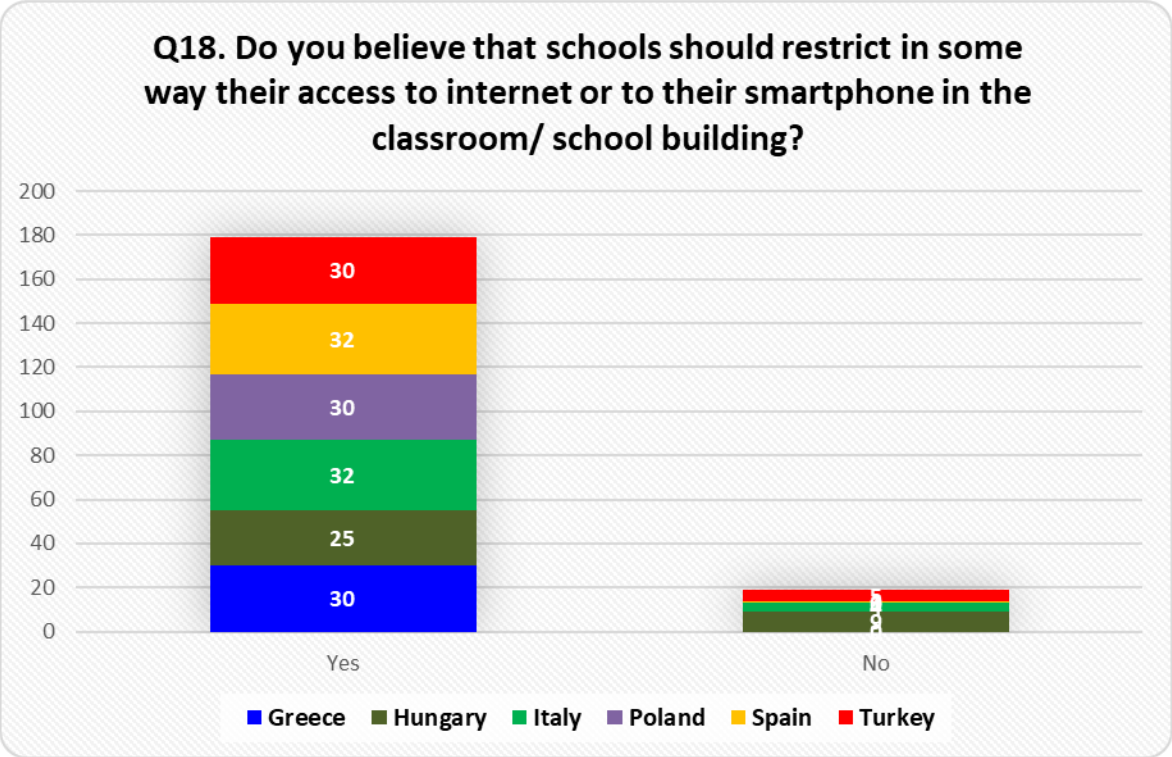
votes. In **Poland**, age 14 was the most common answer, chosen by 15 participants. **Spain** had a diverse range of answers, with the majority opting for ages 14 (9 respondents) and 12 (7 respondents). In **Turkey**, age 15 was the most popular, with 8 participants selecting it. Some individual responses indicated ages ranging from as young as 5 to as old as 22, with a few participants stating they "Don't know". The responses categorized as "Don't know" reflect a variety of nuanced opinions that did not specify a particular age. Some participants highlighted that the appropriateness depends on the platform or the type of game, with certain games, like logic or strategy games, being suitable for younger children if supervised and with time limits. Others expressed uncertainty, noting that it varies or taking a more cautious approach by suggesting adolescence as the ideal age. A few respondents indicated there is no specific lower age limit, while others adopted a stricter view, suggesting that children should never play or that no games are appropriate at all. These answers reflect a range of perspectives based on game type, child development, and parental involvement.

3.1.18. Do you believe that schools should restrict in some way their access to internet or to their smartphone in the classroom/ school building?

The responses indicate a strong consensus that schools should enforce some level of restriction on students' access to the internet or smartphones in the classroom or school environment. There is very little support for the idea of not having restrictions. In Greece, Poland, and Italy, all respondents favoured implementing restrictions. Hungary has the highest rate of disagreement at 9%, while Spain and Turkey reported 1% and 5%, respectively.



3.1.19. – 3.1.40 For each statement, please indicate your level of interest in receiving training on that topic

All responses to the following questions will be provided on a 5-point scale, where:

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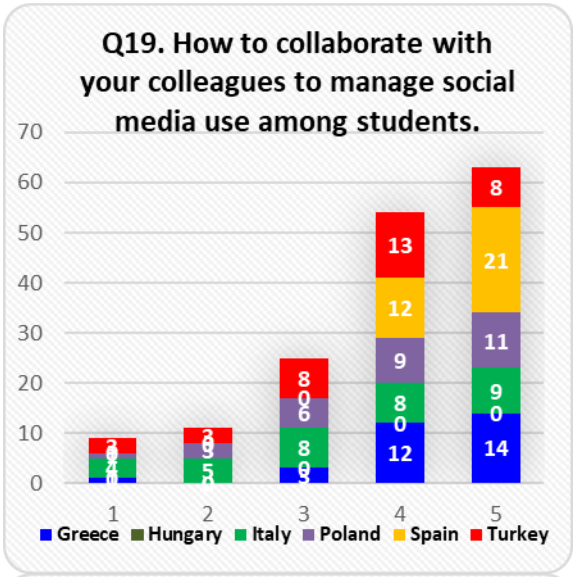
1 indicates "Not at all interested,"

