IADliber – Raising competences of adult educators as a means for adults liberation from Internet Addiction Disorder

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Survey on Public Awareness on Internet Addiction Disorder (IAD)

FINAL REPORT

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1. Introduction

1.1 Aim of document

The aim of the document is to present the outcome of work performed by the Erasmus+ IADliber (Raising competences of adult educators as a means for adults liberation from Internet Addiction Disorder) consortium partners in relation to organised focus groups among adult educators in order to explore the current state of public awareness regarding the use of methods that will **better inform the development of the IADliber survival kit.**

IADliber survival kit aims to provide educational content that enhances the reader's skills and which can be adopted by educators at different levels.

1.2 Data Collection Methodology

In order to explore the current state of public awareness of the use of different methods to deal with Internet Addiction Disorder, a Focus Group approach was considered. Focus Groups aid in creating a social oriented environment which helps the participants feel safe to share information. Open ended questions within the focus group serve the purpose to establish a dialogue and do not restrict the respondents in their answer on present alternatives.

In terms of measuring appraisals of educational learning, the four-level structure provided by Kirkpatrick (1994)[1] was used. Kirkpatrick's (1994) model highlights the need for measuring four aspects of educational awareness, these being: **Reaction**, **Learning**, **Behaviour** and **Results**. These four levels provide a direction through which the successful transfer of knowledge can be explored.

The first level, that of **Reaction**, aims to delve into the beneficiary's impressions of the educational content provided and establish their affective response to it. This is done to

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[1] Kirkpatrick, D. L. (1994). *Evaluating training programs: the four levels.* San Francisco: Berrett-Koehler.

obtain an impression of how involved beneficiaries are towards the educational material being evaluated.

This measurement is followed by the second level, that of **Learning**, which explores the beneficiary's level of knowledge or shifts in attitudes that are derived from the educational material discussed.

The third level, **Behaviour**, investigates the development of skills or changes in behaviour that the learning material aims to teach.

The final level, that of **Results**, aims to explore the broader impact of educational content according to desired Key Performance Indicators (KPIs).

The questions for the focus group interview guide were developed according to these four levels of the framework. However, rather than a narrowly or strictly structured query, the questions were posed with an exploratory tone that facilitated and drove the conversation or gathering of data, in order to not only explore the different aspects as outlined by the framework, but also to include other additional aspects that are not emphasised, such as contextual or environmental factors related to the current level of public awareness.

Once focus groups are conducted, the data derived will be analysed according to a simplified version of the six-stage technique of Thematic Analysis, as outlined by Braun and Clarke (2006). This method not only provides a clearly defined and easy to follow framework but was also developed in order to be applied flexibly, rather than being bound by methodological or epistemological orientations.

Once the focus groups were held and recorded with the participant's informed consent, the participant's responses from the audio/video recordings were transcribed to familiarise with the responses collected which a foundational step in the analysis of data.

The individual contributions or responses by each participant to the questions asked were then summarised through Codes which made it easier to identify significant **patterns** within the various responses by the group, enabling these responses to be organised into **groupings** or **Themes**.

Finally, the organised data was summarised into a Focus Group Reporting Template designed specifically for the task.

1.3   Structure of Participants

Each participating country partner held an online or a face-to-face focus group with at least 5 and a maximum of 7 participants consisting of educators of disadvantaged groups' members and people with fewer opportunities (low qualified persons, unemployed, adults at poverty risk, migrants, seniors etc.). These included, but were not limited to:

- educators and trainers for adults in social welfare institutions;

- teachers for adults;

- educators and trainers for adults in third age universities;

- members and volunteers of associations working for adults and disadvantaged groups;

- ICT teachers, consultants and personal trainers for adults;

- persons responsible for shaping formal and informal adult education in the region;

- andrologists and specialists in working with addicts for adults, social psychologists for adults;

- people working with disadvantaged adults;

- addicts support groups members, especially Internet addiction.

The above were employed in Institutions which support and take care of disadvantaged adults, including but not limited to:

- adult education centres;

- social welfare institutions;

- schools for adults;

- third age universities;

- associations supporting disadvantaged adults and fighting with social exclusion;

- local and regional self-government education departments and educators of adults.

It is pertinent to note that, while remaining within the GDPR regulations, relevant contact information about participants, whenever possible were collected for dissemination purposes so as to allow participants to be updated with news from the project and enable them to be actively involved in all later stages of the project in line with their professional and/or personal interests. Later in the project, participants will also have a chance to acquire and use the project outcomes.

2. National Focus Group Outcomes

2.1 Romania

2.1.1 Participants Profile

The focus group in Romania was organised online. Participants were selected so that they represented both adult trainers and psychologists that have worked with disadvantaged groups' members and people with fewer opportunities. They were selected either from experts network that ADES, as the partner organisation, has developed along the time, or from the recommendations received from ADES members, experts and partners. Participants had the following summarised profile:

Number of Participants	8
Age (Mean)	45
Gender	7 females 1 male
Participants' Levels of Education	Master and PhD
Occupations of Participants	Trainers / educators of adults, psychologists
Years of Experience of Participants (Mean)	15
Size of Participants' Class (Mean)	15
Types of Learners Participants are responsible for	Adults and educators of adults
List of Organisations represented by Participants	NGOs, Companies, Universities

2.1.2 Awareness of Mindfulness in Romania

The following is a summary of the awareness of the Romanian public in terms of **Mindfulness** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Mindfulness is more used for day-to-day life, but not to "treat" the Internet addiction (IA) since IA awareness is close to none.
- Some materials on mindfulness exist (related to everyday life) but not related to IAD.
- Some easy to read and in simple terms materials, specific for IAD (to make a specific connection to IAD) would be very valuable.

Learning

- Even if learning material, training, videos about mindfulness exist, they are not directly related to IAD.
- More focused on IAD mindfulness materials would be beneficial.

Behaviour

- IAD is not considered as an 'illness' and therefore it is not treated: "When you do not consider you have an illness, you do not go to a doctor".
- If people would be more aware of the IAD problems and use mindfulness for combating them, they would be more aware of the body-mind connection, they would:
  o manage better the time spent on gadgets,
  o use usefully and functionally the Internet (not only for games),
  o have a more balanced attitude, quality in their actions, clarity, self-esteem,
  o be more focused on specific objectives,
  o be more aware how much and from where to find information.

Results

- The knowledge of using mindfulness is still very low, even if some people have found out about it and learned about it.
- There are a lot of limiting beliefs about self-searching in Balkan culture. Sometimes this aspect is ridiculed.
- The social system distanced us from ourselves, instead of bringing us closer.

- The proximity environment hinders or facilitates the practice of mindfulness.
- The belief "I am over 50 (too old), what's the use of acquiring new knowledge and practice?"

Generalised Overall Viewpoint

Even if people are more aware of Mindfulness benefits than of other self-development techniques, there is almost no awareness of the connection between practicing Mindfulness and managing IAD. There is a high need of concrete and focused Mindfulness materials for managing IAD.

2.1.3   Awareness of Other Methods of Focus in Romania

The following is a summary of the awareness of the Romanian public in terms of **Other Methods of Focus** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Other methods of focus are even less learned or practiced than mindfulness.
- People are not aware of other methods of focus as these are only used by specialists (psychologists, psychotherapists
- Other Methods like outdoor activities (walking in the parks/ woods, biking, playing with pets) and social activities are consciously and regularly practiced by less than 30% of people.
- Few make the connection between these activities and means of focusing or managing IAD

Learning

- Almost no information or materials are offered to the public.
- The public is not involved in learning these methods.
- No connections are made to IAD.

Behaviour

- Since other methods of focus are not consciously and regularly applied, no behavioural changes can be observed.
- Only very few persons know how identify their possible addictions and to detach themselves of these temptations and disruptions.

- If practiced, it would increase the capacity of detaching from the environment "noises" and of focusing on the important topics.

Results

- Technology is unavoidable however the fact that the emphasis is not on health, but only on impressing of internet users are hindering the acquisition of knowledge and practice of this method.

Generalised Overall Viewpoint

There is a big need of materials regarding this method and for increasing the public awareness.

2.1.4 Awareness of Self-Awareness & Reliable Assessment of the Situation in Romania

The following is a summary of the awareness of the Romanian public in terms of **Self-Awareness & Reliable Assessment of the Situation** as a means of preventing Internet Addiction Disorder, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Very little known about self-awareness.
- Actually self-awareness is even avoided because people think of others not to think of themselves.

Learning

- Being a very little known method, it is not possible to measure the level of satisfaction in general and in particular in relation to IAD.
- There is a need for public awareness about this method and the long-term benefits of using this method.

Behaviour

- People who'd use this method will be much more receptive to the way the body transmits certain signals and will be able to regulate certain states and behaviours much better and prevent behaviours like IAD.

Results

- Changes happen over time. Even if there is a trigger moment, the process takes time and takes place on different levels.
- Education, culture, environment, social cluster might hinder or facilitate acquiring knowledge and practicing this methods.

Generalised Overall Viewpoint

It is worth creating materials regarding these methods and making the connection with IAD.

2.1.5 Awareness of IAD Prevention Among Adults in Romania

The following is a summary of the awareness of the Romanian public in terms of **IAD Prevention Among Adults**, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- IAD awareness is almost Nil.
- If any knowledge regarding Internet Addiction (IA) is present, only the effects are "treated", not the causes.
- Very few persons acknowledge they have a problem with IA and even fewer do something for that.
- The persons over 45 years old are less "endangered" by IA than the younger generations because the second category grew up with Internet.
- It is very important to create materials and spread the information regarding IAD and IAD prevention among adults.

Learning

- Very few understand the concept and less are doing something about that.

Behaviour

- The information provided to the public so far is very irrelevant and therefore would be very useful.
- People would develop the capacity to understand the risks of IA and understand and practice ways to protect from IAD.

Results

- Life contexts are both hindering and facilitating IAD prevention: the group of friends (all are doing the same, you cannot swim against the current because you are

marginalized), the models provided by the society (family, friends, fellows, and mass-media).

Five to six million Romanians (about 1/4) live with mental illnesses. Most suffer from depression, about two million, but also hundreds of thousands of people living with thought disorders. The part of getting out of the shame, out of the stigma is still very pressing.

There are people who do not accept, although they recognize the symptoms, most people who experience such problems "don't accept that they might receive a psychiatric label or a diagnosis of mental illness".

2.1.6   General Conclusions – Romania

The introduction of the Internet has brought about tremendous progress to mankind, revolutionizing our conduct, profession, education, and social connections. As technology continues to progress, our inclination to spend an increased amount of time on the internet rises. Addiction stemming from the usage of the Internet requires identical attention as with other forms of addiction, such as alcohol or drugs. When an individual experiences an overwhelming urge to spend excessive time on the internet, to the extent that it interferes with their personal relationships, job, or well-being, (s)he can be diagnosed with Internet addiction. According to statistics, over 210 million individuals across the globe are grappling with addiction to the Internet and social media platforms.

The group agreed that very few things were done for helping people to identify and deal with IAD. There is a great need for materials regarding this topic. The materials should be very easy to understand and use.

Overall Conclusions

As technology has progressed, our primary use for smartphones has become browsing social media platforms like Facebook, Instagram, and WhatsApp. Regrettably, overusing them leads to a decrease in face-to-face interactions, and promotes the fabrication of an ideal and deceptive online persona - where we can portray ourselves as we wish to be. Furthermore, the increasing trend towards Social Media addiction is recognized worldwide and it is a tacitly

(not at the decision-making levels) recognized phenomenon in RO. Rules regarding the use of Internet are rarely imposed in RO in institutions and even in families.

All participants emphasized that Albert Einstein's quote, "I Fear the Day Technology Will Surpass Human Interaction", is most actual than ever and that IADliber materials will be of great support to their work.

2.1.7   Recommendations – Romania

Develop materials for increasing the awareness and for dealing with IAD, but make sure that they are **very easy to use and adapted to the target group**.

The materials developed within the project can be a very good approach in relation to IAD, but they should also **increase the level of awareness** and make people to understand that learning and short practicing the IADliber **methods are not a "pill"** that we take, **but a process** that must be gone through over time.

2.2   Poland

2.2.1   Participants Profile

The focus group in Poland was organised online. Participants were selected either from experts network that CWEP, as the partner organisation representing Poland developed along the time. Help and knowledge of the problem were obtained from the Universities of Rzeszów and Wszechnica. Participants had the following summarised profile:

Number of Participants	*9*
Age (Mean)	*37*
Gender	*5 Females* *4 Males*
Participants' Levels of Education	*Mostly Masters Degree*
Occupations of Participants	*Adult educators, psychologists*
Years of Experience of Participants (Mean)	*12*
Size of Participants' Class (Mean)	*10-25*
Types of Learners Participants are responsible for	*Adults and Adult Educators*
List of Organisations represented by Participants	*Universities, NGOs and SMEs*

2.2.2   Awareness of Mindfulness in Poland

The following is a summary of the awareness of the Polish public in terms of **Mindfulness** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- In recent years, mindfulness has gained widespread recognition due to its potential benefits for mental health and well-being.
- Mindfulness has been extensively studied and shown to have positive effects in reducing stress, anxiety, depression, and enhancing overall psychological resilience and well-being.
- Mindfulness-based interventions are commonly used in clinical settings, schools, workplaces, and various other settings.

