



ERASMEDIAH

Educational Reinforcement Against
the Social Media Hyperconnectivity

Evaluation, Analysis and description of the results from the Spanish questionnaires application

INNOHUB



**Co-funded by
the European Union**

1. Introduction

1. 1. Overview of the project

ERASMEDIAH is a project funded by the Erasmus Plus Program, that aims at addressing 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 linked 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 in Italy through questionnaires distributed to stakeholders working with youth across the country. Similar national reports have been prepared in all six partner countries. These reports will be 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.

1. 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 employs a multi-step methodology to evaluate, analyze, and describe the results obtained from questionnaires distributed across the partner countries, focusing on stakeholders involved with youth. The process is designed to ensure a comprehensive understanding of the risks associated with social media hyperconnectivity among young people, and to derive actionable insights that will inform the ERASMEDIAH project's subsequent phases.

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.

The questionnaires were distributed to a diverse group of 30 stakeholders in each partner country, ensuring representation across different professions including youth workers, educators, social media experts, and parents.

The responses from the distributed questionnaires were collected and organized by each partner country. The data collected encompasses qualitative and quantitative information related to the impact of social media hyperconnectivity, observed risks, and potential strategies to mitigate these risks.

Each partner country conducted an independent analysis of the collected data to produce the current national report. This analysis involved identifying key patterns, challenges, and opportunities related to social media use among young people in their specific national context. The analysis focused on extracting meaningful insights that reflect the unique experiences and concerns of stakeholders in each country.

2. 2. Final Evaluation and Reporting:

The national reports from all six partner countries were then synthesised to produce a detailed consolidated report. This synthesis process involved comparing and contrasting findings across different contexts to identify common themes and significant variations. The consolidated report serves as a comprehensive overview of the risks and challenges associated with social media hyperconnectivity among youth across Europe.

The final step in WP3.A4 involved a thorough evaluation of the synthesized data to ensure its relevance and accuracy. This evaluation also aimed to identify the most critical issues and potential solutions that could be addressed in the project's subsequent phases.

All findings will be documented in a detailed report, which not only summarizes the results but also provides recommendations for the development of educational tools and resources. These resources are intended to empower educators, youth workers, and other stakeholders to effectively address the challenges posed by social media hyperconnectivity among young people.

This methodology provides a robust and data-driven foundation for the ERASMEDIAH project, facilitating the creation of impactful interventions to mitigate the risks associated with youth social media hyperconnectivity.

2. 3. ERASMEDIAH Questionnaire

The questionnaire was distributed either through online surveys (created using Google Forms) or in printed format. A copy of the questionnaire is included in the Annex of this document.

3. Results

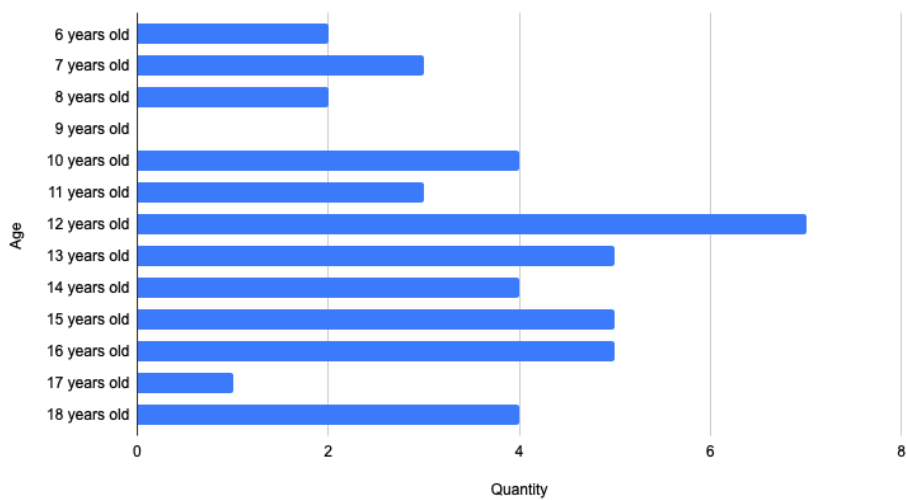
The questionnaire in Spain was answered by 33 participants. A variety of roles were observed, providing a broad range of perspectives on the study. The majority of participants were parents, totaling 11 (33%), offering valuable insights into the impact of social media on the family environment. Next, 9 participants (27%) were youth workers or educators, contributing their direct experience in training and supporting young people.

In smaller numbers, there were 8 teachers (24%) and 3 social workers (9%), who provided their specialized knowledge in education and social support for youth. Finally, 2 psychologists/psychiatrists (6%) were included, contributing their professional perspective on managing emotional and psychological issues related to social media hyperconnectivity.

This distribution of roles allowed for a comprehensive evaluation of the course, reflecting both educational experience and impact in the family and professional spheres.