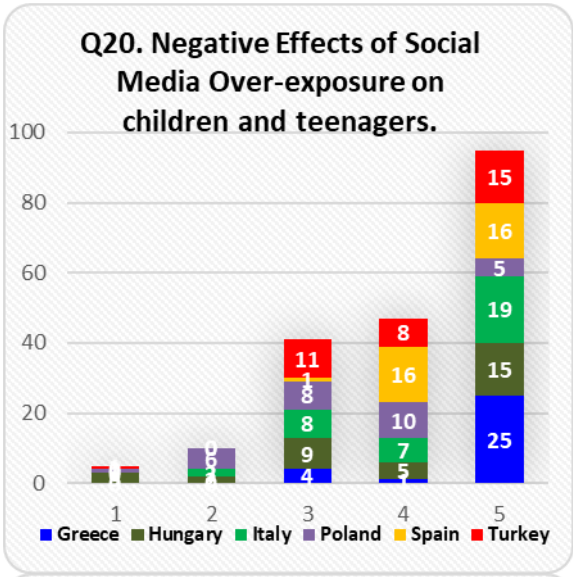
2 indicates "Slightly interested,"

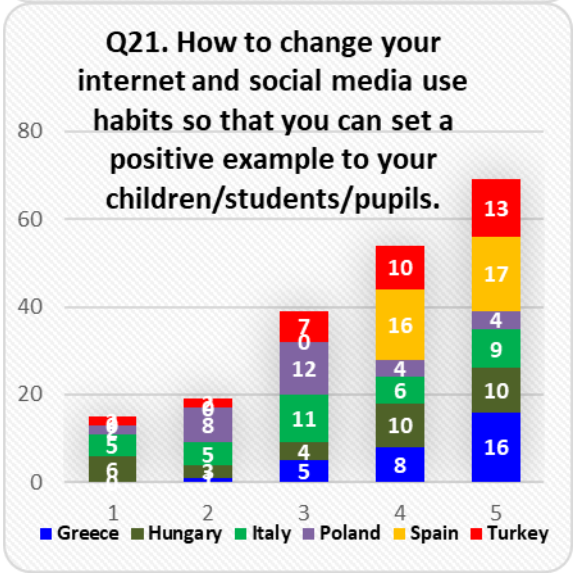
3 indicates "Moderately interested,"

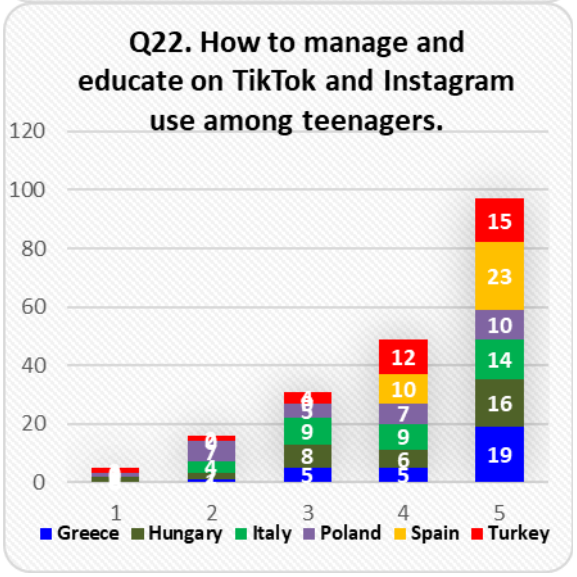
4 indicates "Very interested," and

5 indicates "Extremely interested."









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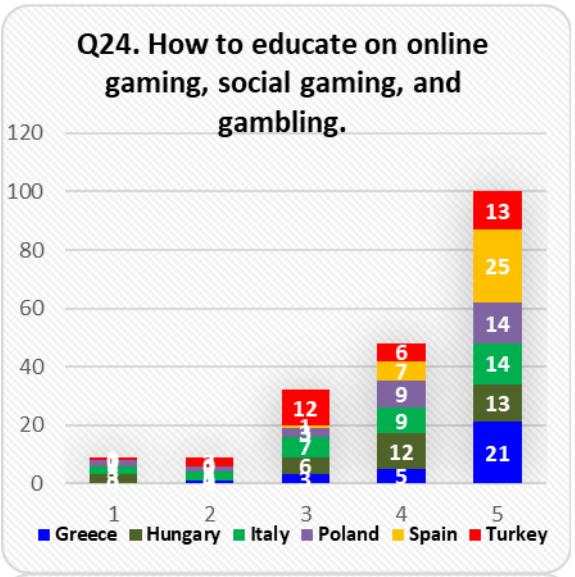