Learning

- The popularity of mindfulness has been driven by the growing body of research supporting its effectiveness, as well as endorsements from influential figures, media coverage, and the dissemination of mindfulness programs and apps

Behaviour

- General recognition is not confirmed in the knowledge of specific behaviours
- It is still a rare phenomenon to use mindfulness in depth.

Results

- While mindfulness has gained widespread recognition, there may still be variations in the depth of knowledge and understanding of the technique among individuals and communities.
- Some may have a comprehensive understanding and regular mindfulness practice, while others may have a more superficial understanding or limited exposure to the concept.

Generalised Overall Viewpoint

While there is a relatively higher awareness of the benefits of mindfulness compared to other self-development techniques, there is a lack of awareness regarding the link between practicing mindfulness and managing Internet Addiction Disorder. There is a significant demand for specific and targeted mindfulness resources that address the management of IAD.

2.2.3   Awareness of Other Methods of Focus in Poland

The following is a summary of the awareness of the Polish public in terms of **Other Methods of Focus** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Participants mentioned and admitted that they had come into contact with:

    o **Pomodoro Technique:** *This technique involves breaking work or study time into intervals, typically 25 minutes of focused work followed by a short 5-minute break. After completing four such intervals, a longer*

break of around 15-30 minutes is taken. The structured breaks help maintain productivity and prevent burnout.

- o **Time Blocking:** *This method involves scheduling specific blocks of time for different tasks or activities. By allocating dedicated time slots for focused work without distractions, individuals can enhance their concentration and productivity.*

- o **Single-Tasking:** *Instead of multitasking, which can divide attention and reduce efficiency, single-tasking focuses on doing one task at a time. By giving full attention to a single task until completion, individuals can improve focus and productivity.*

- o **Environment Optimisation:** *Creating a conducive environment for focus can be beneficial. This includes minimizing distractions, such as turning off notifications, finding a quiet space, organizing the workspace, and utilizing tools like noise-cancelling headphones or productivity apps.*

- o **Prioritisation and Task Management**: *Effectively prioritizing tasks and breaking them down into manageable steps can help maintain focus. Using task management techniques like to-do lists, kanban boards, or project management tools can aid in organizing and staying on track.*

- o **Physical Exercise and Movement:** *Engaging in regular physical exercise, such as aerobic activities or stretching, can improve overall cognitive function, including attention and focus.*

- o **Healthy Lifestyle Habits:** *Adequate sleep, balanced nutrition, hydration, and stress management contribute to optimal cognitive function and attention.*

Learning

- Almost no information or materials are offered to the public on these methods.

Behaviour

- Rarely used and used only by mainly by enthusiasts and a few experts in the field.
- New methods of focus are often mocked as "new trends".

Results

- Almost no information or materials are offered to the public on these methods.

Generalised Overall Viewpoint

There is a significant need of content regarding this method and for increasing the public awareness.

2.2.4 Awareness of Self-Awareness & Reliable Assessment of the Situation in Poland

The following is a summary of the awareness of the Polish public in terms of **Self-Awareness & Reliable Assessment of the Situation** as a means of preventing Internet Addiction Disorder, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Recognition of the importance of the ability to accurately perceive and understand oneself and the circumstances or context one is in.
- Self-awareness involves being conscious of one's thoughts, emotions, strengths, weaknesses, values, and biases, and having an objective understanding of the situation at hand.

Learning

- Almost no information or materials are offered to the public on these methods.

Behaviour

- Self-awareness involves introspection and reflection, allowing individuals to gain insight into their own motivations, behaviours, and patterns of thinking. It includes being aware of one's emotions, recognizing their impact on decision-making and actions, and understanding how they may influence interactions with others.
- Reliable assessment of the situation involves accurately evaluating the external factors, context, and dynamics at play. It entails objectively analysing the circumstances, considering relevant information, and discerning potential opportunities, challenges, or risks.

Results

- Almost no information or materials are offered to the public on these methods.

Generalised Overall Viewpoint

There is a significant need of content regarding this method and for increasing the public awareness.

2.2.5   Awareness of IAD Prevention Among Adults in Poland

The following is a summary of the awareness of the Polish public in terms of **IAD Prevention Among Adults**, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The participants mentioned a few concepts that are familiar and effective to them, but not widely publicised:

- o ***Providing information and raising awareness*** *about the signs, symptoms, and risks associated with IAD. This includes educating individuals about healthy internet use guidelines, potential consequences of excessive internet use, and promoting digital well-being.*

- o ***Conducting assessments*** *to identify individuals at risk of developing IAD. This can involve self-report questionnaires, interviews, or diagnostic tools to evaluate internet use patterns and associated problems.*

- o ***Utilising Cognitive Behaviour Therapy (CBT) techniques*** *to help individuals identify and modify problematic thoughts, behaviours, and beliefs related to internet use. CBT may also address underlying psychological factors contributing to excessive internet use, such as anxiety or depression.*

- o ***Encouraging individuals to establish healthy boundaries and schedules*** *for internet use. This can involve setting specific time limits, creating technology-free zones, and prioritizing offline activities and social connections.*

- o ***Developing coping skills***. *Teaching individuals adaptive coping strategies to manage stress, boredom, or negative emotions without relying on excessive internet use. This can include stress management techniques, problem-solving skills, and alternative leisure activities.*

- o ***Social support and therapy groups***

- o ***Digital detox and self-monitoring***.

Learning

- The public's level of knowledge and grasp of skills in relation to IAD prevention among adults is very low.

Behaviour

- Acquiring skills related to preventing IAD in adults can empower individuals to have greater self-control, influence over their behaviour, and time management.

- It is challenging to accurately determine the degree to which the general public's behaviour transforms as a result of acquiring these skills.

Results

- Almost no information or materials are offered to the public on these methods.

Generalised Overall Viewpoint

There is a significant need of content regarding this method and for increasing the public awareness.

2.2.6   General Conclusions – Poland

There are potential dangers associated with IAD. Excessive internet use can contribute to or exacerbate mental health issues such as depression, anxiety, social isolation, and low self-esteem.

Spending excessive time online can lead to neglecting personal relationships, including family and friends, which can strain social connections and result in feelings of loneliness and isolation. Internet addiction may lead to decreased productivity, poor time management, and lack of focus, resulting in lower grades or job performance.

Sedentary behaviour associated with excessive internet use can contribute to a sedentary lifestyle, leading to a range of health issues such as obesity, poor posture, back and neck pain, and sleep disturbances. Internet addiction can make individuals more susceptible to engaging in risky online activities such as excessive gambling, online gaming, cyberbullying, or falling victim to online scams.

Constant exposure to online content, including social media, can create unrealistic expectations, feelings of inadequacy, and negatively impact self-image.

By developing a strong sense of self-awareness, individuals can experience personal growth in various aspects of their lives, such as relationships and careers. It can be argued that when individuals find fulfilment and satisfaction in their offline lives, they are less likely to spend excessive time online. According to the participants, self-awareness holds greater potential than other focus methods in this regard. However, it is important to note that self-awareness is a practice that tends to be inconsistent, and its effectiveness relies solely on the efforts of each individual. As a result, its impact on IAD may vary from person to person.

2.2.7   Recommendations – Poland

It is recommended to create user-friendly and tailored resources to enhance awareness and address Internet Addiction Disorder.

It is also important to ensure that these materials are easily accessible and specifically designed for the target audience.

The project's developed materials can serve as an effective approach towards addressing IAD. However, it is crucial that these resources not only raise awareness but also convey the understanding that learning and practicing the IADliber methods require consistent effort and time investment.

It is important to remember current trends and include AI addiction in project materials.

2.3   Spain

2.3.1   Participants Profile

The focus group in Spain was organised online. The participants were chosen based on their professional profile and the people they work with (adults with disadvantage backgrounds and adults in vulnerable situations). This way it was guaranteed that the effects of this focus group would have a direct impact the project´s target group.

Participants had the following summarised profile:

Number of Participants	5
Age (Mean)	46
Gender	4 Females 1 Male
Participants' Levels of Education	University Degree
Occupations of Participants	Adult Educators, Support on Disadvantaged Adults Association
Years of Experience of Participants (Mean)	6.5 years
Size of Participants' Class (Mean)	17
Types of Learners Participants are responsible for	Adults in situations of vulnerability and disadvantage backgrounds
List of Organisations represented by Participants	Naüm, Clean Boating, Sea Teach

2.3.2   Awareness of Mindfulness in Spain

The following is a summary of the awareness of the Spanish public in terms of **Mindfulness** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Mindfulness is a technique known among the general public, however it is not as common among younger generations and groups with social exclusion.
- Younger generations and groups with social exclusion have a lack of connection with the technique based on their personal situation.

- Mindfulness is a relevant technique and the information available is helpful to start practicing it, but it might not work on groups with difficult backgrounds.

Learning

- There is enough material about the topic however there is not enough time on the target group's life to focus on practising this technique.
- Although there is a positive attitude towards the effects of mindfulness in relation to IAD, however it is not a tangible practice nor easy to practice when suffering from IAD.

Behaviour

- The most important change of behaviour expected with this technique is the control on how and when to use the internet.
- The time spent on social media might be significantly reduced if they practice mindfulness since being in the present might reduce the scrolling time.
- Mindfulness might be helpful for creating a sense of "strict necessity and goal oriented" being that the target group only use internet for "necessary" research and for a specific goal (learn about something contact someone, etc)

Results

- It is easy to access information regarding mindfulness, however it might not be used or implemented as expected since the public has specific situations that prevent them from practicing this technique.
- Even if it is quite an old technique it is still new to some target groups and that can be the cause of why it is not used as much.

Generalised Overall Viewpoint

Overall, mindfulness is a considered to be **good technique** but a bit **hard to practice** and **implement** in disadvantage group's routine. Mindfulness is beneficial and has the potential to solve IAD, however **educators of these disadvantaged adults** may **not have** the **knowledge** or **resources** to train and teach the adults in order to build skills to prevent and confront this type of addiction.

2.3.3 Awareness of Other Methods of Focus in Spain

The following is a summary of the awareness of the Spanish public in terms of **Other Methods of Focus** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The publics' level of knowledge regarding this technique is higher than the one for mindfulness.
- Different focus techniques are more tangible to implement into routines and even more useful to overcome internet addiction.
- Different focus techniques are relevant to provoke a change in the mindset of those who suffer from addiction.

Learning

- There is a lack of knowledge and resources to learn about focus techniques, as well as a lack of public's awareness of the benefits and results of practicing these types of techniques.
- If there were training courses for the educators covering focus techniques, it would be easier to implement them in the routines of those who have internet addiction.

Behaviour

- The main changes of behaviour include:
    o the decrease of irrational behaviour in the target group,
    o the sustainable and long-term decrease of internet use
    o the improvement of personal relations of the people with IAD.
- Notwithstanding the positive impact, the public is not making good use of other methods of focus or no use at all, possibly due to lack of proper guidance or training.

Results

- There is an increasing trend and popularity of these focus techniques among the public.
- This trend possibly exists only among a particular group of adults that do not specially suffer from a difficult background.
- Cultural factors might affect the learning of these techniques, since people in a disadvantage situation might not include focus techniques into their routine and get the most out of it.

Generalised Overall Viewpoint

Although there are concerns about the difficulty of implementing these techniques into the adults life and detoxification process there is a positive thought about the effects of the techniques in relation to IAD.

2.3.4 Awareness of Self-Awareness & Reliable Assessment of the Situation in Spain

The following is a summary of the awareness of the Spanish public in terms of **Self-Awareness & Reliable Assessment of the Situation** as a means of preventing Internet Addiction Disorder, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The level of knowledge of this technique among the public is minimum.
- The term is considered as difficult and hard to exemplify it to make it more tangible for people in situation of vulnerability.
- The public might not be as interested or committed to this technique since it is quite an abstract technique that may require excessive effort from the target group.

Learning

- The available material about self-awareness is a concern and many internet sources appealing as 'self-awareness' material is quite damaging.
- The relevance of knowledge of this technique is not as easy and directly connected with internet addiction.

Behaviour

- Changes of behaviour expected might be the opposite to the desired ones since adults in disadvantages situations do not have their basic necessities covered (do not make ends meet) and focusing on self-awareness might be a negative way of focusing on the negative situations they are going through.
- However, it is also believed that everything starts with self-awareness and that the public should practice it linking it with their use of internet.

Results

- The public has to increase their knowledge around self-awareness.
- Personal situations of each of them conditions the difficulty of implementing self-awareness.

- There is a concern about the lack of time and willingness of the public to focus on self-awareness regarding their difficult situations (economic, social, mental, etc)

Generalised Overall Viewpoint

The general opinion about this technique is that it is too abstract and difficult to exemplify for it to be implemented as a technique to overcome internet addiction.

2.3.5 Awareness of IAD Prevention Among Adults in Spain

The following is a summary of the awareness of the Spanish public in terms of **IAD Prevention Among Adults**, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The main issue related to the prevention of IAD is the lack of knowledge of its existence among the public.
- IAD is an important problem however it is believed that it cannot prevented if there are no guidelines or limits regarding internet use at a national level.
- Adult educators are committed to learn about IAD prevention and techniques to avoid this kind of addiction, however the public and target groups may not be as involved in learning about prevention due to them not knowing how to identify this addiction.