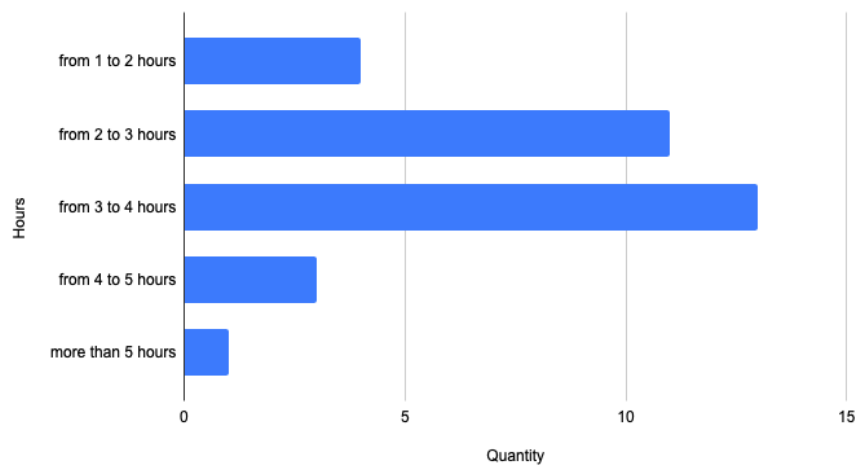
The following graph shows the age distribution of the students, pupils, or children of the survey participants. The majority of participants reported that their students or children are in the 14-16 year age range. This group has the highest representation in the graph, indicating it is the most common age range among the respondents. To a lesser extent, participants also indicated having students or children in the 11-13 year and 17-18 year ranges. The distribution suggests a significant concentration in the 14-16 year range, with a smaller but notable presence in other age ranges.

Age distribution of the students, pupils, or children of the survey participants



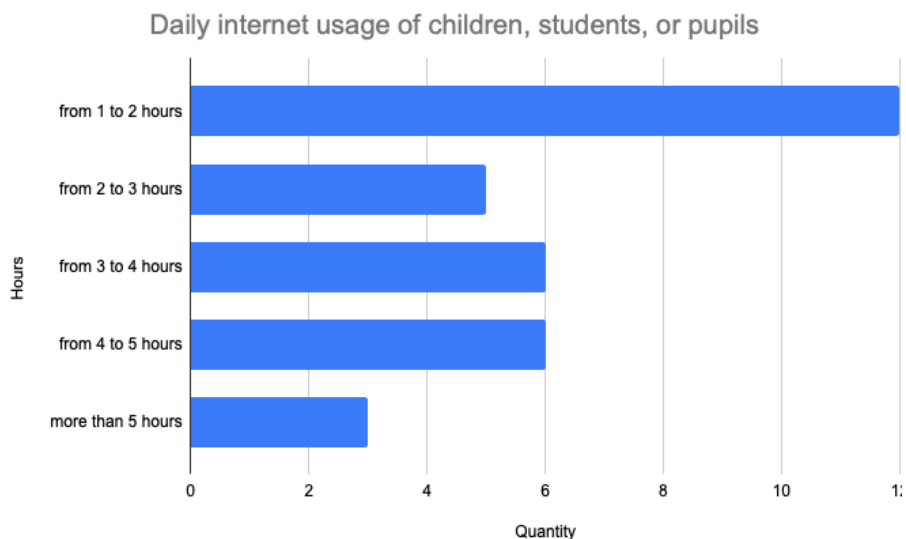
The graph illustrates the daily internet usage among adults. The majority of adults report spending between 1 and 2 hours online each day, as indicated by the tallest bar in this category. The data shows a lower distribution at both extremes, with fewer adults spending less than 1 hour or more than 4 hours online. This suggests that internet use among adults is predominantly moderate, with a significant concentration in the 1-2 hour daily range.

Daily internet usage among adults

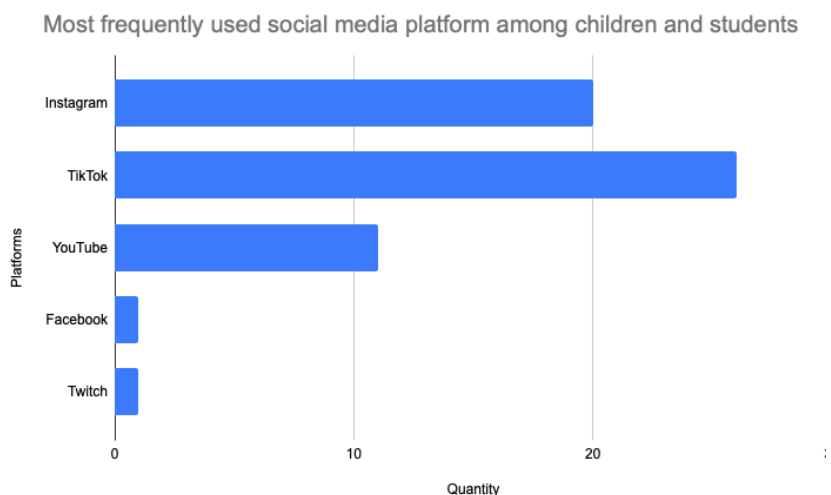


The graph displays the daily internet usage of children, students, or pupils as reported by participants. The majority of respondents indicated that their children or students spend between 2 and 3 hours online each day, as shown by the highest bar in this category. Fewer respondents reported lower or higher usage, with a notable drop in both the lower range (0-1 hour) and the higher range (4+ hours). This indicates that a significant portion of children or students use the internet moderately, predominantly within the 2-3 hour range daily.