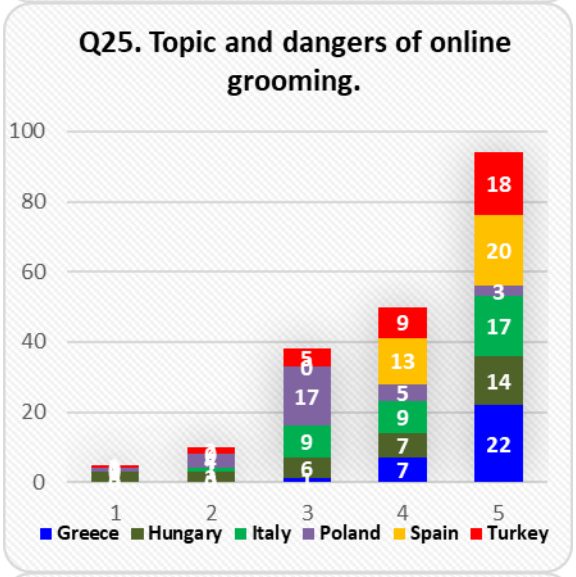

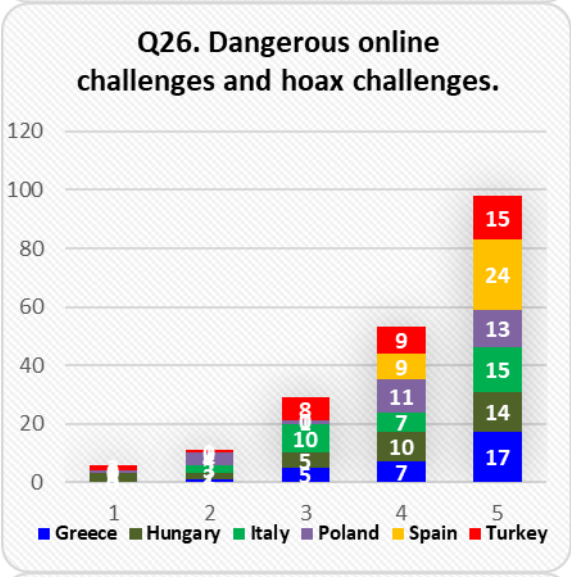

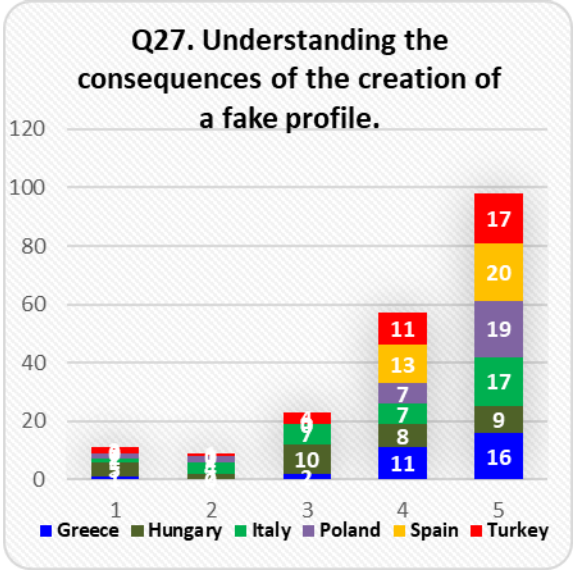

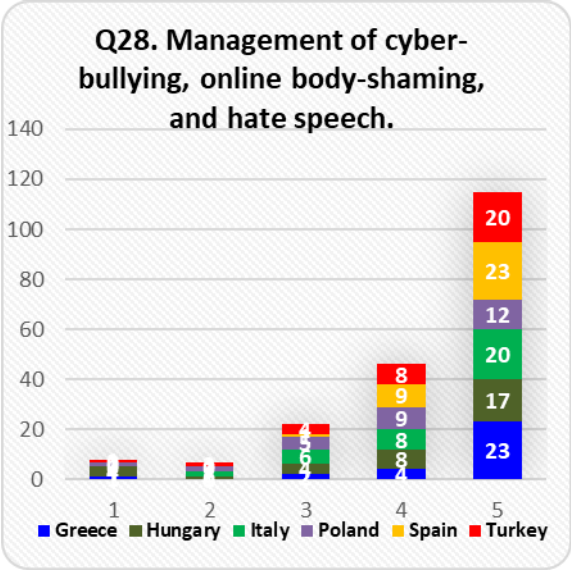

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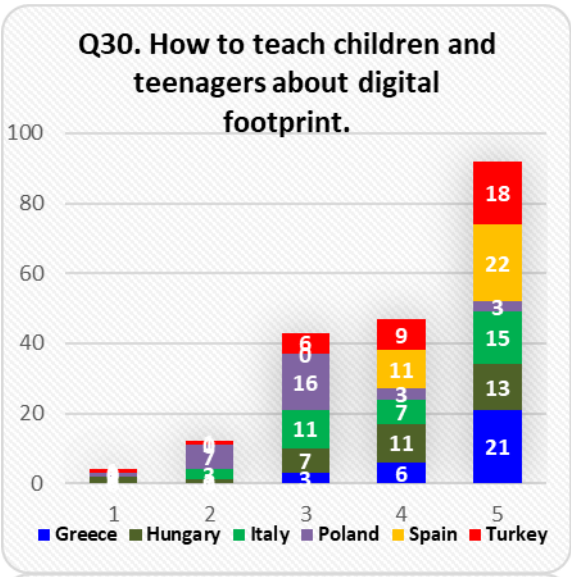