Learning

- The public's level of knowledge is limited concerning this technique.
- There is no real education about the advantages but most important disadvantages of using or misusing the internet.
- There are no limits at a national level on platforms that should be use for specific groups, etc.
- There is a high concern about no proper guidelines or training regarding prevention of IAD

Behaviour

- If prevention techniques were implemented among the public, the desired results would be:
  o a decrease of the idealization of social media,
  o decrease of feelings of not belonging,

- o   a balanced social life.
- The desired change in behaviour concerning the topic is not only happening but the situation is only getting worse.

Results

- Among adults there has been a higher education on prevention than on younger generations (especially parents)
- A high concern about the lack of actual implementation of prevention techniques exists.
- It is believed that the situation has been normalised and instead of limiting the use of internet society has accepted and normalised the fact that all our daily chores/task can be conducted through a device connected to the internet.

Generalised Overall Viewpoint

Prevention is considered to be an important aspect to overcome internet addiction. However there is lack of knowledge and training and lack of general and national guidelines to identify this addiction and to set up rules or methods to prevent it.

2.3.6   General Conclusions – Spain

The proper technique to overcome addiction depends on the level of addiction and the age and personal situation of the person.

It is generally agreed that the technique that would cause a higher impact on overcoming internet addiction is the "other methods of focus". It is thought that it would be easier to implement into the public's routine and that they are "smaller steps" and more achievable than other techniques.

Self-awareness as the starting point to both, prevent and overcome this kind of addiction was also discussed but general consensus was not reached as many argued that self-awareness, although easy to understand, is difficult to practice.

Meditation was mentioned as another possible technique since it is thought that although it relates to mindfulness and even self-awareness it is easier to practice and exemplify to the public.

Overall Conclusions

There is a lack of education of prevention and overcoming techniques, but mostly a lack of education on internet addiction.

It is believed that there should be national guidelines on levels of addiction and means of controlling it, as well as factional and practical resources on how to overcome it.

It is thought that these techniques are theoretically known however there is no proper way of practically implementing them.

There is a high concern about the public pressure of using social media and the idealisation of lives that are not actually real. For that, participants are grateful for projects like this since they believe there is a lack of proper training for them (adult educators) regarding this aspect.

2.3.7   Recommendations – Spain

Based on the participants feedback and suggestions it is recommended to f**ocus on easier and tangible resources**.

Time and personal difficult situations of the target group is a crucial concern among the educators so focus should be on **providing examples** and **practical resources of the techniques**.

Techniques such as **mindfulness** or **other methods of focus** are the **easier** and **more connected** to overcoming internet addiction. **Self-awareness** might be a **tricky** one since it is quite **hard to "describe" and "exemplify".**

The educators suggested to **provide guidelines** and **structure** not only regarding the prevention and overcoming techniques but also information related to internet addictions, since they believe there is a **lack of knowledge** about **what IAD really** is, **how to prevent it** and **what steps should be followed** if someone suffers form this addiction.

2.4 Portugal

2.4.1 Participants Profile

The focus group in Portugal was organised online. The main criteria for selecting participants for the focus group were their knowledge of the subject. The age, education level, experience, and occupation of the participants were also taken into consideration.

To elicit their participation, an online meeting was organised making it easy for participants to attend. Additionally, clear instructions and expectations to the focus group were provided.

To ensure the highest veracity of the Focus Group report, participants were allowed to review and give feedback on it before it was finalised.

Participants had the following summarised profile:

Number of Participants	*8*
Age (Mean)	*32*
Gender	*6 Females* *2 Males*
Participants' Levels of Education	*Bachelor's, Master's and PhD degrees*
Occupations of Participants	*Adult Trainers, Psychologists, Biologists, Sociologists and Victim Support Technicians*
Years of Experience of Participants (Mean)	*5*
Size of Participants' Class (Mean)	*10*
Types of Learners Participants are responsible for	*Adult Learners*
List of Organisations represented by Participants	*APAV - Portuguese Association for Victim Support* *IEFP - Institute of Employment and Professional Training Casa Psi – Psychology Clinic* *EPES - Professional School of Social Economy Farmaconde - Professional Training*

2.4.2 Awareness of Mindfulness in Portugal

The following is a summary of the awareness of the Portugal public in terms of **Mindfulness** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- There is knowledge about mindfulness practices and its effect on improving psychological function.
- The public knows about the method and is becoming more common to have people looking for mindfulness sessions.
- Mindfulness practice in schools has been useful in reducing anxiety and stress, improving emotional regulation, attention levels, cognitive flexibility, empathy, and compassion.
- Regarding the relation to the IAD subject, this method could be used to improve self-concept clarity and mindfulness level.

Learning

- There are still a lack of knowledge and a general kind of depreciation of the method due to the absence of information.
- Nevertheless, curiosity for the topic has become dominant and the seek for the method has enlarged.

Behaviour

- Mindfulness can lead to transformative health behaviour change.
- Mindfulness can help initiate and maintain behaviour change, which is key to the prevention and treatment of most preventable chronic medical and psychiatric illnesses.
- Mindfulness can also improve decision-making.

Results

- The cultivation of mindfulness, involving acceptance and nonjudgment of present-moment experience, often results in transformative health behaviour change.
- The public's knowledge of mindfulness has been facilitated by its increasing popularity in recent years and its use in various settings such as schools, hospitals, and workplaces.
- Mindfulness has been shown to :

- reduce anxiety and depression,
- boost your immune system,
- help you manage pain,
- allow you to unhook from unhealthy habits and addictions, appease insomnia,
- reduce high blood pressure,
- change the structure and function of our brain in positive ways.

Generalised Overall Viewpoint

Mindfulness is the practice of becoming more fully aware of the present moment—non-judgmentally and completely— rather than dwelling in the past or projecting into the future. It generally involves a heightened awareness of sensory stimuli (noticing your breathing, feeling the sensations of your body, etc.) and being "in the now."

2.4.3   Awareness of Other Methods of Focus in Portugal

The following is a summary of the awareness of the Portuguese public in terms of **Other Methods of Focus** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- There are several methods that can help improve focus, for example managing our eating habits, avoiding multitasking, taking short breaks, and exercising.
- It might also be helpful to make use of healthy distractions such as fidget gadgets or stress balls to keep one's mind from wandering.
- These methods are being used more and more, because there is more information, but also an increase in the general public's desire for better mental health.
- With reference to the application of other methods of focus in relation to IAD, Cognitive Behavioural Therapy (CBT) was mentioned as a popular treatment for internet addiction disorder since it includes components of behavioural modification, cognitive therapy, and harm reduction therapy.

Learning

- CBT is not yet well known to the public, but in more specific issues of treatment in situations of addiction, it is one of the methods that is suggested by specialists.

- CBT often involves practicing new skills and strategies outside of therapy sessions, such as keeping thought records or engaging in activities that improve mood.

Behaviour

- The CBT method challenges dysfunctional cognition and attempts to promote behaviour changes by identification of false automatic thoughts, cognitive preconception, and coaching alternate coping strategies.
- CBT can be an effective treatment for a variety of mental health conditions and can lead to significant improvements in mood, anxiety levels, and overall quality of life for many individuals.

Results

- The benefits of CBT include improved mood, reduced anxiety and stress levels, improved coping skills, and increased self- esteem.
- CBT also helps individuals to develop more adaptive ways of thinking and behaving, leading to improved relationships and overall quality of life.
- Some factors that could facilitate an increased public knowledge of CBT are:
  o increased awareness and understanding of mental health issues,
  o greater availability of information about CBT and its effectiveness through various media channels,
  o increased access to mental health services that offer CBT.
- On the other hand, some factors that hindered achieving an increased public knowledge of CBT include:
  o stigma surrounding mental health issues and seeking treatment,
  o lack of access to mental health services in some areas,
  o misconceptions about CBT and its effectiveness.

Generalised Overall Viewpoint

Cognitive behavioural therapy (CBT) is a type of psychotherapy that helps individuals identify and change negative thought patterns and behaviours. CBT is based on the idea that our thoughts, feelings, and behaviours are interconnected, and that changing one can led to changes in the others. During CBT, individuals work with a therapist to identify negative or distorted thought patterns and learn how to replace them with more balanced and realistic thoughts.

2.4.4 Awareness of Self-Awareness & Reliable Assessment of the Situation in Portugal

The following is a summary of the awareness of the Portuguese public in terms of **Self-Awareness & Reliable Assessment of the Situation** as a means of preventing Internet Addiction Disorder, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Self- awareness is our ability to perceive and understand the things that make us who we are as an individual, including our personality, actions, values, beliefs, emotions, and thoughts. Essentially, it is a psychological state in which the self becomes the focus of attention.
- There is still not much information about this method among the public, so there is no involvement in learning it.

Learning

- Since there is still a lack of knowledge about this method among the public, is it not possible to assess the level of knowledge and aptitude of the public regarding this method.

Behaviour

- Self-awareness can drive behaviour change and reprogram the brain's reward system.
- Developing self-awareness allows us to respond to our thoughts and feelings instead objectively and thoughtfully of being swept away by them.

Results

- There's a lack of information about the use of this method within the public so it was not possible to discuss the results of this method.

Generalised Overall Viewpoint

There are many benefits to self-awareness, when we see ourselves clearly, we are more confident and more creative. We make sounder decisions, build stronger relationships, and communicate more effectively. We're less likely to lie, cheat, and steal. We are better workers who get more promotions. And we're more-effective leaders with more- satisfied employees and more-profitable companies.

2.4.5 Awareness of IAD Prevention Among Adults in Portugal

The following is a summary of the awareness of the Portuguese public in terms of **IAD Prevention Among Adults**, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The harms inflicted by Internet addiction are mainly mediated by harmful content, excessive/maladaptive use, and financial costs.
- Preventive strategies that reduce the potential negative effects of these facilitators may be useful against IAD.
- Prevention and intervention efforts against IAD should not only target individual vulnerabilities but also media-related risks and environmental risks to better address complexities in the phenomena.
- The current mainstream therapeutic modality is psychosocial intervention.
- Regarding the engaging of the public, there are public awareness campaigns where the government and organizations launched public awareness campaigns to educate people about the risks and consequences of IAD and how to prevent it.
- Parental involvement is also important. Parents play a crucial role in preventing IAD by monitoring their children's internet use and setting healthy boundaries.

Learning

- There is a growing recognition of internet addition as a problem, both on a personal and institutional level.
- There is also an increase in the search for answers to deal with these issues, the search for professional help and tools to overcome the problem in a healthy way.
- Some tools and methods are already used daily, but there is not yet a complete understanding of the subject and its harmful effects.

Behaviour

- Understanding Internet Addiction Disorder (IAD) can help individuals develop several desired behavioural changes or skills, like improving self-control, because individuals can learn to control their internet use and set healthy boundaries for themselves.
- Individuals can learn to manage their time more effectively and prioritize important commitments over excessive Internet use and they can improve their social skills by

reducing their dependence on the Internet and engaging in more face-to-face interactions.

- Individuals can become more self-aware of their internet use patterns and trigger for excessive use.

Results

- There are several factors that can facilitate or hinder achieving an increased public knowledge on Internet Addiction Disorder (IAD). Some of these includes the public awareness campaigns to educate people about the risks and consequences of IAD and how to prevent it

- The increased media coverage on the topic of IAD that can help raise public awareness and understanding of the issue.

- It is very important that schools and universities incorporate educational programs on IAD prevention into their curriculums.

- But there are some barriers too, including:

  o the stigma associated with IAD that prevents people from seeking information or help

  o the lack of resources or information available to the public on the topic of IAD,

  o the misinformation or myths about IAD can hinder public understanding of the issue.

Generalised Overall Viewpoint

Internet Addiction Disorder (IAD) is a growing concern among mental health professionals and the public. While it is not yet officially recognized as a mental disorder in the Diagnostic and Statistical Manual of Mental Disorders (DSM- 5), there is a growing body of research on the topic and increasing recognition of the negative consequences associated with excessive and compulsive internet use. Furthermore, some may view it as a serious issue that requires intervention and treatment, while others may see it as a less severe problem or simply a matter of personal responsibility.

2.4.6   General Conclusions – Portugal

One of the first approaches to tackle internet addiction would undoubtedly be to **teach about the dangers and benefits of the internet**. It is important that p**eople know how to protect themselves** while navigating the internet and **understand the risks** they run while doing so.

Nowadays, more and more **tools** allow both **safe browsing** and **control of time online**. Tools like **parental control** allow the prevention of this kind of internet addiction, whatever it may be, by **controlling** both **browsing time** and the **pages** that are **visited**. It is important that there is **recognition** of these tools and that they are used.

It is argued that the **pandemic worsened the cases of internet addiction** because people found themselves **confined** in that **the only connection with the outside world was through the internet**. It is important that there are alternatives, and that there were also initiatives that promote face-to-face interaction to the detriment of online life.

Overall Conclusions

IAD is a behavioural addiction characterised by compulsive, uncontrollable Internet use that interferes with daily life. Young people are at particular risk of developing IAD.