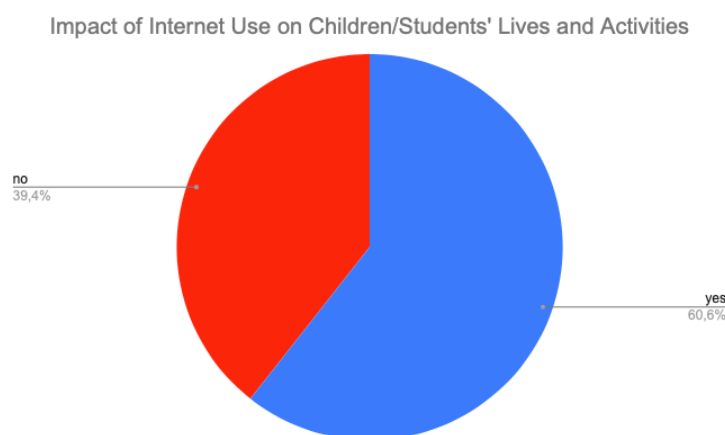
Adults primarily spend between 1 and 2 hours online each day, indicating moderate usage. In contrast, children and students spend more time online, with the majority using the internet between 2 and 3 hours daily. This highlights that younger individuals generally have higher daily internet usage compared to adults, who tend to use the internet less.



The graph reveals that TikTok is the most frequently used social media platform among children and students, with 26 respondents selecting it. Instagram follows with 20 users, while YouTube is used by 11. Facebook and Twitch are the least popular, each used by only 1 participant. This indicates that TikTok and Instagram are the primary platforms for social media engagement among the younger population.



The graph shows that 20 respondents reported a negative impact on their children's or students' lives or activities due to internet use, while 13 respondents did not observe any negative impact. This indicates that a significant proportion of participants believe internet use has adversely affected their children or students.



Answers state that excessive internet use among children and students negatively impacts their academic performance, social skills, and mental health. It causes distractions that affect schoolwork, reduces face-to-face interactions, and increases exposure to cyberbullying and harmful content. Additionally, it leads to behavioral issues such as addiction and decreased physical activity. These results highlight the need for balanced internet use to prevent these adverse effects.

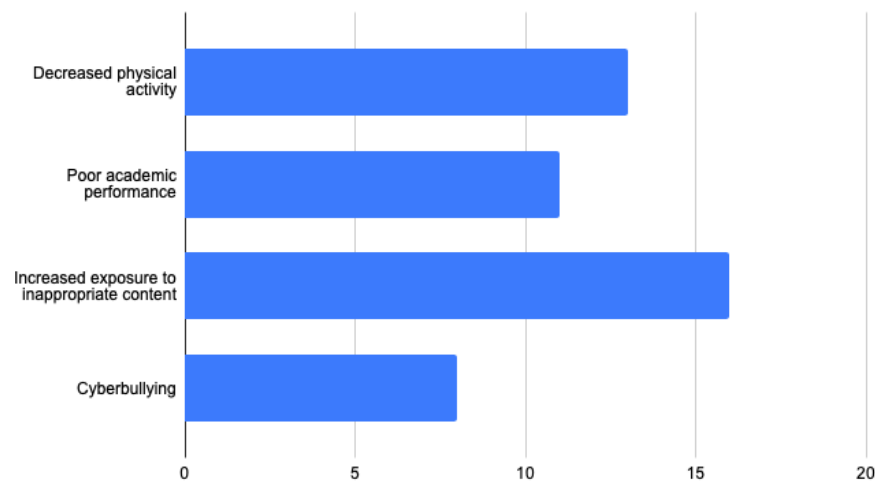
- They feel the need to constantly be connected to the internet and are exposed to inappropriate content.
- Negative impact on academic performance and a decrease in face-to-face interactions, affecting social skills and relationships
- Yes, internet use can negatively affect children by distracting them from schoolwork, reducing face-to-face social skills, and exposing them to harmful content or cyberbullying. This can impact their mental health and daily activities. Sometimes

there is cyberbullying in social media chats or they upload pictures of others making fun of them.

- They don't really pay attention to real things; there is addiction and less connection with real life.
- Several issues such as hyperconnectivity, less physical activity, and bad behavior.
- They spend more time online than engaging in outdoor activities.
- Excessive internet use has affected their schoolwork, as they often get distracted and struggle to focus on homework.

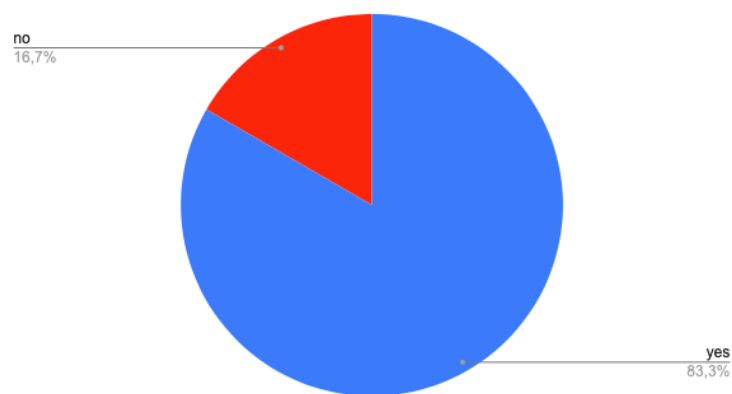
The results show that most respondents (19) occasionally face difficulties contacting their child due to online activity, while 10 have never encountered this issue. A smaller group reports it happening regularly (2) or often (6), and a few have experienced it only once (2). Overall, while occasional disruptions are common, regular and frequent issues are less prevalent.