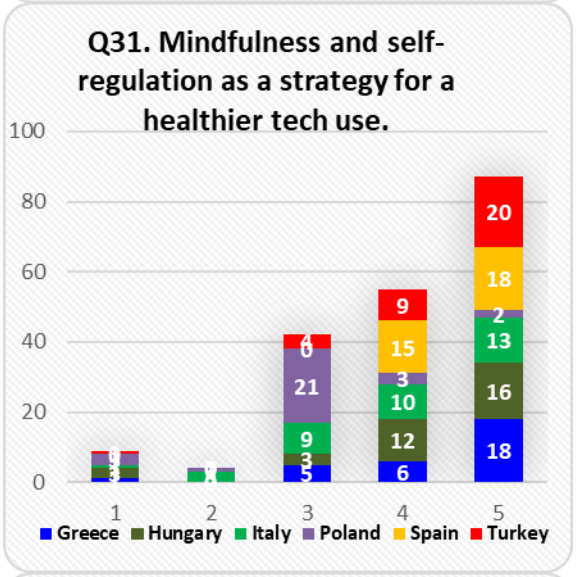

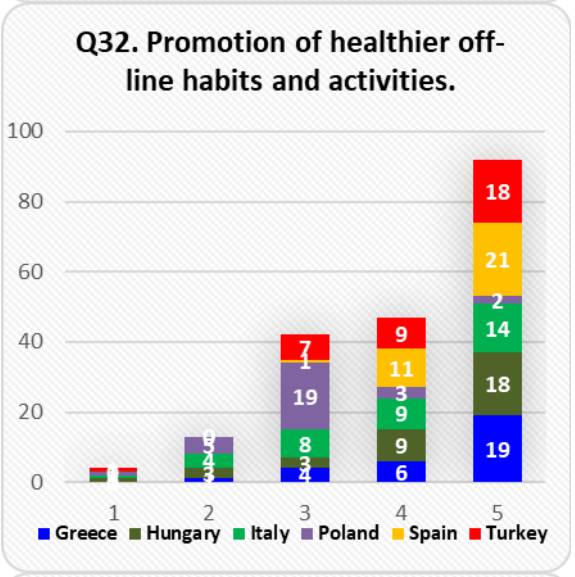

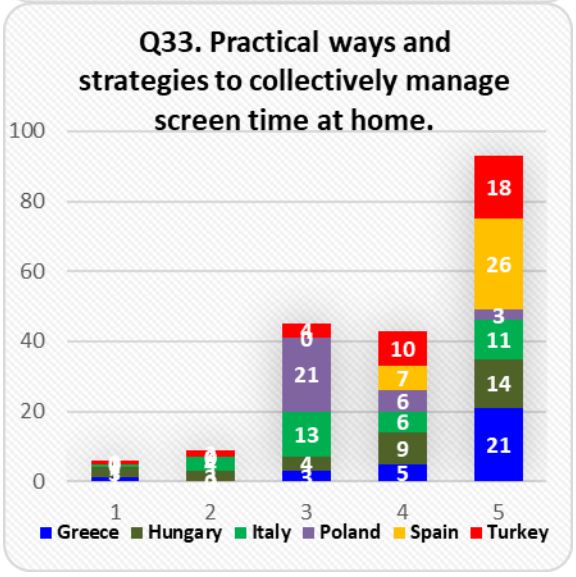

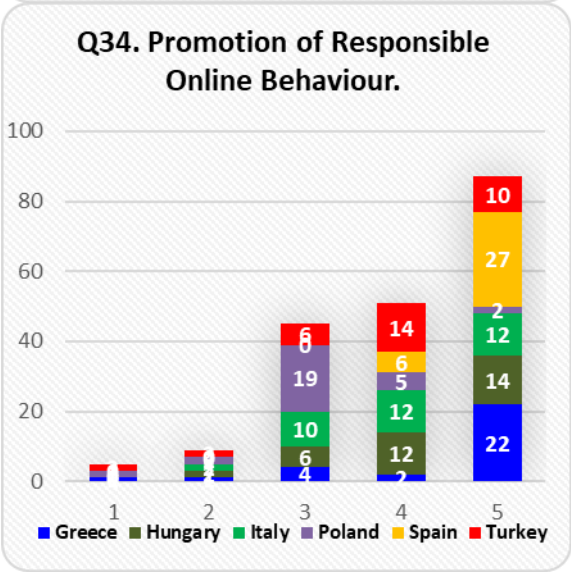

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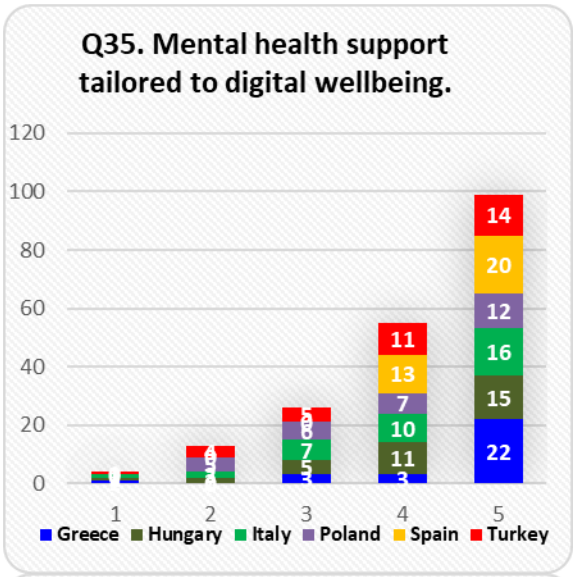