Excessive and compulsive internet use can cause significant psychological stress over time, and this can contribute to symptoms associated with anxiety, depression, and low self-esteem.

There are some factors that can contribute to the development of IAD, like using the Internet to cope with daily life can lead to addiction, and a person's thinking patterns and emotions play pivotal roles in driving addiction behaviours. Moreover, someone with an internet addiction experiences physiological changes when online as well as when offline.

According to the experts, there are some common approaches to treating IAD like talk therapy that is almost always incorporated into this kind of treatment. Likewise, Cognitive-behavioural therapy (CBT) and group therapy are common.

Medication can be used to help manage symptoms of underlying mental illness and control intrusive thoughts about going online, and exercise may be incorporated into Internet addiction treatment to ease the effects of reduced dopamine in the brain resulting from restricted Internet use.

Additionally, internet addiction treatment aims to create boundaries and balance around Internet use rather than eliminating it entirely. Nevertheless, if there is a certain app, game,

or site that seems to be the focus of the addiction, stopping its use may be part of the treatment.

2.4.7 Recommendations – Portugal

The following are a number of recommendations regarding the prevention of IAD:

- The **first step** to solve any sort of problem is to **step out of the denial phase and accept that you have a problem**. This is your first victory towards becoming better.

- **Talk therapy** is almost always incorporated into the treatment of Internet addiction. Cognitive-behavioural therapy (CBT) and group therapy are common.

- It's very important to **set boundaries** for ourselves, stick to them, and spend time with friends and family in person rather than online.

- Try to communicate with others in person or over the phone rather than through text or social media and make sure to take care of basic needs such as eating, sleeping, and exercising before spending time online.

- Devices should be kept out of reach when not in use to avoid temptation. The Data Detox Kit (Link: https://datadetoxkit.org/pt/home/) – Daily steps to take control over your privacy, security, and well-being in ways that feel right to you was suggested as a tool.

2.5 Cyprus

2.5.1 Participants Profile

The focus group in Cyprus was organised online. First a promotional meeting in which the objectives of the IADliber project and the purpose of the focus group was organised with the representatives of each organisation. Organisations were chosen based on the approach suggested in the focus group guidelines and included "educators of disadvantaged groups' members and people with fewer opportunities (low qualified persons, unemployed, adults at poverty risk, migrants, seniors etc.". After the promotional meeting, the representatives of each organisation appointed the educators they deemed to be appropriate for the purposes of the focus group. Participants had the following summarised profile:

Number of Participants	*9*
Age (Mean)	*38.5*
Gender	*6 Female* *3 Male*
Participants' Levels of Education	*All of the participants have a Bachelor's degree. Some of the participants have Masters and PhDs.*
Occupations of Participants	*Adult educators, Leaders of social NGOs, University professors*
Years of Experience of Participants (Mean)	*19.3*
Size of Participants' Class (Mean)	*8*
Types of Learners Participants are responsible for	*Young Adults*
List of Organisations represented by Participants	*Cyprus Autism Association, Cyprus Red Cross Society, Mental Health Services, Department of Social Inclusion of Persons with Disabilities, Social Welfare Services, Cyprus International Institute of Management, Frederick University, Caritas Cyprus, KISA -Action for Equality, Support, Antiracism*

2.5.2 Awareness of Mindfulness in Cyprus

The following is a summary of the awareness of the Cypriot public in terms of **Mindfulness** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The level of knowledge and awareness about mindfulness varies among the public, with some individuals being more informed and engaged than others.
- The level of engagement and involvement in learning about mindfulness also varies, with some individuals seeking information and training while others may not be aware of its benefits or may not have access to resources.
- The relevance and usefulness of the information provided to the public about mindfulness concerning the subject of Internet addiction disorder (IAD) can vary depending on the accuracy and quality of the information, as well as the individual's level of understanding of IAD and how mindfulness can help in its treatment.
- The public's level of knowledge on mindfulness is low. Albeit the availability of the internet, where information about mindfulness is widely available, the quality of that information is questionable and therefore not trustworthy.

Learning

- In terms of the public's level of knowledge and grasp of skills concerning mindfulness, the amount of material covered on this topic can vary widely. While some individuals may have extensive knowledge, others may have limited exposure to the subject.
- Most people, except those specialized in the field of IAD, will find limited practical use from the available material about mindfulness concerning IAD.
- The balance between understanding theoretical concepts and practical skills can also vary, with some individuals having a stronger theoretical foundation and others having more experience with practical applications.
- Mindfulness is a focus method that is used sporadically, depending on how much effort each individual is exerting. Therefore, its effectiveness as a method may vary.
- The relevance of the knowledge and skills when applied to Internet addiction disorder (IAD) can depend on the individual's understanding of IAD and how mindfulness can be applied as a treatment method.
- More empirical research is needed to fully understand the effectiveness of mindfulness in treating IAD.

- Adult educators play a vital role in helping the public understand IAD and how mindfulness can be applied as a treatment method.

Behaviour

- Mindfulness can help address the underlying psychological and emotional factors that contribute to IAD, helping individuals to develop greater awareness, self-control, and self-compassion in managing their internet use.

Results

- The level of public knowledge about mindfulness varies depending on factors such as education, culture, age, and exposure to technology.
- The availability of online resources, apps, and programs has made it easier for individuals to access information and training on mindfulness, but the quality and accuracy of this information can vary.
- Environmental and cultural factors, such as social norms, influence the promotion and acceptance of mindfulness as a mainstream approach to mental health.
- Contextual elements, including personal experience, exposure to media, and social support, also play a significant role in the public's learning and knowledge of mindfulness.
- Achieving increased public knowledge of mindfulness requires a multifaceted approach that considers these factors.

Generalised Overall Viewpoint

Although information on mindfulness is widely available, certain limitations hinder its effective implementation and utilization by the public, particularly about dealing with internet addiction disorder (IAD).

A low level of satisfaction with the public's knowledge of mindfulness was expressed and the need for more structured approaches and empirical work to understand how mindfulness can help overcome IAD have been highlighted.

The practice of mindfulness is perceived to be sporadic and lacks a clear framework for addressing IAD. Despite the availability of information on mindfulness, the practical use of it for the public about IAD is limited.

2.5.3 Awareness of Other Methods of Focus in Cyprus

The following is a summary of the awareness of the Cypriot public in terms of **Other Methods of Focus** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Extensive information about these other methods of focus online.

- Anyone who sets out to reduce the amount of time they spend on the internet inevitably ends up practicing at least one of the 'other methods of focus' (i.e. practicing the opposite, goal setting, or using external stoppers).

- A key feature of these other methods of focus is that they are typically practiced subconsciously rather than consciously.

- The usefulness of information about these methods in relation to IAD is questionable because someone may be practicing one of the methods without even knowing they are doing so. Such methods are practiced sporadically depending on everyone's initiative.

Learning

- A lot of material covering the theoretical aspects of these other methods of focus exists, much of which is easily accessible.

- When it comes to practicing these theories there seems to be a knowledge gap.

- There should be formal training materials available that intersect the theory and practice of these other methods in a way that is specific to overcoming IAD.

Behaviour

- Someone who practices the other methods of focus seeks to live a more productive and socially engaged life.

- This may constitute gaining control over impulsive behaviour or being more conscious of how internet use affects one's self and relationships with other people.

- The public is not utilising these techniques properly, or at all, due to a lack of proper training in their implementation.

Results

- The majority of the public has achieved an increased knowledge of these other methods.

- Several people may already be practicing these methods without necessarily being aware of it. This makes it difficult to accurately tell how much of an increase has occurred.
- One potential hindrance to an increase in the public's knowledge of these other methods is culture. In Cyprus, there are negative associations with the word "therapy" and so this environment hinders potential attempts of raising awareness.

Generalised Overall Viewpoint

The public has a low level of knowledge regarding other methods of focus to overcome internet addiction, despite the extensive information available online. These methods are often practiced subconsciously, and there is a knowledge gap in their practical implementation.

Formal training materials specific to overcoming internet addiction should be available. The lack of proper training may be hindering the public's utilisation of these techniques.

Additionally, negative cultural associations with therapy in Cyprus may further impede awareness-raising efforts.

2.5.4   Awareness of Self-Awareness & Reliable Assessment of the Situation in Cyprus

The following is a summary of the awareness of the Cypriot public in terms of **Self-Awareness & Reliable Assessment of the Situation** as a means of preventing Internet Addiction Disorder, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction
- The public has a limited understanding of the technique in question due to the difficulty in explaining the abstract nature of the technique and making it relatable to people who are experiencing difficulties related to internet addiction.
- The public may not be very motivated to learn or use this technique due to the perception that it requires significant effort and dedication to master.

Learning
- There is limited availability of training materials and an overall insufficient amount of activities aimed at raising awareness of the technique discussed in relation to IAD. This is also evident from the low market demand for such training courses.

Behaviour

- Self-awareness is practiced to achieve personal growth. In terms of how it relates to IAD, a self-aware individual will likely recognise when they are using the internet in a way that does not align with their values and hence be able to self-moderate their use.

Results

- Insufficient information on its usage among the public exist consequently it was impossible to discuss the outcomes of this approach.
- This may be explained by the limited availability of training materials regarding this particular focus method.

Generalised Overall Viewpoint

The public has limited knowledge about the technique, which makes it difficult to explain and relate to those struggling with internet addiction. The lack of motivation to learn the technique is attributed to the perceived level of effort and dedication required to master it.

The lack of training materials and awareness-raising activities for the technique in relation to internet addiction contributes to its low demand in the market.

It is believed that practicing self-awareness can help individuals recognize when their internet use does not align with their values, enabling them to self-regulate. Unfortunately, due to the lack of information on the technique's usage among the public, discussing its outcomes is impossible.

2.5.5 Awareness of IAD Prevention Among Adults in Cyprus

The following is a summary of the awareness of the Cypriot public in terms of **IAD Prevention Among Adults**, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The public's level of knowledge on IAD prevention among adults is unsatisfactory.
- The public is not quite involved in the learning of this method.
- IAD is widespread nowadays yet not enough people are willing to discuss this issue suggesting that there are cultural elements to the taboo of IAD.

- In Cyprus, people tend to form negative stereotypes in response to the words "addiction" and "disorder". Therefore, those who are vulnerable most likely choose not to talk about it for fear of being marginalised.

- For the information provided to the Cypriot public about this method to be relevant and useful in relation to the subject of IAD, it is best to avoid using the aforementioned terms thus ensuring people be more receptive to any information about this subject in general.

- It is important to ensure that the information provided is evidence-based and accessible to all, regardless of socio-economic status or educational background.

- Effective communication strategies are necessary to increase awareness and promote behaviour change among adults to prevent IAD.

Learning

- The public's level of knowledge and grasp of skills in relation to IAD prevention among adults is low for several reasons.
    - There is an insufficient amount of material covering this topic.
    - Assuming there was enough material covering this topic, the public would still struggle with applying the information.
    - The terminology used plays an important role in terms of how receptive the Cypriot public is to information.

Behaviour

- By mastering the skills associated with IAD prevention among adults, individuals can gain more control over themselves, their actions, and their time.

- Nevertheless, it is difficult to tell the extent to which the public's behaviour changes because of acquiring such a skill set.

Results

- To promote awareness the following can be implem, public education campaigns could be implemented to educate people on the risks and consequences of IAD, as well as how to prevent it.

- Increased media coverage on the topic of IAD could also aid in raising public awareness and understanding of the issue.

- Schools and universities could play a significant role by incorporating IAD prevention programs into their curriculums.

- The main barriers to public understanding and awareness are:

o the stigma associated with IAD that prevents people from seeking information or help,

o the lack of available resources or information to the public on IAD,

o the prevalence of misinformation or myths about IAD.

Generalised Overall Viewpoint

The public's knowledge and skills in preventing IAD among adults are insufficient, partly due to a lack of material on the topic and partly because of negative stereotypes associated with addiction and disorder. It is suggested to avoid these terms to increase receptiveness to information on IAD prevention. The public's struggle with applying the information is also identified as a hindrance to prevention efforts.

2.5.6   General Conclusions – Cyprus

Of all the methods of focus discussed during the focus group, it is unanimously agreed that **self-awareness is the most effective method for dealing with internet addiction disorders**. "Self-awareness is the foundation. Solving a problem requires one to first be aware of its existence." As such, **self-awareness is a prerequisite for improvement**.

Moreover, by mastering the skill of self-awareness an individual can **achieve growth** in many areas of their life whether it is their relationships or career. Arguably, the more fulfilling one's life is offline, the less one may be inclined to spend their time online. For this purpose, self-awareness can prove to have more impact relative to other methods of focus.

Nevertheless, the practice of self-awareness tends to be sporadic and its effectiveness is solely dependent on each individual's efforts. Thus, its effectiveness in relation to IAD may vary from individual to individual.

Overall Conclusions

The main conclusion that emerged from the focus group is that **methods of focus are effective in overcoming internet addiction disorders**.

Information on focus methods is widely available nowadays. The problem, however, is that although in theory, these techniques can be effective there must exist a **structured approach** or were concerns about the sporadic and often arbitrary nature of focus methods because their effectiveness depends on the amount of effort each individual is exerting to apply them.