Observed Negative Impacts of Social Media Use on Children/Students *



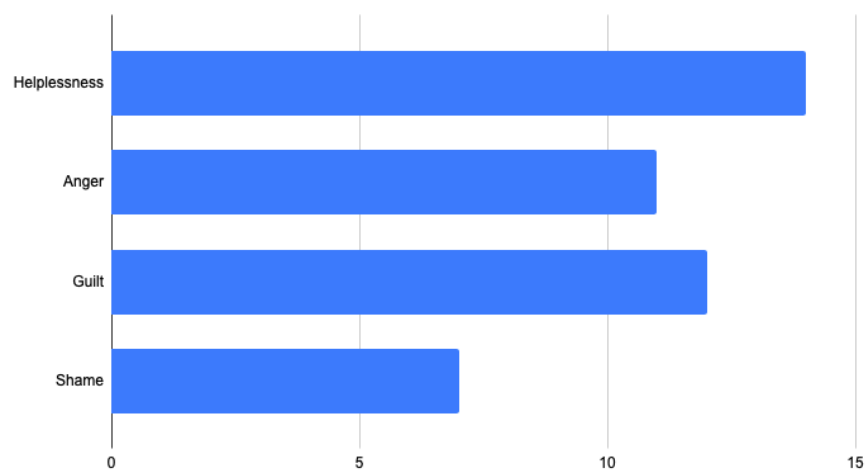
The results indicate that a majority of respondents (30 out of 36) have experienced overwhelming feelings about their child's excessive internet use. This suggests that most participants are significantly concerned or affected by their child's online behavior. In contrast, only 6 respondents have not had such overwhelming feelings, indicating a lesser degree of concern or impact for these individuals. Overall, the data reflects a strong sense of concern among most respondents regarding the excessive use of the internet by their children.

Emotional Impact of Child's Excessive Internet Use on Parents



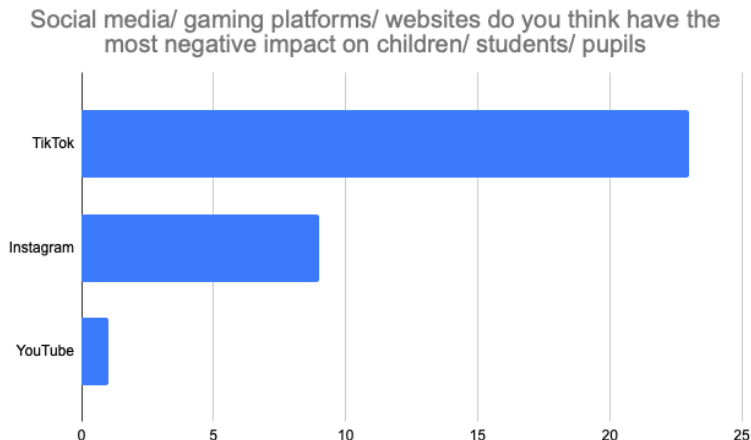
Parents report a range of emotions in response to their child's excessive internet use. The most common feeling is helplessness (14), followed by guilt (12), anger (11), and shame (7). These emotions reflect the frustration, responsibility, and societal pressure parents experience while trying to manage their child's online habits.

Types of Emotions Experienced Due to Child's Excessive Internet Use

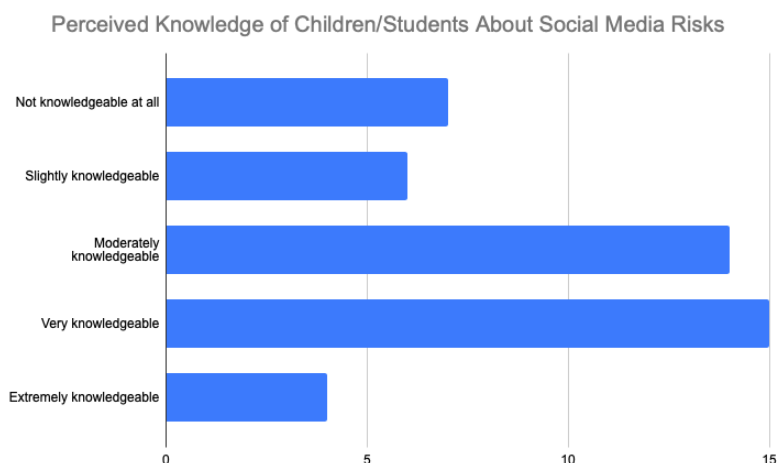


The results show that TikTok is perceived as the platform with the most negative impact on children or students, with 23 responses. This suggests that a majority of participants view TikTok as the most harmful due to its content or the way it influences young users. Instagram follows with 9 responses, indicating it is also seen as problematic but to a lesser extent. YouTube, with only 1 response, is

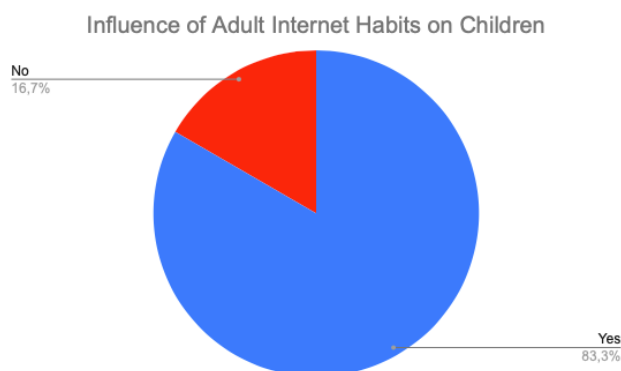
considered to have the least negative impact among the three platforms. Overall, the data highlights TikTok as the primary concern for parents and educators regarding its influence on young people.