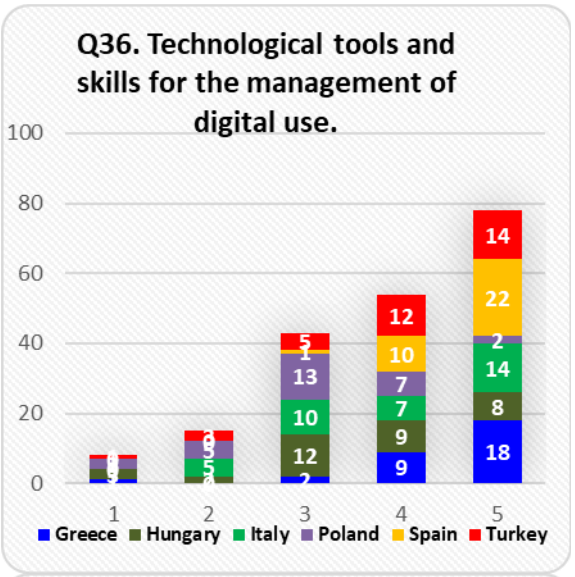

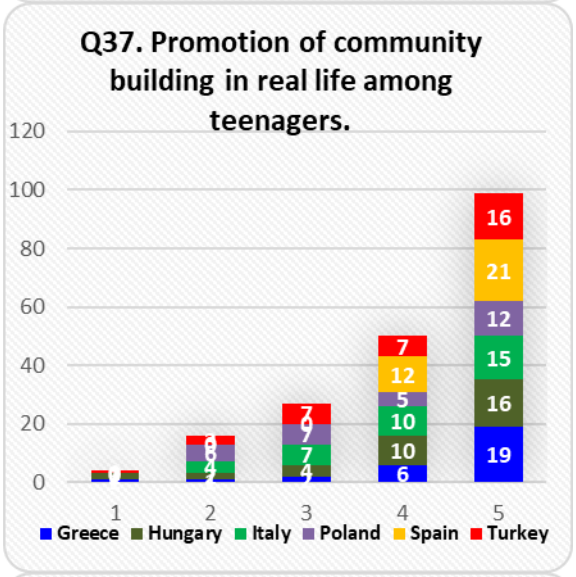

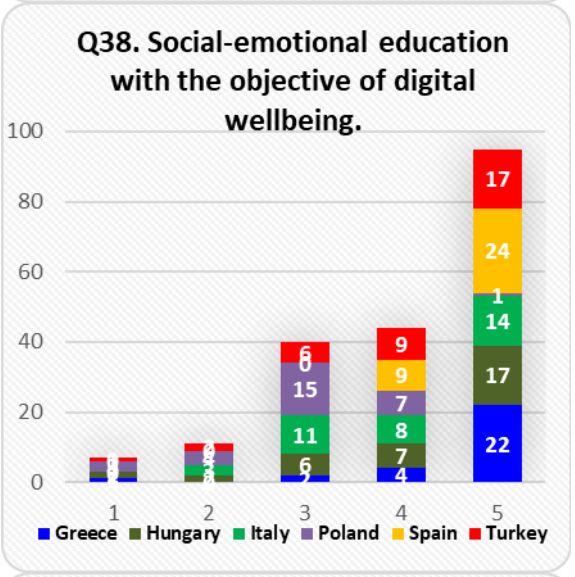

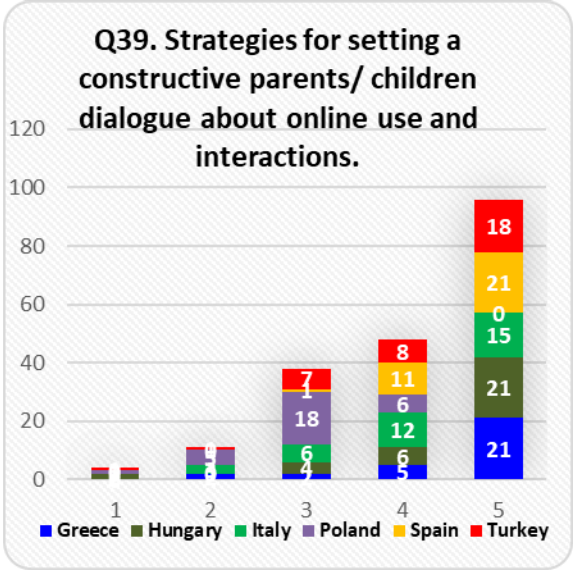

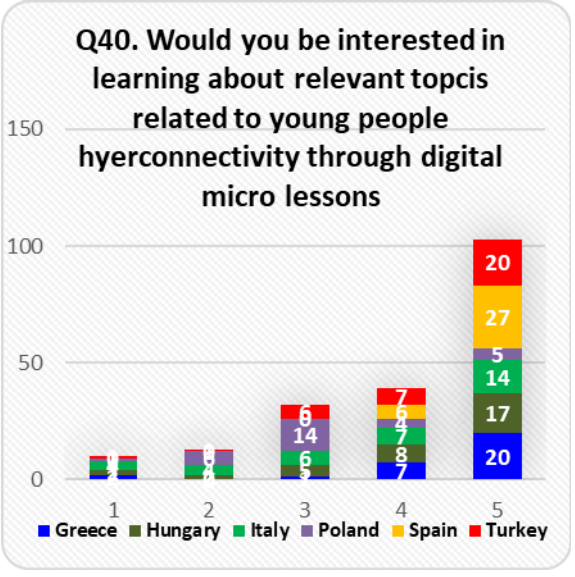

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The responses gathered from various countries reveal diverse perspectives on several key topics related to digital wellbeing, social media use, and online gaming education. When asked about collaborating with colleagues to manage students' social media use, participants from Spain and Turkey showed the highest level of interest, with many ratings this as "Very" or "Extremely" important, while countries like Hungary displayed lower levels of engagement in this area. Overall, there was a moderate to high level of interest across all countries in this topic, reflecting a general awareness of the need for collective efforts in managing students' social media habits.

The negative effects of social media over-exposure on children and teenagers garnered a particularly high level of concern in all countries, especially in Greece, Italy, Spain, and Turkey, where most respondents rated this issue as a priority. This demonstrates a shared understanding across countries about the potential risks associated with excessive social media use. Similarly, participants also showed significant interest in changing their own online habits to set positive examples for younger generations, with Spain, Greece, and Turkey showing the strongest commitment to this approach.

Education on TikTok and Instagram use among teenagers also sparked a high level of engagement, particularly in Spain and Turkey, where respondents showed strong interest in managing and educating youth on these platforms. This reflects the growing concern around these specific social media channels, which are popular among teenagers. Interest in social media detox strategies was also prevalent across countries, with Spain and Turkey once again indicating the highest levels of concern, suggesting that participants recognize the importance of disconnecting from digital devices for mental and emotional well-being.

When it came to educating youth on online gaming, social gaming, and gambling, respondents from Spain and Turkey exhibited the greatest interest, while Greece and Italy also showed a high level of concern. This highlights the growing awareness around the potential risks associated with online gaming and gambling, especially among younger populations. Topics such as online grooming, cyberbullying, and fake profiles also saw widespread concern, with participants recognizing the importance of addressing these dangers to protect vulnerable groups.

In conclusion, the responses show a consistent level of awareness and concern regarding the impacts of digital life on youth, particularly in countries like Spain, Turkey, and Greece. Across the board, participants emphasized the importance of educating and managing social media use, setting positive examples, and protecting children from the negative effects of the online world.

3.1.41. Which of these things could help you understand the consequences of creating a fake profile?

The responses regarding what could help participants understand the consequences of creating fake profiles reveal varied preferences across the surveyed countries. Educational videos that explain the legal, social, and psychological impacts of fake profiles stood out as the most favoured option, particularly in Greece, Hungary, Italy, Poland, and Turkey, suggesting a strong interest in accessible, multimedia resources that can convey serious consequences in a straightforward way.