Another conclusion reached during the focus group is that **cultural backgrounds can determine one's attitude toward using focus methods in dealing with IAD**. In the case of Cyprus, there are certain stigmas associated with addictions/disorders and so several people may not be quite receptive to training material. Thus, the **terminology** used to disseminate training material **should be tailored toward** the target group's **cultural background**.

2.5.7   Recommendations – Cyprus

The focus group found that there is **inadequate education on preventing and overcoming internet addiction disorder**.

The establishment of **guidelines** for addiction levels and control methods, as well as **practical resources/tools** for overcoming addiction were recommended. An example of such a tool could be a **browser extension tracking the amount of time spent browsing** or even an extension that **temporarily** (and intentionally) **blocks** access to **pre-specified websites**.

Although it is acknowledged that theoretical knowledge on focus methods is widely available online, it is agreed that there is a **lack of practical implementation**. To combat this, they recommend that **training material** is designed to be **interactive** such that the target group can **apply the principles** they are learning and also **receive real-time feedback** from the educator.

Moreover, it is important to ensure that the information provided is **evidence-based** and **accessible to all**, regardless of socio-economic status or educational background. Additionally, **effective communication strategies** are necessary to increase awareness and promote behaviour change among adults to prevent IAD.

Finally, the use of focus techniques tends to be sporadic and depends on individuals' initiative. Considering this, the educator has to be able to **keep the trainees accountable** by somehow tracking their progress.

2.6 Turkey

2.6.1 Participants Profile

The focus group in Turkey was organised online. Prior to the meeting, all participants were provided a pre-briefing document on the topic of discussion. Participants were also provided a pre-informative document on Kirkpatrick 4 Levels of Evaluation to familiarise them with the focus group data collection method. During the meeting, moderator made a presentation on IADliber project, project products with a particular focus on the survival kit. Following the presentation on the introduction of the project and purpose of the activity, the moderator refreshed participants' memories on IAD among adults and IAD prevention techniques.

All of the participants were chosen according to the criteria of whether they have experience in the field of adult education, interest in and competence of the project context and content-IAD among adults. All participants were adult education providers working with adult learners (including disadvantegeous people e.g migrates, PwDs, womans that has limited access to educational opportunities etc.) in official institutions of Ministry of National Education (MoNE). Participants had the following summarised profile:

Number of Participants	5
Age (Mean)	33
Gender	3 Females 2 Males
Participants' Levels of Education	Bachelor's Degree and Master's Degree
Occupations of Participants	Adult Education Provider
Years of Experience of Participants (Mean)	9.4
Size of Participants' Class (Mean)	14.2
Types of Learners Participants are responsible for	Adult Learners (including disadvantageous people e.g. migrants, Persons with Disability, women who have limited access to educational opportunities etc.)
List of Organisations represented by Participants	All of the participants work in the official institutions of Ministry of National Education (MoNE).

2.6.2 Awareness of Mindfulness in Turkey

The following is a summary of the awareness of the Turkish public in terms of **Mindfulness** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The lack of knowledge about internet addiction and the prevention methods among adults is worrying.
- Public methods and approaches are superficial compared to the potential damage that the technological / internet addiction possesses.
- Most people are not familiar with the "mindfulness" term, so the awareness on this method is not sufficient.
- Mindfulness is deemed to be very useful in fighting against internet addiction, however the knowledge and skills of adults at the local level on the subject are insufficient, and the information and documents provided on this subject are not easily accessible.
- The public's knowledge about this method, internet addiction and any similar prevention methods are limited.
- Some mindfulness resources are available but not specific to internet/technology addiction making them inadequate and unhelpful.

Learning

- The level of knowledge and skills of the public about this method is insufficient because the information about IAD prevention methods or how to fight against internet addiction is generally integrated into family trainings and non-formal education activities, which does not create a sense of importance on the subject.
- Awareness exists to a certain level, however, coping skills and knowledge is not possessed by the individuals especially disadvantaged adults who are not competent about this topic.
- Although there are not enough publications, there are awareness-raising materials prepared by the state, NGOs, universities, and technology companies.
- There is no common platform where this scattered information can be understood or collected.
- IAD is a fresh subject in education at an institutional level and therefore, educational materials of the sort are inadequate.

- There are not enough resources and detailed information on prevention methods particularly for the adults since many resources on IAD only target young people and IAD itself is a relatively new phenomenon.

- Theoretical knowledge and then it needs to be supported with practical knowledge. Adult learners can practice some techniques to prevent internet/technology addiction after some theoretical knowledge.

- Knowledge and skills on mindfulness can be applied to IAD, with the development of sufficient information and materials and the emphasis on practice.

- The creation of environments where knowledge will be processed and transformed into skills will both make the subject comprehensible in essence and increase the individual's interest in the subject.

Behaviour

- Mindfulness can help and lead to some significant behavioural changes in terms of IAD such as:
  - To stay away from the internet and be involved in social life,
  - to engage in activities that increase internal motivation,
  - to take up a hobby.

- With the benefits of this method, people are expected to transform knowledge into attitudes and experiences. Healthy internet and technology use is expected to be integrated into daily life.

- Mastery or a clear understanding of mindfulness can help achieve the following desired behavioural changes or skills in terms of internet addiction:
  - Increased self-awareness
  - Improved impulse control
  - Reduced stress and anxiety
  - Enhanced emotional regulation
  - Improved cognitive flexibility
  - Increased resilience

- Mindfulness alone is not enough to deal with IAD, and its success depends on many factors, such as the person's willingness, motivation, and the correct application of environmental factors.

- It is important for public institutions and individuals to knowingly and consciously apply the principles of behavioural learning to achieve more effective results.

- The desired behaviour change for internet addiction can be achieved through changes from previous behaviours and/or the adoption of new behaviours. Which method to use will depend on the characteristics of the person and the level of addiction.

Results

- Increased awareness can help people to be more conscious about their internet use and prevent possible addictions.
- Increased knowledge is not enough, people need to be willing to use this knowledge and change their behaviour.
- In addition to the public learning about this method, training and campaigns are also necessary to raise awareness. Such trainings and campaigns on mindfulness can help prevent problems such as internet addiction by making people more aware of it.
- Increasing the level of knowledge of the public about this method can contribute to the solution of problems such as internet addiction, but education and awareness campaigns also have an important role in this process.
- There is lack of material and knowledge on this method particularly its effects on IAD and the current ones are not easily accessible.

Generalised Overall Viewpoint

It is believed that the public's knowledge and understanding of mindfulness as a prevention method for IAD is inadequate. There is a lack of detailed information and resources on specific prevention methods for IAD. Most of the available resources are not detailed since IAD itself is a relatively new phenomenon and only target young people. The participants suggest that educational materials on IAD prevention methods need to be developed by experts and made more accessible to the public. They believe that mastering mindfulness can lead to behavioural changes such as increased self-awareness, improved impulse control, and reduced stress and anxiety. However, there is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful.

The public needs to know more about mindfulness and more efforts need to be made. However, current developments are promising and have a promising potential to raise more awareness in the future.

2.6.3 Awareness of Other Methods of Focus in Turkey

The following is a summary of the awareness of the Turkish public in terms of **Other Methods of Focus** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The following Other Methods of Focus were explored and discussed:
    o Cognitive-behavioral therapy (CBT),
    o The Pomodoro Technique,
    o Single tasking (monotasking),
    o Daily planning,
    o Mind mapping,
    o Time-blocking,
    o A healthy and balanced lifestyle,
- Participants state that they are aware of all these methods above and some educators are competent in these methods but they believe that the level of knowledge of the public about these methods is low and they state that it is necessary to contribute to the work to be done in this field.
- There is little or no participation in the aforementioned methods of focus as a prevention tool for IAD. However, the fact that there are prejudiced approaches to the content to be learned makes it difficult to provide training.
- The public's level of participation of IAD training the methods of focus as prevention tools for fighting against IAD is inadequate. These methods are mostly included in the training of trainers but others are not aware of these methods.
- These methods can be used in various areas to provide self-awareness and focus. But especially in IAD, these kinds of methods are not commonly used and applied by public yet they can be extremely helpful to prevent or fight against IAD and they can be improved with innovative and collaborative interpretations.

Learning

- The level of knowledge and skills of the general public about these methods are inadequate or arguably low although it may vary in certain situations.
- Awareness-raising efforts are needed so that more people learn about and apply these methods.

- The training materials on these methods are not enough and the current ones are just focused on some specific topics, not on IAD.

- Conceptual and theoretical knowledge will for sure provide a common ground for the practices.

- These methods are highly applicable to internet and technology addiction disorder.

- Through the Pomodoro technique, people can reduce distractions caused by the internet and technology and increase their work efficiency.

- Techniques such as mind mapping, daily planning and single-tasking can also be used to fight against internet and technology addiction, and acquiring these skills can be a suitable method to reduce internet and technology addiction.

Behaviour

- These methods mostly contribute to develop better time management skills and improve focus and concentration skills by increasing attention span.
  - Techniques such as the Pomodoro Technique can help learners achieve better time management and enable them to work more efficiently.
  - Methods such as Mind Mapping or Creating a Daily Plan can help learners focus better on their goals and enable them to work more efficiently.
  - Single Tasking can help learners work in a less distributed and more efficient way.
- How effective these methods are can vary from person to person and positive results cannot always be guaranteed.

- Learners can control their time spent on the Internet and control their technology usage behaviors as long as they learn and put these methods into practice. They can also convert this addiction into a benefit and hobby within the lines of a healthy approach.

- The Public can apply these methods as a prevention tool for IAD.

- Applying these skills requires learning, practice and time.

- Practicing these skills can increase people's productivity and help them reduce negative behaviours such as internet addiction.

Results

- As resources and expertise on these methods in preventing IAD increase, more people will learn and apply them, leading to increased awareness and adoption in the field.

- This could help people to be more effective in time management and manage their work and spend quality time with their family more efficiently.

- Facilitators can be the following:
  - Availability of well-prepared training materials
  - Discussion of the topic on various platforms and sharing by users of these methods, e.g. blogs, forums,
  - Sharing personal success stories or feedback
- Hindering factors may include:
  - Lack of adequate training materials or resources.
  - Insufficient publicity of the topic or topic not presented in an engaging way
  - The topic is not sufficiently publicised or presented in an engaging way.
  - Few people adopting these methods or not publicising enough their successes.
  - It may be difficult to understand that these methods are used to develop a specific skill or ability, which may cause people to lose interest in it.
- There is extra-curricular training on this issue for the ones interested. However, training on these methods particularly on the field of IAD prevention are not sufficient.

Generalised Overall Viewpoint

The public's knowledge of methods such as cognitive-behavioural therapy, the Pomodoro Technique, mind mapping, time-blocking, among others, for preventing internet addiction disorder (IAD) is low. Some educators are competent in these methods, but the level of knowledge of the public about them is inadequate. There is little participation in the methods as a prevention tool for IAD. Still, with an increase in awareness-raising activities, more people can be reached, and their awareness can be increased. The methods are highly applicable to IAD, and acquiring the necessary skills can be a suitable method to reduce internet and technology addiction.

These methods contribute to:

- developing better time management skills,
- improving focus and concentration skills,
- increasing attention span.

The public can apply these methods as a prevention tool for IAD, but practicing these skills can increase people's productivity and help them reduce negative behaviours. The facilitators for achieving an increased public knowledge of these methods include availability of well-prepared training materials, discussion of the topic on various platforms, and sharing personal success stories. Hindering factors include the lack of adequate training materials or resources

and the topic not being sufficiently publicized or presented in an engaging way. Overall, there is a need for awareness-raising efforts so that more people learn about and apply these methods.

2.6.4 Awareness of Self-Awareness & Reliable Assessment of the Situation in Turkey

The following is a summary of the awareness of the Turkish public in terms of **Self-Awareness & Reliable Assessment of the Situation** as a means of preventing Internet Addiction Disorder, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- There is a lack of public awareness and information on Self-awareness as people do not have adequate knowledge about these techniques so they cannot evaluate the situation.
- Therefore, it is important to raise more awareness and share information.
- The method of self-awareness and reliable assessment of the situation is usually a technique that can be applied individually.
- These kinds of methods are not commonly included in training and so people do no have a chance to learn about them.
- The extent to which individuals participate or get involved will depend on their personal preferences and the level of information around them.
- In order to learn more about these methods, it is thought that awareness-raising activities should be carried out in the community.
- These techniques may be used in different topics, however, they are not used in internet/technology addiction trainings.
- These methods can help people to understand themselves better and to manage their own thoughts and behaviours more consciously. Therefore, applying them can help prevent and treat problems such as internet and technology addiction.
- It is also important to provide detailed information about internet and technology addiction. It is necessary to be conscious to use the opportunities provided by technology in the right way and to adopt a healthy digital lifestyle.

Learning

- Informative background and skills are not acquired enough by the society on this matter.
- It is thought that the level of knowledge and skills of the public is not sufficient.

- Individuals mostly learn about the method of self-awareness and reliable assessment of the situation on their own or awareness-raising activities are conducted in the community.

- If more studies are conducted about how to apply these techniques on IAD, such studies may help to increase the knowledge and skills required for the implementation and dissemination of this method.