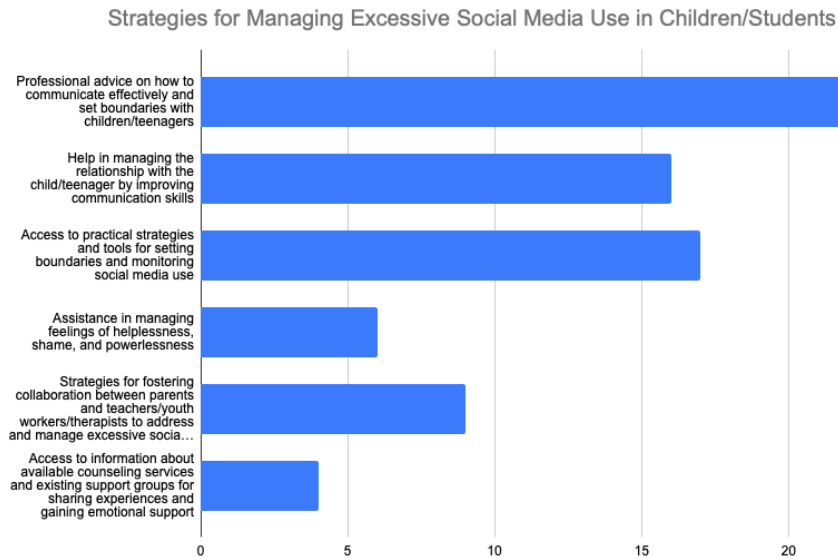
The responses reveal a range of perceptions about children's or students' understanding of social media risks. Most respondents believe their children are moderately (14) or very knowledgeable (15), suggesting a general confidence in their awareness. However, 7 feel their children are not knowledgeable at all, and 6 see them as only slightly knowledgeable, indicating concerns about inadequate awareness. A smaller number consider their children to be extremely knowledgeable (4). Overall, while many view their children as having a good grasp of social media risks, there remains significant concern about gaps in knowledge.



The responses to the question "Do you think your internet using habits/frequency could be an example for your child?" indicate a strong belief among most respondents that their own internet usage habits can serve as a model for their children. Specifically, 30 respondents answered "Yes", suggesting that they view their online behavior and frequency as influential for their children. In contrast, 6 respondents answered "No", indicating they do not believe their internet habits have a significant impact or serve as a model. Overall, the data shows a prevailing sense of responsibility and awareness among parents or guardians regarding their role in shaping their children's internet habits.



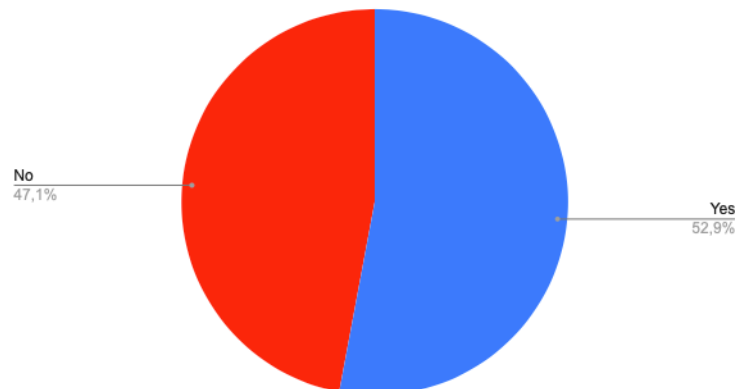
The responses to the question about managing children's excessive social media use reveal several key areas of support needed. 22 participants emphasize the importance of professional advice on communication and setting boundaries, while 17 seek practical strategies and tools for monitoring social media use. 16 respondents highlight the need for assistance in improving communication skills with their children. Additionally, 10 express a desire for help in managing feelings of helplessness, shame, and powerlessness, and 9 advocate for collaborative strategies among parents, teachers, and youth workers. Finally, 4 participants show interest in information about counseling services and support groups. Overall, the responses indicate a strong demand for comprehensive support that combines expert guidance, practical tools, and emotional assistance.



The graph, reflecting responses to the question "Have you received any training about raising awareness on social media use?", shows that 18 participants answered "Yes", while 16 answered "No".