Analysis and discussion on real-life case studies and scenarios also ranked highly across the board, with participants in Italy, Greece, Turkey, and Hungary showing significant interest. This preference

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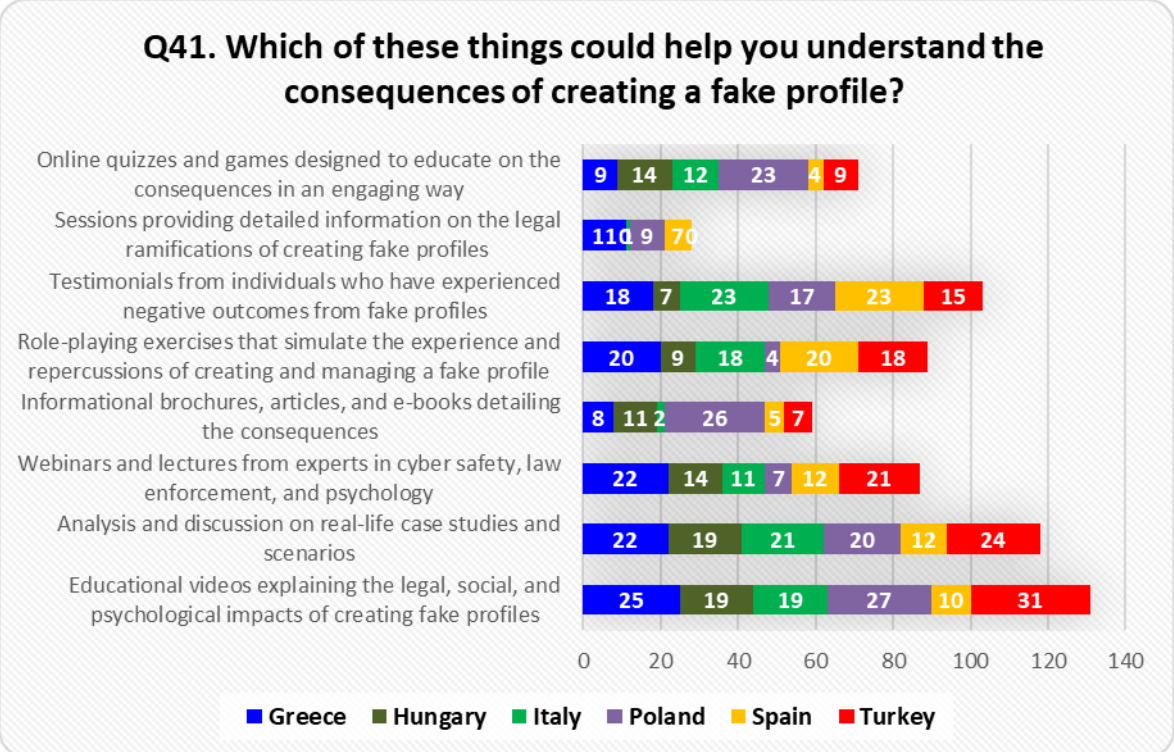
points to the value of learning from real-world examples and situations, as participants seek a more concrete understanding of the potential outcomes of fake profile creation.

Webinars and lectures from experts in cyber safety, law enforcement, and psychology were another favoured option, particularly in Greece and Spain, though less so in Poland. This reflects a desire for authoritative guidance and insights on the subject. Informational brochures, articles, and e-books were generally less popular, except in Poland, where they were one of the most highly regarded tools, suggesting some participants value traditional, detailed written resources.

Role-playing exercises that simulate the experience and consequences of creating fake profiles were well-received in Greece, Spain, and Turkey, indicating that interactive and immersive learning experiences are appreciated for enhancing understanding. Testimonials from individuals who have faced negative consequences from fake profiles also ranked highly, especially in Spain and Italy, emphasizing the power of personal stories and real-life experiences in educating on this issue.

Finally, online quizzes and games designed to educate in an engaging way received moderate interest, with Poland and Hungary favouring them slightly more than other countries. Overall, the responses highlight the need for a mix of educational approaches, ranging from multimedia content and expert-led sessions to real-life stories and interactive learning experiences, to effectively raise awareness about the consequences of creating fake profiles.



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3.1.42. Is there any other topic or particular training need that you feel should be tackled by a training course aiming at supporting youth workers, parents, teachers and other individuals in managing issues and preventing dangers related to children and youngsters hyperconnectivity, Internet, and social media usage? Explain.

The feedback received highlights a range of additional topics and training needs that respondents believe should be addressed in courses supporting youth workers, parents, teachers, and others in managing the risks and challenges associated with children's hyperconnectivity, internet, and social media use.

Greece

Respondents emphasized the need for training on online safety and cybersecurity, with several also calling for digital literacy and critical thinking skills. Other suggestions included understanding the relationship between internet use and attention span, managing screen time, and fostering emotional intelligence and resilience. Several participants recommended training on crisis intervention, counselling skills, and the use of technology tools for monitoring and support. There were also calls to focus on the impact of emerging technologies, such as AI and virtual reality, and their potential effects on young people. Parental guidance and promoting mental health were also viewed as crucial areas of training.

Spain

Spanish respondents favoured training that incorporates real-life examples and testimonials to illustrate the consequences of hyperconnectivity and internet misuse. There was also an emphasis on teaching healthy communication with young people about these topics and using real stories to make the lessons more impactful.

Turkey

There was strong support for training on digital literacy and critical thinking to help children evaluate online content and avoid misinformation. Respondents also suggested parental education and the importance of a team effort between family, school, and students. Additional suggestions included simulation or video-based training, game-related content that bridges virtual and real-life experiences, and practical guidance on security settings for social media and mobile devices.

Italy

Italian respondents expressed the need for cyberbullying prevention, digital education for parents, and more focus on the legal consequences of improper internet use. Some also emphasized the cognitive and sleep-related impacts of hyperconnectivity and called for a balanced approach that highlights both the positive and negative aspects of internet use. Others recommended more support for face-to-face communication and relationship building.