- Although training material is available, they lack sufficient quantity and quality sufficient quantity and quality. There are extra-curricular resources and materials which are not integrated to formal education at any institutional level and these resources on self-awareness and reliable assessment of the situation are not particularly in the field of IAD. Therefore, more training materials need to be produced and disseminated.

- There needs to be a balance between understanding theoretical concepts and developing practical skills. Theoretical concepts help to understand and gain knowledge of issues such as self-awareness and reliable assessment of the situation. However, this theoretical knowledge needs to be combined with practical skills. Theoretical knowledge will definitely foster practical knowledge.

- This method helps people to better understand the causes and consequences of their own behaviour.

- A better awareness of the causes and effects of problems such as internet addiction can be developed and appropriate strategies for preventing or managing these problems can be identified.

Behaviour

- The behavioural changes and skills to be achieved through this method can be as follows:
    o Increased self-awareness
    o Promoting positive thoughts and behaviours
    o Stress management
    o Development of relationship skills
    o Performance Enhancement

- The public as a whole does not practice these skills, but it could. The method of self-awareness and reliable assessment of the situation can be used by those interested in personal development, mental health professionals and those working in fields such as leadership, business or education.

- Dissemination of knowledge and skills related to this method can help people to learn and apply this method.
- It is important to prepare and disseminate training materials that provide more information about the method of self-awareness and reliable assessment of the situation and make it easier to learn this method.

Results

- Most of the public do not have enough knowledge about these techniques. It needs to be raised with suitable materials and trainings. For the reasons below:
    - It helps people to better understand themselves and the situations around them. Therefore, increasing public knowledge of this method can have a positive impact overall.
    - On an individual level, more people learning and practicing this method can help to make better decisions and cope better with stressful situations.
    - On a societal level, adopting the method can help build healthier and more functional societies.
- It is important to learn and apply the method correctly. If applied incorrectly, there may be unintended consequences. Therefore, it is important for the public to utilize the right resources and receive qualified trainings to learn this method.
- There are not many training options in this area; public cannot reach training or knowledge about these techniques, especially on internet addiction. There may also be some barriers to access to information, such as regional or socio- economic factors.
- Some supportive policies may need to be put in place to provide greater public access to information and education.

Generalised Overall Viewpoint

The results of the focus group suggest that there is a lack of public awareness and information about these techniques. The public's engagement or involvement in learning activities of this method is low, as these techniques are not commonly included in trainings. However, awareness-raising activities can help to make this method more widespread and enable people in the community to become more involved.

The level of knowledge and skills of the public on this topic is not sufficient. There needs to be a balance between theoretical concepts and practical skills in the training materials, and more training materials need to be produced and disseminated. Self-awareness and reliable

assessment of the situation are relevant to IAD and can help to identify appropriate strategies for preventing or managing these problems. However, other treatment and management methods should also be used to deal with these problems.

The desired behavioural changes or skills that can be achieved through this method include increased self- awareness, promoting positive thoughts and behaviours, stress management, and development of relationship skills. This method can help people to understand themselves better and manage their own thoughts and behaviours more consciously, which can prevent and treat problems such as internet and technology addiction.

2.6.5   Awareness of IAD Prevention Among Adults in Turkey

The following is a summary of the awareness of the Turkish public in terms of **IAD Prevention Among Adults**, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Methods to prevent internet addiction in adults include:
    o setting boundaries for internet use,
    o increasing self- care,
    o identifying triggers,
    o building a support system, seeking professional help.
- It is recommended that adults combine these strategies to prevent internet addiction. Research and surveys are needed to determine the exact level of public awareness level with these methods.
- The target audience are aware enough of these methods in general so they are not satisfied with the public's awareness. People may know some of these techniques but they are not collected in training materials, and they are not presented in a planned way in order to prevent internet addiction.
- The awareness of these methods and the limited number of resources and materials have a negative impact on public engagement.
- The widespread use of the internet and technology, problems such as IAD are on the rise among people.

- The strategies and methods for IAD prevention among adults are useful. Therefore, it is extremely important to disseminate knowledge and skills related to internet/technology addiction.
- These methods can help individuals gain self-awareness, increase their intrinsic motivation and help them learn the necessary skills to avoid internet/technology addiction. Therefore, the information provided about these methods can contribute to the issue of internet/technology addiction.

Learning

- There should be awareness-raising, opportunities to practice and training on IAD among adults and the methods and strategies for IAD prevention.
- Some people have a good understanding of the method and are successful in applying it, while others do not yet know enough about it or do not even know that it exists.
- Although there are not enough publications, there are awareness-raising materials prepared by the state, NGOs, universities, and technology companies.
- There is no common platform where this scattered information can be understood or collected.
- Learning these methods and strategies on IAD among adults requires both an understanding of theoretical concepts and practical skills.
- It is important that training materials cover both theoretical and practical aspects to achieve balance. Furthermore, theoretical and practical skills need to complement each other during the training process.

Behaviour

- Once the public raise awareness about these methods, their behaviour may change significantly. However, the degree of this change will depend on the individual's priorities, effort and frequency of application.
- The impact of the method also depends on how important the learned skill is.
- The public could apply these skills if more resources and expertise on these methods and strategies were developed.
- Each individual's learning speed, learning style and previous experiences are different and the application of these skills may differ for everyone. Some people learn these skills more quickly and easily, while others may have to practice more or try different learning methods.

Results

- The knowledge and awareness of the public on IAD or prevention methods are not sufficient. Their awareness must be raised and they should be supported to adopt these techniques.

- Raising public awareness on this issue may contribute to the healthy use of the internet and technology.

- Factors that may facilitate the public to learn more about this method include:
    o Training opportunities
    o Community support
    o Communication and promotion
    o Personal experience

- Factors that make it less likely that the public will learn about the method include:
    o Insufficient publicity
    o Prejudice
    o Limited access

- There are resources online for the ones interested on IAD however they are not tailor-made in accordance with specific needs or methods and age groups.

- It is also not sufficiently accessible due to the lack of resources, materials and expertise although nowadays, many people can easily access information.

- Online educational platforms, blogs, videos, social media and other resources can help those who want to learn about this method.

- Institutions such as local governments, schools and non-governmental organisations can provide more information about this method to the public by organizing training and information programs.

Generalised Overall Viewpoint

It is evident that the public's level of knowledge on this method is limited. However, there are some strategies to prevent internet addiction among adults, such as setting boundaries for internet use, building a support system, and seeking professional help.

The lack of awareness-raising training materials and limited resources, negatively impact the public's engagement and involvement in learning about these methods. It is suggested that more training materials and opportunities to practice should be provided.

The theoretical and practical aspects need to complement each other during the training process. Once the public raises awareness about these methods, their behaviour may change significantly. However, the impact of the method depends on individual factors and the degree of addiction.

These methods can help individuals develop various skills such as stress coping, emotional regulation, problem-solving, communication, self-awareness, and decision making. Finally, the public's knowledge and awareness of these methods are not sufficient, and there is a need to raise awareness and provide support to adopt these techniques.

2.6.6   General Conclusions – Turkey

The four collections of responses on internet addiction disorder (IAD) prevention methods, including 1-mindfulness, 2-other methods, such as cognitive-behavioural therapy, the Pomodoro Technique, mind mapping, and time-blocking, 3-self-awareness and the reliable assessment of the situation, 4-other methods on IAD prevention among adults such as setting boundaries for internet use, increasing self-care, identifying triggers, building a support system, seeking professional help etc. suggest that the public's knowledge and understanding of these prevention methods are inadequate, and there is a need for more detailed information and resources on specific prevention methods for IAD.

It was agreed that the public's knowledge of various methods for preventing internet addiction disorder (IAD) is insufficient. There is a lack of detailed information and resources on specific prevention methods, and most available resources only target young people. However, awareness-raising activities and media coverage have helped to increase public knowledge about IAD these issues.

The lack of awareness-raising training materials, limited resources, and inadequate public participation negatively impact the engagement and involvement of the public in learning about these methods. More training materials and opportunities to practice need to be provided to help raise awareness about these methods. To achieve an increased public knowledge of these methods, well-prepared training materials need to be made more

accessible, the topic should be discussed on various platforms, and personal success stories should be shared.

Theoretical and practical aspects should complement each other during the training process to ensure that the training activities are applicable and useful. The desired behaviour changes or skills that can be achieved through these methods include increased and improved impulse control, stress management, development of relationship skills, time management, focus, concentration, attention span, stress coping, emotional regulation, problem-solving, communication, self-awareness, and decision-making.

Finally, there is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful, and to provide more resources on IAD prevention methods to the public. To sum up, the responses suggest that the public's level of knowledge on IAD prevention methods is limited, and there is a need for awareness-raising efforts to increase public knowledge and adoption of these methods.

Overall Conclusions

The public's knowledge and understanding of Internet Addiction Disorder (IAD) prevention methods are inadequate. There is a lack of detailed information and resources on specific prevention methods for IAD, and most available resources are not detailed since IAD is a relatively new phenomenon and mostly-only target young people. The participants suggest that educational materials on IAD prevention methods need to be developed by experts and made more accessible to the public.

There is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful. The public's engagement or involvement in learning activities on self-awareness and reliable assessment of the situation related to IAD is low, as these techniques are not commonly included in training. However, awareness-raising activities can help to make these methods more widespread and enable people in the community to become more involved.

Some strategies to prevent internet addiction among adults, include setting boundaries for internet use, building a support system, and seeking professional help. The lack of awareness-raising training materials and limited resources negatively impact the public's engagement

and involvement in learning about these methods. It is suggested that more training materials and opportunities to practice should be provided.

In conclusion, the public's knowledge and awareness of IAD prevention methods need to be raised, and more training materials should be provided to make these methods more accessible to the public. There is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful. Awareness-raising activities can help to make these methods more widespread, and there should be more support for adopting these techniques.

2.6.7   Recommendations – Turkey

Based on the findings and conclusions drawn from the focus group, the following recommendations can be made:

- **Develop and disseminate educational materials**: There is a need to develop and disseminate educational materials that provide detailed information on specific prevention methods for IAD, including mindfulness, self-awareness, reliable assessment of the situation cognitive- behavioural therapy, the Pomodoro Technique, mind mapping, and time-blocking etc. While designing the materials on these methods, the fact that these materials should strike a balance between theoretical concepts and practical skills should be taken into account to ensure that the training activities are applicable and useful.

- **Increase awareness-raising efforts**: More efforts are needed to raise awareness about IAD prevention among the general public. Educational institutions, the media, civil society organizations, families, and community leaders should all be involved in these efforts. This can be achieved through campaigns, seminars, workshops, and online resources.

- **Provide more training opportunities**: There is a need to provide more training opportunities for the public to learn and practice IAD prevention methods. The training should be designed to provide a balance between theoretical and practical aspects to ensure that people can apply these skills in their daily lives.

- **Include IAD prevention in education**: IAD prevention methods should be included in school curricula and other educational programs. This will help young people learn about responsible internet and technology use and develop good habits from an early age.

- **Foster a supportive environment**: Building a supportive environment for individuals struggling with IAD can be crucial in preventing and managing the problem. This can be achieved by building a support system for individuals, encouraging open communication, and providing professional help when needed.

- **Conduct further research**: Further research is needed to understand the causes and consequences of IAD, and to develop more effective prevention and treatment methods.

2.7 Malta

2.7.1 Participants Profile

The focus group in Malta was organised online. Five adult educators constituted the purposive sample for the focus group. All participants held positions as adult educators within tertiary level educational institutions. All participants were contacted through e-mail. Once a response and informed consent was obtained, the participation meeting link was sent for participants to attend the online focus group. Participants had the following summarised profile:

Number of Participants	*5*
Age (Mean)	*51*
Gender	*2 Females* *3 Males*
Participants' Levels of Education	*Doctoral degree, Postgraduate level of education.*
Occupations of Participants	*Adult Educators*
Years of Experience of Participants (Mean)	*8*
Size of Participants' Class (Mean)	*20*
Types of Learners Participants are responsible for	*Adults in social welfare institutions, adults in third age universities, disadvantaged adults, addict support group members*
List of Organisations represented by Participants	*Institute of Business Management and Commerce, MCAST, Institute of Engineering and Transport, MCAST, Department of Education Studies, University of Malta, Edward de Bono Institute, University of Malta, Department of Commercial Law, University of Malta.*

2.7.2 Awareness of Mindfulness in Malta

The following is a summary of the awareness of the Maltese public in terms of **Mindfulness** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Such a method is instantly recognisable. It is often the case that Mindfulness was either previously introduced through another training programme, or featured within various discussions among the educators themselves.

- Despite being easily recognisable, this does not necessarily translate into adequate clarity among participants in relation its application to internet addiction, resulting behaviours, or the results achieved through its practice.

- The need to delve deeper into this topic in terms of specific behaviours and better recognition on when to apply it was acknowledged.

Learning

- Methods are applied only once the situation escalates to considerable severity, for example when reflected through extensive financial problems or the individual's inability to function.

- The importance of having more learning in terms of identifying which problems mindfulness can best address and when it can be applied to better equip both educators and learners to address internet addiction was emphasised.