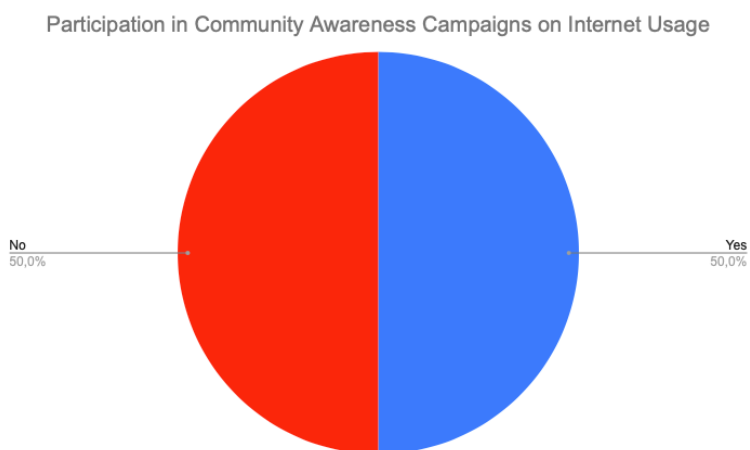
This indicates that a slightly larger portion of the respondents have received training on social media awareness compared to those who have not. The relatively close numbers suggest a mixed experience among the participants regarding formal education or training on this topic.

Received training about raising awareness on social media use

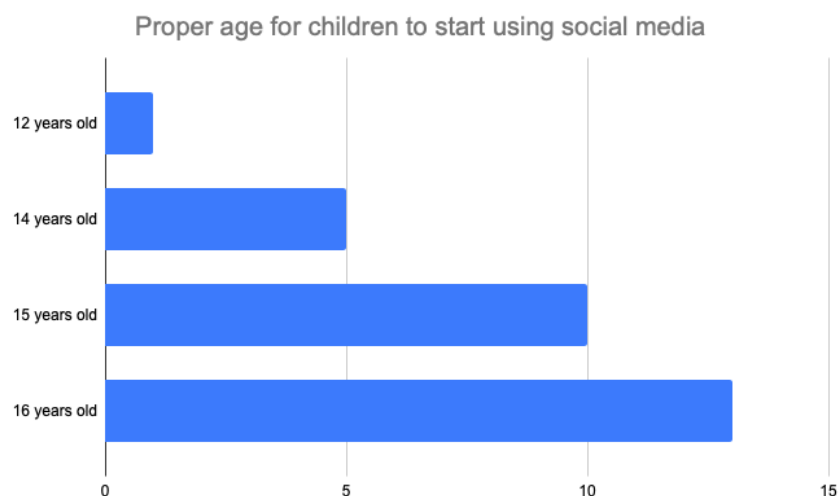


The graph shows that the responses to the question "Have you participated in any awareness campaign about internet usage in your community?" are evenly split, with 17 participants answering "Yes" and 17 answering "No".

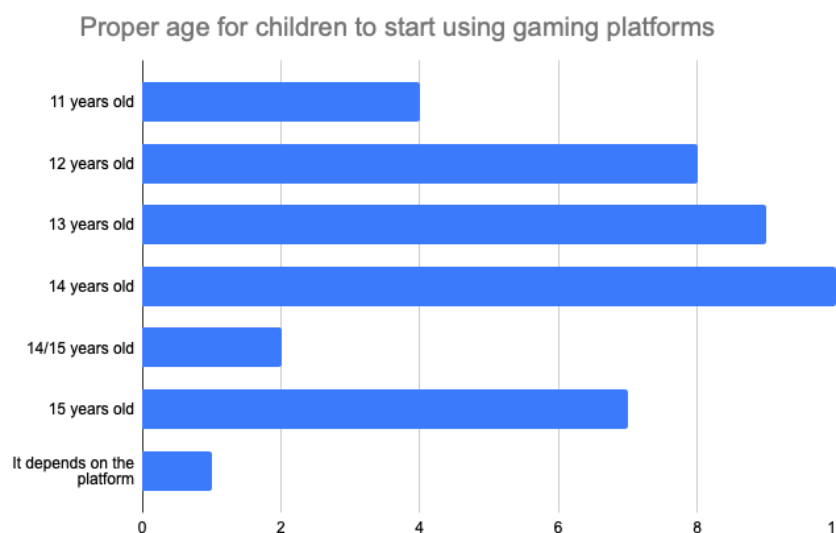
This indicates that participation in community awareness campaigns about internet usage is balanced among the respondents. Half of the participants have engaged in such campaigns, while the other half has not, suggesting a relatively equal level of involvement in community-based efforts to address internet usage awareness.



The responses to the question about the appropriate age for children to start using social media predominantly suggest 14 to 16 years old as the suitable range. Most respondents indicated 14 or 15 years old, with many also suggesting 16 years old. Only one mention of 12 years old stands out as an outlier, indicating a minority opinion. Overall, the data reflects a consensus that children should begin using social media around the ages of 14 to 16, emphasizing concerns about maturity and the ability to navigate online challenges.