Hungary

Hungarian respondents highlighted the importance of protecting children from internet pornography and suggested creating digital detox camps for families. They also proposed educational videos and lessons for children on the pros and cons of internet use. Some respondents

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called for content on internet crimes and their consequences, both for children and their parents. There was also an interest in exploring the emotional impact of social media and how it can affect self-confidence and social skills.

Overall, the feedback points to a comprehensive approach that combines digital literacy, mental health support, emotional resilience, and practical safety measures to help young people navigate the digital world responsibly and safely.

4. Conclusion and Recommendations

The responses to the questions about social media use, online gaming, and digital literacy indicate a diverse set of perspectives across Greece, Hungary, Italy, Poland, Spain, and Turkey. Although there is some variation in responses between countries, several key themes emerge consistently.

Interest in Understanding and Managing Social Media Use: Participants from all countries demonstrated significant interest in learning more about managing social media use among children, teenagers, and students. Topics such as the negative effects of social media overexposure, strategies for social media detox, and the management of platforms like TikTok and Instagram were highly rated across the board. This indicates a growing awareness among parents, teachers, and educators of the need for effective interventions to mitigate the potential harms of social media.

In particular, respondents expressed a strong desire to learn how to set a positive example for their children or students through their own internet and social media habits. Moreover, issues related to cyberbullying, online body-shaming, hate speech, and the consequences of creating fake profiles were of great concern, with participants eager to gain more knowledge on these topics.

Diverse Opinions on Proper Age for Social Media and Online Gaming Use: There was no consensus on the appropriate age for children to start using social media or online gaming platforms. Many respondents felt that the suitability of online platforms depended on the type of content and the specific platform, emphasizing that supervision and context are essential. Some participants suggested that logic or strategy games might be suitable for younger children under adult supervision, while others advocated for stricter age limits, suggesting adolescence as the minimum starting point. A few participants even recommended avoiding such platforms altogether for young children, pointing to concerns about online safety and the impact of digital exposure on child development.

Education and Awareness Initiatives Are Key: Across all surveyed countries, participants recognized the importance of educating themselves and their children/students about the risks and consequences associated with social media and internet use. Respondents expressed strong interest in learning through a variety of educational tools, such as webinars, expert lectures, educational videos, real-life case studies, and interactive activities like quizzes and role-playing exercises. The most popular areas of learning included understanding the impact of digital footprints, managing screen time, addressing cyberbullying, and teaching responsible online behaviour.

Concerns Around Dangerous Online Activities: Respondents also highlighted the need for greater awareness around dangerous online activities, such as online grooming, hoax challenges, and the creation of fake profiles. There was significant interest in understanding the legal, social, and

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psychological impacts of such activities, with many participants calling for educational resources that explore these issues in depth.

Varying Preferences for Educational Tools: There were differing preferences in how participants wished to learn about digital risks and consequences. While some preferred multimedia formats like videos and webinars, others favoured written resources, such as brochures or e-books. Interactive approaches, such as role-playing exercises and quizzes, were also favoured by many, particularly in countries like Greece, Spain, and Turkey. This highlights the importance of offering a variety of educational tools to cater to different learning preferences and cultural contexts.

4.1. Recommendations

Based on the findings, the following recommendations can be made to enhance digital literacy and ensure safer internet use for young people:

1. **Develop Comprehensive Educational Resources**

   Provide a diverse range of educational materials, including videos, webinars, case studies, and interactive tools, to educate parents, teachers, and students on the risks associated with social media, online gaming, and dangerous online activities. These resources should be culturally adaptable and available in multiple languages to meet the needs of different regions.

2. **Promote Digital Wellbeing and Responsible Online Behaviour**

   Schools, communities, and families should implement programs focused on digital wellbeing, teaching mindfulness, self-regulation, and the importance of a healthy balance between online and offline activities. Specific attention should be given to promoting responsible online behaviour and educating young people on the consequences of creating fake profiles, cyberbullying, and other risky behaviours.

3. **Offer Professional Training for Educators and Parents**

   There is a clear demand for professional advice and training to help educators and parents communicate effectively with children about social media use and set appropriate boundaries. Training programs should focus on improving communication skills and providing strategies for managing online behaviours within families and schools.

4. **Encourage Collaboration Among Stakeholders**

   Schools, parents, and policymakers should collaborate to create a unified approach to managing social media use and protecting young people online. This can include awareness campaigns, community-building activities, and coordinated efforts to address common concerns such as online safety, screen time, and exposure to harmful content.

5. **Promote Safe Online Gaming Practices**

   Tailored guidance should be provided on the appropriate use of online gaming platforms, considering factors such as age, content, and supervision. Educational campaigns could

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highlight the differences between various types of games (e.g., educational vs. entertainment) and the importance of limiting screen time to ensure healthy gaming habits.

6. **Leverage Technology for Positive Outcomes**

   Introduce technological tools and solutions to help manage screen time and monitor children's online activities more effectively. Apps and software that promote responsible internet use and limit exposure to harmful content can be useful tools for families and schools alike.

By addressing these areas, stakeholders can better equip themselves and the younger generation to navigate the challenges of the digital world safely and responsibly.

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Annex – ERASMEDIAH Questionnaire

Erasmediah – Educational Reinforcement Against the Social Media Hyperconnectivity

This questionnaire is addressed to all parents, teachers, and young people who are interested in developing digital competences and aims to collect information about experiences and current practices regarding the use of smartphones, the internet, and social networks, the level of awareness among participants, and the strategies applied to promote responsible and correct use of digital technologies.

Please provide us with your insights to help us understand current practices in managing and utilizing digital technologies at any level. Your responses will contribute to the development of open educational resources for parents, teachers, and young people.

Please answer the questions as accurately and thoughtfully as possible. The questionnaire is anonymous.

Your participation is greatly appreciated, and we thank you for taking the time to complete this questionnaire!