- This is especially the case since, particularly post COVID, the constant use of internet for various work tasks has become so commonplace.

- It has become more challenging to identify maladaptive practices and situations in which mindfulness interventions should be implemented.

- A greater focus on learning material could be of great help in fostering the capabilities of educators and adult learners who are at greater risk. Addressing such a knowledge gap would better allow these groups to become more effective in identifying problematic circumstances and consequently addressing the situation prior to the development of severe outcomes.

- Without adequate emphasis on identifying problematic situations or circumstances in which mindfulness could be gainfully applied, there is a greater risk that problematic behaviour would not be addressed.

Behaviour

- Although mindfulness is important there is a gap in terms of having such knowledge translate into behaviour was definitely identified.

- Despite being aware of the method, the inability to apply it in a simple manner that can be easily adopted on a regular basis was evident.

- Without the appropriate education, mindfulness behaviours can be easily mistaken with those in other methods such as self-reflection.
- Better differentiation from other methods could help educators and adult learners better identify in which circumstances to employ mindfulness, resulting in its more effective use alongside other methods.

Results

- Regardless of how often this method features within other training programmes or discourse among educators, its popularity in terms of awareness does not necessarily translate into its effective adoption.
- Notwithstanding frequent discussions of its importance, mindfulness is hardly practiced regularly and only resorted to in severe cases.
- A high level of awareness of a method, together with various learning on its importance as a method, does not automatically translate into its adoption.
- The fast-paced nature of today's work was also highlighted. A greater focus on simplified or easy to follow methods that can be incorporated into regular practice, despite the constant demand for internet use posed by our digital lifestyles, would allow a wider pool educators and adult learners to incorporate interventions prior to the situation escalating and forcing professional intervention.

Generalised Overall Viewpoint

A high level of awareness related to this method of intervention was highlighted. Despite this however, it was also discussed how this awareness does not translate into the regular use or implementation of this method in relation to internet use. Moreover, the method is only relied on once the situation becomes critical.

Educational modules could better equip educators by simplifying the process of adopting mindfulness methods through steps that could be easily followed and implemented within a daily schedule for regular use.

In addition, modules could provide greater emphasis on how to better recognise situations where mindfulness-based interventions could benefit the individual, prior to severe circumstances. The latter would better facilitate the adoption of mindfulness within more mild cases, helping to better prevent situations from degenerating further.

2.7.3 Awareness of Other Methods of Focus in Malta

The following is a summary of the awareness of the Maltese public in terms of **Other Methods of Focus** as a means of preventing Internet Addiction Disorder through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The listed methods (refer to Section 3.8) received a very strong positive reaction, with their importance being universally acknowledged.
- Alongside this immediate positive reaction however, was also a shared questioning of how often such methods are directly linked to internet addiction, as opposed to goal setting and time management in general.

Learning

- Such methods are often referred to in relation to general applications and task management. As a result, there are extensive learning resources for the development of such skills. This might not necessarily be the case in terms of their benefit in relation to internet addiction.
- The specific application of these methods within interventions for internet addiction might be a learning gap that training modules could address.
- Stronger associations and ties to internet use could result in greater application by the target audience and reduce the prevalence of severe internet addiction within this group.

Behaviour

- Whilst there is a lot of awareness in terms of the general application of these methods and their importance, how often these are implemented in terms of internet addiction was questioned.
- If such methods are not directly associated with internet addiction within the minds of educators and adult-learners, it is less likely that they will be used and employed effectively. Greater ties should be established in order to facilitate their adoption in relation to internet use.

Results

- The fast-paced nature of work commitments, together with the blurred boundaries of work that have resulted from our digital lifestyle, were once again highlighted by participants.

- Despite knowledge and awareness, such methods may not be implemented or utilised on a regular and daily basis, particularly by educators who are pursuing a heavy curriculum.
- More education on tools such as prioritisation matrices would enable educators and adult learners to extract themselves from a mental space of urgency set by their curriculum and focus on more strategic planning of fulfilling their tasks.
- Digital resources related to these tools, such as apps that assist with time management and focus, could help create a stronger association in terms of their application to internet use.
- Moreover, such digital resources would be acting within the environment or device through which the internet is being consumed, rather than having to rely on external resources such as peer intervention.
- Whilst it might seem counterintuitive to use technology to address internet addiction (such as utilising social media to raise awareness on the subject of internet addiction), its effectiveness should not be ignored.

Generalised Overall Viewpoint

The importance and difficulty in recognising problematic behaviour was raised. With various work tasks being carried out online, without properly identifying problematic behaviour, this will result in the likelihood that such behaviour would not be addressed. Moreover, despite having their importance recognised, the methods of focus discussed are often associated with general task and goal management. Stronger ties with internet use should be established in order to foster greater adoption to address this issue.

2.7.4 Awareness of Self-Awareness & Reliable Assessment of the Situation in Malta

The following is a summary of the awareness of the Maltese public in terms of **Self-Awareness & Reliable Assessment of the Situation** as a means of preventing Internet Addiction Disorder, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- The importance of self-awareness methods was also strongly especially for educators.
- Educators should practice such skills in order to help their transmission through their example and emulation.

Learning

- Despite their importance, particularly in the case of educators, it was felt that these skills do not receive the importance they deserve within CPD programmes.
- Whilst there is great awareness in relation to their importance, such soft skills are often assumed to be already present within the individual or that their development will occur outside of formal training, resulting in their reoccurring absence from CPD and training programmes.

Behaviour

- A common willingness among various educators or adult-learners to engage in self-awareness and accurate assessment was underlined
- The absence of structured methods to implement such tools often lead to this awareness not translating into the corresponding desired behaviour.
- Better awareness and education in terms of how these interventions can be structured within individual practice and regular routine can better foster their implementation and engagement.

Results

- Whilst the importance of such a method is generally agreed upon, its development within educational materials and training is often not prioritised.
- Resources are often invested towards other skills that are deemed a greater priority in reaching a specific technical task, often at the expense of other soft-skills that are equally necessary and important in the achievement the effective completion of tasks.
- There is a difference between the educational environment within other European countries and that in Malta. The latter is usually characterised by a stressful culture in which technical skills are prioritised above everything else. On the other hand, other European countries often cultivate a less hectic learning environment that both fosters and is more conducive to the practice of self-awareness.
- It is therefore important not only to highlight methods and techniques, but also to recognise the importance of the role the environment plays in enabling the success of such practices.

Generalised Overall Viewpoint

The broader impact the environment carries in relation to the practice of such methods of intervention was acknowledged. Without the right culture and environment within educational organisations, the efforts of both educations and adult-learners will be constantly

undermined by the constant relegation of soft skills to a lower priority or urgency, thus postponing the practice of the methods discussed. Individual awareness and mastery of techniques would become futile without a supporting organisational culture and environment which assists rather than hinders the practice of such skills. In the absence of the latter, individuals will lack the mental and physical energy to engage in such activities.

2.7.5 Awareness of IAD Prevention Among Adults in Malta

The following is a summary of the awareness of the Maltese public in terms of **IAD Prevention Among Adults**, through the Kirkpatrick Framework of Reaction, Learning, Behaviour and Results.

Reaction

- Smaller interventions that focus on the individual were preferred over larger or more bombastic initiatives. The reason being is that, often prevention efforts may sound too outlandish, leading to the individual not trying them out or engaging with the policy.
- Smaller methods that focus on generating awareness, accurate understanding of the phenomenon through knowledge, together with effective skill building is often a more effective approach than other costlier and large-scale interventions.

Learning

- Despite some of the learning already being available to the public, the more simplified the material is in terms of its application, the greater the likelihood that that this will be incorporated into the daily life of the individuals it aims to target.
- Constructing simple steps in which the complex methods can be effectively applied would allow for educators to better divulge the information among themselves both formally and informally, enable educators to practice the teaching even during the most stressful periods of their curricula, and consequently serve as better examples to be emulated by the adult-learners.

Behaviour

- Despite there being a level of awareness in relation to the phenomenon, this does not necessarily translate into the desired behaviour.
- Prevention will not be effective unless target individuals are equipped with the capacity to better detect problematic behaviour prior to its escalation.

Results

- A high willingness of educators and adult-learners in general to engage in CPD training related to these techniques was highlighted.
- However, offerings in terms of training materials must be strategically structured and planned, in order to present a simplified but comprehensive offering that cultivates the necessary skills and which can be practiced even under pressure or exhaustion.

Generalised Overall Viewpoint

Past efforts have often been characterised by simply repeating information. Doing so will not necessarily result in the development of the necessary skills to address internet addiction.

Information must be presented strategically, in order to nurture a comprehensive level of understanding of the phenomenon and enable better detection of problematic behaviour. Without the capacity to accurately assess and identify the problem, this cannot be later addressed through intervention or prevention methods.

Once the required understanding is developed among the target audience, interventions must be presented in terms of simplified steps that can be easily divulged among educators and regularly practiced. Complex methods have a higher risk of being undermined by stressful organisational environments that do not provide the necessary resources for ongoing practice of interventions.

2.7.6   General Conclusions – Malta

Whilst participants were generally aware of the methods discussed, awareness of a method does not automatically translate into its correct application towards internet addiction. Methods could be instantly recognisable, with them being often discussed by educators on a regular basis. However, such methods are often relied upon only once the situation escalates severely or becomes critical. In addition, the greater reliance on technology to achieve out tasks further helps to muddy the water in terms of where does excessive or maladaptive internet use even begin. Better recognition of problematic situations, together with easy to follow steps when discussing methods, would better enable the prevention and onset of negative IAD outcomes.

Methods were consistently positively received by participants. However, despite recognising the importance of such methods, participants highlighted that these are often referred to within public awareness in terms of their general use. Stronger associations between these methods and their specific application towards internet addictions should be fostered in order to ensure that they are applied more frequently to tackle this phenomenon.

Participants highlighted how the fast-paced nature of work commitments, together with an institutional culture of prioritising technical learning over the development of soft skills, create an environment where, despite being aware of these techniques, there regular engagement falls low within the hierarchy of daily priorities. For the regular adoption of techniques, these need to be simplified in order to facilitate their use and the educator's ability to both divulge them and model their behaviour for their students to emulate. Greater reliance on simplified methods that can be employed by the individual was suggested as possibly being more effective than large scale interventions that might be dressed in flair, but be too intimidating for the individual to regularly employ.

Overall Conclusions

Overall, participants recognised a good level of public awareness associated with the methods discussed. However, awareness and understanding in terms of their use in relation to Internet addiction is severely limited. A greater focus should be made towards the development of capacities to better understand IAD, identify problematic behaviour and distinguish it from extensive but appropriate internet use. In the absence of these skills, individuals will not be able to accurately detect problematic internet use and are consequently less likely to address the problem. Establishing a shared and comprehensive understanding of IAD is at the foundation of all training efforts.

2.7.7   Recommendations – Malta

The following recommendations have been summarised and put forward:

Training modules should i**deally start by providing the reader with a good grasp of understanding IAD**. Internet addiction differentiates itself from other addictions in terms of its **interventions aimed not at complete abstinence of internet use, but at developing a**

more adaptive and functional use of the medium. Hence training material should enable the reader to better distinguish between what constitutes IAD, how IAD differs from extensive or regular internet use, together with the accurate detection of problematic behaviour that should be addressed.

The methods presented should be **simplified** in terms of **steps** for their execution so that these can be easily **remembered** and **practiced** on a daily basis. This would better help **awareness translate into the desired behaviour**.

Moreover, **methods** should be **explored** in **greater depth** in terms of their **specific ties with IAD**, rather than their general application towards goal oriented behaviour and task management. This would ensure a greater association between the problem being targeted and the desired response that the project aims to achieve within the public.

Information and training material should be **outlined** and **presented** in a **strategic manner**, one that **keeps in consideration** the **environment** and **organisational cultures** that educators and learners are operating in.

The **rationale** for the **adoption of methods**, together with its practical benefits deriving from its adoption, its simplification to facilitate its memorisation and the educators' ability to divulge it informally among themselves, together with the development of effective and efficient skills; these elements should be considered so that information is not only better absorbed but also acted upon and produce the desired results within the public.

3.   Desk Research

3.1   Introduction

A brief desk research was conducted by each partner in preparation for facilitating the Focus Group meeting. Through desk research, partners analysed existing research, data or publications in order to develop the themes of the IADliber survival kit. This included material such as good quality books, academic and peer-reviewed journals, industry reports, organisational documents or white papers, together with reputable websites.

The findings from the desk research are reproduced hereunder per participating country and shall be used as a starting point for elaborating the e-book modules.

3.2   IAD in Romania

Every individual possesses distinct characteristics and personal inclinations that make them stand out, with some finding the digital world appealing, while others may not be fond of it.

Differentiating passion from addiction is essential, as spending an extended period on a particular activity can create confusion between the two terms. Passion is a reflection of a person's authentic self, a natural inclination that instils in them happiness, serenity, a relaxing aura and creativity, stamina and healthiness. Passions have the unique ability to evoke a sense of vitality, excitement, receptiveness, assurance, and brilliance within us.