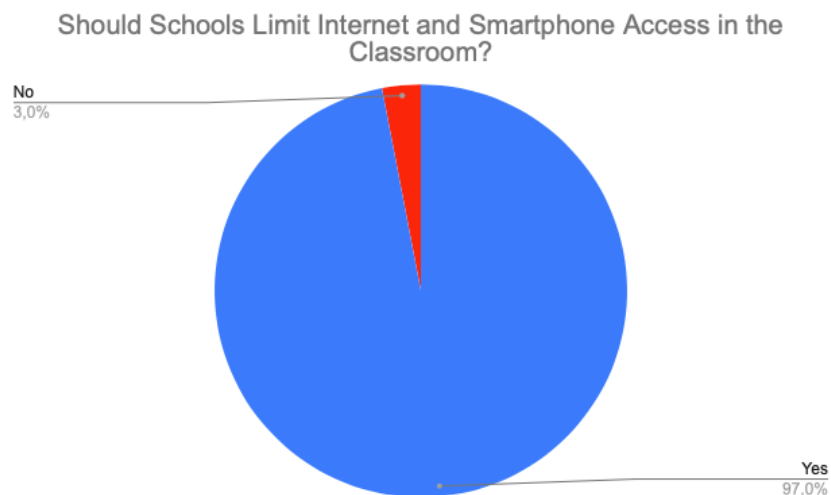
The responses to the question about the appropriate age for children to start using online gaming platforms predominantly suggest 13 to 15 years old as the suitable range. Most respondents indicated 13 or 14 years old, with several also suggesting 15 years old. A few mentioned 12 or 11 years, standing out as minority opinions. Only one respondent noted that it depends on the platform. Overall, the data reflects a consensus that children should begin using online gaming platforms around the ages of 13 to 15, highlighting the importance of maturity and responsible gaming habits.



The responses to the question "Do you believe that schools should restrict access to the internet or smartphones in the classroom/school building?" show overwhelming support for restrictions, with

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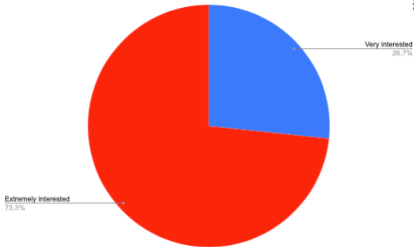
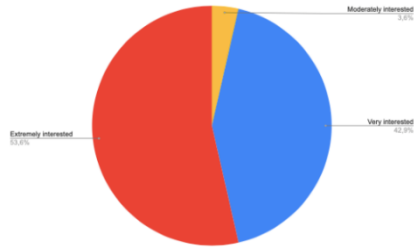
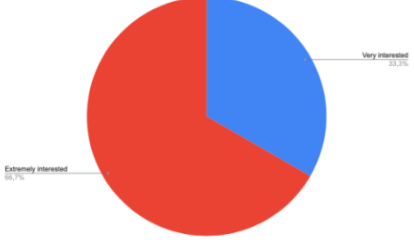
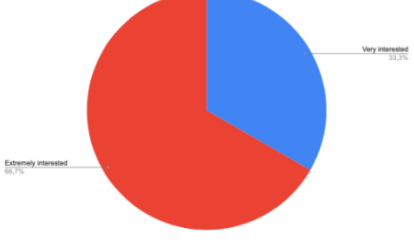
32 respondents answering "Yes" and only 1 answering "No." This indicates a strong consensus that schools should limit internet and smartphone access to address concerns about distractions and ensure a focused learning environment.



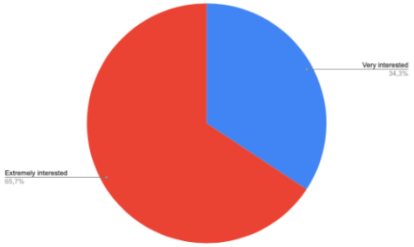
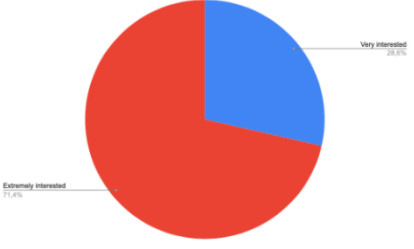
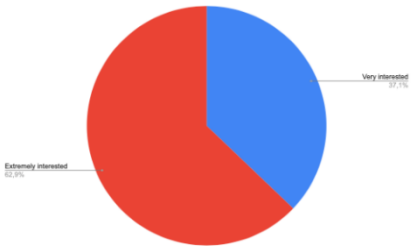
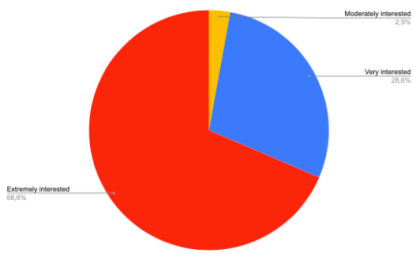
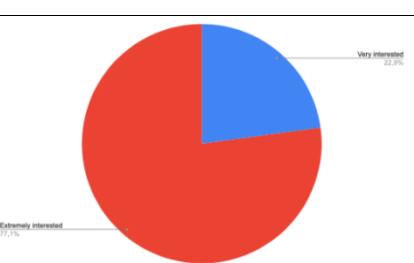
The responses to the survey regarding interest in receiving training were classified on a scale from 1 to 5, ranging from "Not at all interested" to "Extremely interested." The pie charts show that the color yellow indicates "Moderately interested," suggesting that some participants find the topics useful, though they are not a priority.

The color red represents "Very interested," indicating that many respondents see significant value in the training and are willing to invest time and resources in it. This suggests that the topics addressed are relevant to their work needs.

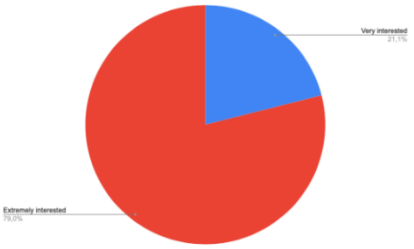
Finally, the color blue, which signifies "Extremely interested," highlights those who are committed to learning, indicating that these topics are critical for their professional development. Overall, the results reflect a clear interest in training, which can guide future training initiatives.