Project website: erasmediah.eu

Project number: 2023-1-HU01-KA220-YOU-000161173

Introduction

1. Your country

Mark only one

- Hungary
- Italy
- Poland
- Turkey
- Greece
- Spain

2. For updates on the Erasmediah project, please write your email here:

_____

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Erasmediah questionnaire

3. **State your role: ***

Mark only one

Parent
Teacher
Youth Worker/ Educator
Social worker
Psychologist/ Psychiatriste

4. **State age range of your students/ pupils/ patients (if you are a parent, state age and number of your children) *:**

_____

5. **How many hours do you, as an adult, spend on the internet daily, for any purpose? ***

Mark only one

1 to 2h
2 to 3h
3 to 4h
4 to 5h
More than 5h

6. **How many hours do your children/ students/ pupils usually spend on the internet daily, for any purpose? ***

Mark only one

1 to 2h
2 to 3h
3 to 4h
4 to 5h
More than 5h

7. **What social media platforms are most frequently used by your children/students? ***

Select all that apply.

Instagram
TikTok
Facebook
YouTube
Snapchat
Twitter (X)

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Other:

8. Has there been a negative impact on your children/ students/ pupils/ patient's life or activities due to their internet use? *

Mark only one

Yes
No

If, yes, why?

_____

9. Has there ever been any incident where you wanted to get in touch with your child, but you failed because your child was on-line? *

Mark only one

Not at all
Once
Sometimes
Often
Regularly
Too often

10. What negative impacts have you observed from your children's/students' use of social media? *

Select all that apply

Decreased physical activity
Poor academic performance
Increased exposure to inappropriate content
Cyberbullying
Other:

11. Have you ever had overwhelming feelings about your child's excessive internet use? *

Mark only one

Yes
No

If, yes, what kind of feelings did you experience? Please mark the feelings you experienced:

Select all that apply.

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Helplessness
Anger
Guilt
Shame
Other:

12. What social media/ gaming platforms/ websites do you think have the most negative impact on children/ students/ pupils? *

Mark only one

Instagram
TikTok
Facebook
YouTube
Snapchat
Twitter (X)
Other:

13. How knowledgeable do you feel your children/students/ pupils are about the risks associated with social media use? *

Mark only one

Not knowledgeable at all
Slightly knowledgeable
Moderately knowledgeable
Very knowledgeable
Extremely knowledgeable

14. Do you think your internet using habits/frequency could be an example for your child? *

Mark only one

Yes
No

15. When you observe that your child/student/pupil spends a lot of time on social media, what do you think would help you manage this situation? *

Select all that apply.

Professional advice on how to communicate effectively and set boundaries with children/ teenagers
Help in managing the relationship with the child/teenager by improving communication skills.
Assistance in managing feelings of helplessness, shame, and powerlessness

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Access to practical strategies and tools for setting boundaries and monitoring social media use
Strategies for fostering collaboration between parents and teachers/ youth workers/ therapists to address and manage excessive social media use.
Access to information about available counseling services and existing support groups for sharing experiences and gaining emotional support.

16. Have you received any training about raising awareness on social media use? *

Mark only one

Yes
No

17. Have you participated in any awareness campaign about internet usage in your community? *

Mark only one

Yes
No

18. What is the proper age for children to start using social media? *

_____

19. What is the proper age for children to start using online gaming platforms? *

_____

20. Do you believe that schools should restrict in some way their access to internet or to their smartphone in the classroom/ school building? *

Mark only one

Yes
No

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For each statement, please indicate your level of interest in receiving training on that topic by selecting a number from 1 to 5, where: 1 means "Not at all interested" 2 means "Slightly interested" 3 means "Moderately interested" 4 means "Very interested" 5 means "Extremely interested"

Mark only one per row

		1	2	3	4	5
21	**How to collaborate with your colleagues to manage social media use among students.**					
22	**Negative Effects of Social Media Over-exposure on children and teenagers.**					
23	**How to change your internet and social media use habits so that you can set a positive example to your children/students/pupils.**					
24	**How to manage and educate on TikTok and Instagram use among teenagers.**					
25	**Strategies for Social Media Detox.**					
26	**How to educate on online gaming, social gaming, and gambling.**					
27	**Topic and dangers of online grooming.**					
28	**Dangerous online challenges and hoax challenges.**					
29	**Understanding the consequences of the creation of a fake profile.**					

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30	**Management of cyber-bullying, online body-shaming, and hate speech.**					
31	**Fake news and reality checking.**					
32	**How to teach children and teenagers about digital footprint.**					
33	**Mindfulness and self-regulation as a strategy for a healthier tech use.**					
34	**Promotion of healthier off-line habits and activities.**					
35	**Practical ways and strategies to collectively manage screen time at home.**					
36	**Promotion of Responsible Online Behaviour.**					
37	**Mental health support tailored to digital wellbeing.**					
38	**Technological tools and skills for the management of digital use.**					
39	**Promotion of community building in real life among teenagers.**					
40	**Social-emotional education with the objective of digital wellbeing.**					
41	**Strategies for setting a constructive parents/ children dialogue about online use and interactions.**					

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42	**Would you be interested in learning about relevant topics related to young people hyperconnectivity through digital micro lessons (clips, short videos, reels, digital infographics and posters, video tu**					

43. Which of these things could help you understand the consequences of creating a fake profile?

Select all that apply.

Educational videos explaining the legal, social, and psychological impacts of creating fake profiles
Analysis and discussion on real-life case studies and scenarios
Webinars and lectures from experts in cyber safety, law enforcement, and psychology
Informational brochures, articles, and e-books detailing the consequences
Role-playing exercises that simulate the experience and repercussions of creating and managing a fake profile
Testimonials from individuals who have experienced negative outcomes from fake profiles
Sessions providing detailed information on the legal ramifications of creating fake profiles
Online quizzes and games designed to educate on the consequences in an engaging way.

44. Is there any other topic or particular training need that you feel should be tackled by a training course aiming at supporting youth workers, parents, teachers and other individuals in managing issues and preventing dangers related to children and youngsters hyperconnectivity, Internet, and social media usage? Explain.

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