Questions	Answers from "Not at all interested" to "Extremely interested"								
How to collaborate with your colleagues to manage social media use among students	 <table border="1"> <thead> <tr> <th>Interest Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Extremely interested</td> <td>73.3%</td> </tr> <tr> <td>Very interested</td> <td>26.7%</td> </tr> </tbody> </table>	Interest Level	Percentage	Extremely interested	73.3%	Very interested	26.7%		
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Negative Effects of Social Media Over-exposure on children and teenagers.	 <table border="1"> <thead> <tr> <th>Interest Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Extremely interested</td> <td>55.6%</td> </tr> <tr> <td>Very interested</td> <td>42.2%</td> </tr> <tr> <td>Moderately interested</td> <td>2.2%</td> </tr> </tbody> </table>	Interest Level	Percentage	Extremely interested	55.6%	Very interested	42.2%	Moderately interested	2.2%
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How to manage and educate on TikTok and Instagram use among teenagers.	 <table border="1"> <thead> <tr> <th>Interest Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Extremely interested</td> <td>66.7%</td> </tr> <tr> <td>Very interested</td> <td>33.3%</td> </tr> </tbody> </table>	Interest Level	Percentage	Extremely interested	66.7%	Very interested	33.3%		
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How to educate on online gaming, social gaming, and gambling.	A pie chart showing interest levels for the topic 'How to educate on online gaming, social gaming, and gambling.' The chart is divided into three visible segments: a large red segment for 'Extremely interested' (67.7%), a blue segment for 'Very interested' (29.2%), and a small yellow segment for 'Moderately interested' (3.0%). <table border="1"> <thead> <tr> <th>Interest Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Extremely interested</td> <td>67.7%</td> </tr> <tr> <td>Very interested</td> <td>29.2%</td> </tr> <tr> <td>Moderately interested</td> <td>3.0%</td> </tr> </tbody> </table>	Interest Level	Percentage	Extremely interested	67.7%	Very interested	29.2%	Moderately interested	3.0%
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4. Conclusion

The survey highlights significant concerns and trends regarding internet use among children and adolescents, as perceived by educators, parents, and other professionals. A notable portion of respondents has observed negative impacts on their children's or students' lives due to excessive internet use, including decreased attention spans, isolation, and negative influences on interpersonal relationships. This indicates a growing need for effective strategies to manage and mitigate these issues.

Most adults report spending a moderate amount of time online daily, with a noticeable number dedicating substantial hours, which might reflect their own habits and potential role in shaping the online behavior of younger individuals. This correlation underscores the importance of modelling healthy internet use.

Respondents express a high level of concern regarding the negative impacts of social media platforms, particularly TikTok, and emphasise the lack of sufficient awareness among children about the risks associated with social media. This concern is compounded by the belief that their own internet habits can influence younger generations, suggesting that personal behaviour plays a crucial role in addressing these issues.

Training and resources are deemed essential, with a strong interest in topics such as the negative effects of social media exposure, strategies for detox, and online grooming dangers. The

preference for educational videos, case studies, and role-playing exercises indicates a need for practical and engaging approaches to address these concerns effectively.

Moreover, the survey reveals a consensus on the need for schools to impose restrictions on internet and smartphone use within educational settings. This highlights a broader call for integrated efforts involving parents, educators, and professionals to collaboratively manage and monitor internet use among children and adolescents.

In summary, the survey underscores the critical need for comprehensive education and practical strategies to address the challenges of excessive internet use and social media exposure. There is a clear demand for collaborative approaches and resources to better support children's digital well-being and mitigate the adverse effects observed by respondents.

2. 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:

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)

Other:

8. Has there been a negative impact on your children/ students/ pupils/ patients 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.

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
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

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
2 1	How to collaborate with your colleagues to manage social media use among students.					
2 2	Negative Effects of Social Media Over-exposure on children and teenagers.					
2 3	How to change your internet and social media use habits so that you can set a positive example to your children/students/pupils.					
2 4	How to manage and educate on TikTok and Instagram use among teenagers.					
2 5	Strategies for Social Media Detox.					
2 6	How to educate on online gaming, social gaming, and gambling.					
2 7	Topic and dangers of online grooming.					
2 8	Dangerous online challenges and hoax challenges.					
2 9	Understanding the consequences of the creation of a fake profile.					
3 0	Management of cyber-bullying, online body-shaming, and hate speech.					
3 1	Fake news and reality checking.					
3 2	How to teach children and teenagers about digital footprint.					
3 3	Mindfulness and self-regulation as a strategy for a healthier tech use.					

3 4	Promotion of healthier off-line habits and activities.					
3 5	Practical ways and strategies to collectively manage screen time at home.					
3 6	Promotion of Responsible Online Behaviour.					
3 7	Mental health support tailored to digital wellbeing.					
3 8	Technological tools and skills for the management of digital use.					
3 9	Promotion of community building in real life among teenagers.					
4 0	Social-emotional education with the objective of digital wellbeing.					
4 1	Strategies for setting a constructive parents/ children dialogue about online use and interactions.					
4 2	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.