Addiction, unlike relaxation, is a compelling desire that leaves no room for free choice. It gives an illusion of calmness but in reality, it's suffocating and uncontrollable. Quitting addiction, even if it means risking important relationships, is challenging due to impulsive reactions that continuously pull one back. Excessive dependencies deplete vitality, essential requirements are overlooked, and consequently, confidence in oneself, peers, and existence declines gradually.

By using their devices, whether connected to the Internet or not, individuals experience a sense of gratification in the form of "rewards" such as receiving a thumbs up on Facebook, receiving a message from a friend, or progressing to a higher level in a game. This results in a perception of positive reinforcement by the brain. These "incentives" provide the individual with a feeling of satisfaction and contentment. The mind links the feeling of satisfaction with

device usage, leading the individual to crave its pleasurable effects repeatedly. The inability to regulate the usage of enjoyable devices results in obsessive tendencies and ultimately dependency.

It is difficult to envisage a life in 2022 where the Internet is not an integral part. The United Nations has also demanded worldwide availability of the Internet by 2030. Internet usage and availability in Romania are on the rise, resulting in an upward trend in the amount of time we spend online. A significant majority of Romanians, amounting to two-thirds, utilize social media, predominantly on their Android-powered mobile devices.

At the start of 2022, according to the National Institute of Statistics, 8 out of 10 Romanian families have access to the Internet. Specifically, 82.1% of families had access to the Internet in 2022. Urban regions have a considerably higher internet connectivity rate with approximately 89% of households being connected, in contrast to rural regions where only 73% of households are connected. 2021 and 2022, there was a 3.0 percent surge in Romania's Internet user base.

89.7% of 16-74-year-olds have used the internet at least once in 2022, with 95.4% accessing the internet in the past three months. Among current users, in December 2022, 69.2% use the Internet several times a day, and 21.1% once a day or almost every day.

Changes in social gatherings and general trends could affect the extent of Internet usage, indicating that the real figures for Internet users may surpass the ones that have been made public.

3.3   IAD in Poland

It is estimated that 6% of the world may be affected by Internet addiction. internet users. Data collected in 2003 by the Center for On-line Addiction based on observations of 17 thousand. people have shown that this percentage of Internet users requires treatment, and nearly every third Internet user treats the Internet as a way to escape from problems, which can easily become a factor of addiction.

A study published relatively recently, in 2014, by scientists from the University of Hong Kong, who examined representatives of 31 nations from 7 regions of the world, estimates the

percentage of "network addicts" in the population at 6%, which gives about 420 million people in global scale. To illustrate the possible scale of the problem, it is worth looking at the statistics on drugs. According to the UN, between 3.5 and 7 percent of the population is in contact with illegal drugs. world population. So, we are dealing with a similar scale of the problem.

There is no precise data on how many people are addicted to the Internet in Poland. Research conducted in 2012 by CBOS for the Fund for Solving Gambling Problems showed that 100,000 people were addicted to the Internet at that time. Poles, and 750 thousand. was at serious risk of addiction. In turn, research undertaken in research centres is carried out according to loose methodologies, often on unrepresentative groups.

It is assumed that disorders related to the use of the Internet manifest about 6 percent. Internet users in the country, and a three times higher percentage belongs to the high-risk group. The number of Internet users in Poland in January 2022 was 28 million in total, so the problem of Internet addiction may affect up to 1 million 680 thousand people.

The "IAD" is evidenced by the symptoms typical of all psychological addictions:

- increased activity and involvement related to the search for an addictive substance,
- decrease in sensitivity (tolerance) to pleasure stimuli over time,
- weakness of will,
- intrusive thoughts,
- in extreme cases, also self-deception and physical destruction.

Kimberly Young noticed that addicted people spend an average of 35 hours a week at the computer outside of their professional duties.

The "hunger for the Internet" is characteristic for addicts – access to the Internet becomes a means of avoiding unpleasant emotions. There is psychological discomfort associated with the lack of access to the network - anxiety, changing mood, irritation, or outbursts of aggression. The life and activities of an addicted person are focused around the computer, everything is subordinated to Internet sessions, which results in difficulties in performing everyday duties.

Other forms of spending time lose their attractiveness, satisfying the need for contact with the network becomes a priority. The time spent online and needed to obtain a sense of satisfaction increases as the addiction progresses, and the affected patient does not limit his contacts with the Internet despite noticeable negative consequences (deterioration of contacts with relatives, learning difficulties, health problems).

3.4   IAD in Spain

According to the latest data available from the Spanish National Statistics Institute (INE) in 2022 in Spain, 94.5% of the population, aged 16 to 74, has used the Internet in the last three months, 0.6 points more than in 2021. This represents a total of 33.5 million users. Internet users have risen in recent years.

According to a study by the OCU, Organization of consumers and users, 25% of Spaniards between 18 and 64 years old show symptoms of being hooked to the Internet and 26% recognize that their personal life depends a lot on the mobile. According to data from the OCU study, Spaniards spend an average of 5 hours a day connected to the Internet or using their cell phones. Users spend more time on the computer or cell phone in their private life, 22 hours a week, than at work, 17 hours. In total, 39 hours a week, almost as long as the working day.

Searching for information, browsing social networks, and exchanging messages are the main activities that people engage in on the Internet.

The younger the users, the higher the percentage of people with a high rate of mobile addiction. Young people aged 18 to 24 have the highest mobile addiction rate (41 points out of 100), which could lead to an addiction problem in a few years' time. As age increases, Internet use decreases, with the lowest percentage in the 65-74 age group.

The results of the study show a close relationship between Internet and cell phone abuse and the degree of happiness. Those who are not so dependent on the Internet are generally more satisfied with life than those who show some dependence. The same is true for social networks, the greater the use of social networks, the lower the satisfaction with life.

3.5   IAD in Portugal

In Portugal, there is a growing awareness of IAD as a significant public health concern. There have been several studies conducted on IAD among Portuguese adults, which have highlighted the prevalence and negative impact of this disorder. For instance, a study conducted in 2017 found that approximately 2.5% of Portuguese adults met the diagnostic criteria for IAD.

In response to the growing concern about IAD in Portugal, various initiatives have been launched to raise awareness of this issue. For instance, the Portuguese government has developed a national strategy for the prevention and treatment of IAD, which includes a range of measures, such as developing educational materials, conducting research, and providing treatment services for individuals with IAD.

During the focus group, participants suggest some other initiatives, concepts and projects that could be useful to de development of the survival Kit, such as:

- The **Accelerated Thinking Syndrome** is an alteration, identified by Augusto Cury, where the mind is filled with thoughts, being completely full during the whole time the person is awake, which makes concentration difficult, increases anxiety and wears down physical and mental health.

- The **SUPERTABi** Project's main goal is to transform the pedagogical practices of Primary School teachers using student-centred pedagogical models mediated by mobile technologies, enhancing new learning spaces.

  (Link: https://www.supertabi.com/supertabi)

- **Me and Others** is a programme for the universal prevention of problems linked to the consumption of psychoactive substances. In it, substances are approached in an integrated way with other themes linked to the daily life of adolescents. It was created in 2006 by a technical team from the Institute of Drugs and Drug Addiction with the support of partners from different areas and sectors and is coordinated nationally by SICAD with the support/regional partnership of the Regional Health Administrations. (Link: https://www.sicad.pt/pt/Paginas/default.aspx)

- **The Mindfulness Portuguese Association** was also mentioned (link: http://apmindfulness.com/), where we can find information and formation in this method and as a good practice.

3.6   IAD in Cyprus

Internet addiction disorder, also known as problematic internet use or compulsive internet use, is a behavioural addiction characterized by excessive or compulsive use of the internet that interferes with daily life and causes negative consequences. While there is limited research on the prevalence of internet addiction disorder in Cyprus, it is recognized as a growing concern, especially among young people.

Several studies have found that internet addiction disorder is associated with depression, anxiety, and other mental health issues in Cyprus. A study published in the Journal of Substance Use and Misuse in 2020 found that 5.5% of Cypriot university students had symptoms of internet addiction disorder. Another study published in the Journal of Child and Adolescent Mental Health in 2017 found that 6.8% of Cypriot adolescents had symptoms of internet addiction disorder. Finally, as per the results of a survey conducted by the Municipal Youth Council of Latsia in collaboration with the Hellenic Society for the Study of Internet Addiction Disorder, it was found that the addiction rate of adolescents aged between 12 to 18 who participated in the study is 16%. This implies that roughly, one out of every six teenagers suffer from Internet addiction. The survey had a total of 884 student participants.

To address this growing concern, various initiatives have been undertaken in Cyprus to raise awareness and provide support for individuals with internet addiction disorder. For example, the Cyprus Safer Internet Center, which is part of the European Safer Internet Network, provides resources and support for safe and responsible internet use. Additionally, mental health professionals in Cyprus are increasingly recognizing internet addiction disorder as a legitimate mental health concern and are providing counseling and treatment services to those affected.

3.7   IAD in Turkey

With the widespread use of the internet in Türkiye, concerns about the prevalence of IAD have been growing in recent years. Therefore, there are many studies on this topic in the field.

In 2018, according to the study titled "Internet Addiction in University Students in Türkiye" conducted at Gaziantep University Faculty of Medicine, 15.7% of university students in Türkiye were found to have internet addiction. In 2018, another study conducted at Çukurova University titled "Internet Addiction and Gender Differences in Türkiye: A Meta- Analysis Study", the rate of internet addiction in Türkiye is 5.5%. The study also showed that men are more prone to internet addiction. In 2019, according to the study titled "Investigation of Internet Usage in Türkiye and a Research on Internet Addiction" conducted at Kırklareli University Institute of Health Sciences, the rate of internet usage in Türkiye was 58.3%, while the rate of internet addiction was 3.3%. According to another 2019 study by the Turkish Statistical Institute, 17% of internet users in Türkiye have IAD. Another study conducted in 2018 reported that 36.7% of university students in Türkiye have IAD. In 2020, according to the "Ministry of Health Internet Addiction Report" conducted by the Ministry of Health, internet usage in Turkey was 58% in 2019. The report also includes factors that cause internet addiction and measures that can be taken. According to a study conducted in 2020 https://l24.im/RP2FLB), internet addiction proportion in Türkiye was determined as 13%). When the regions were examined, the proportions were respectively for Aegean and Central Anatolia regions 17%, the Black Sea 14%, Marmara 13%, Mediterranean 11%, Eastern Anatolia 5% and South eastern Anatolia 3%. According to 'We Are Social' global Internet Usage report published in 2021, the daily time spent on the internet in Türkiye is 7 hours and 57 minutes. According to a 2020 report by the Turkish Informatics Industry Association, the number of internet users in Türkiye reached 67 million, which corresponds to 80.7% of the country's population.

Although there is no official statistic on the prevalence of IAD in Türkiye, various research studies and reports suggest that it is a significant and increasing problem. Therefore, Türkiye has started to take measures to address the issue.

Preventing IAD in Türkiye requires a multi-faceted approach that involves education, awareness-raising, and intervention programs. The following prevention measures have been implemented in Türkiye:

The Ministry of Family, Labour and Social Services established the "Turkey Addiction Prevention and Rehabilitation Centres" to provide support and treatment for various types of addiction, including internet addiction.

Education programs: educational programs that aim to increase awareness about the risks and consequences of excessive internet use have been implemented in schools and universities in Türkiye.

National Strategy on the Information Society: In 2010, Turkey launched its National Strategy on the Information Society, which includes provisions for promoting responsible internet use and preventing cyberbullying and other online risks.

Public awareness campaigns: Various public awareness campaigns have been launched in Turkey to raise awareness about the risks of excessive internet use and to promote responsible internet use.

Intervention programs: Intervention programs, such as counselling and psychotherapy, have been developed in Turkey to help individuals with IAD overcome their addiction.

3.8   IAD in Malta

The National Centre for Freedom from Addictions (2015) investigated the prevalence of problematic internet use among a sample of 1,507 Maltese young adults aged between 18 and 30 years that resided in private residences. The study employed a stratified random sampling process, quotas were also utilised in order to ensure representation from each demographic sub-group. The data was in turn collected through a computer assisted telephone interviewing (CATI), resulting in a net effective response rate of 90%. Whilst the majority of participants (65.9%) were classified as average internet users, one third of the sample (33.3%) reported excessive internet use, to the extent that they experienced problems within their lives as a result of its overuse, with 0.8% of participants being identified as problematic internet users. The study also indicated that participants aged between 18 to 21

years were more likely to use the internet excessively. In terms of gender, male participants displayed significantly higher IAT scores and were more likely to be classified as excessive users rather than average. In terms of behaviour, average users scored highest in staying online longer than originally intended and checking electronic messages prior to a task the participants needed to carry out. Whereas problematic users scored highest in relation to finding themselves saying "just a few more minutes" whilst utilizing the internet. Among the reasons attributed for internet use, social networking was identified as the most popular online activity, with 83.8% of participants listing it as their top response. The study also investigated the relation between socio-demographic variables and Internet Addiction Test (IAT) scores, with only unemployment reaching the threshold for either excessive or problematic use. Respondents who were single and who had completed post-secondary levels of education were more likely to use the internet excessively rather than fall within the range of average internet use. When organised geographically, the highest mean IAT scores were recorded by participants who resided within the Southern Harbour region of the island, whilst the lowest mean scores were reported by respondents from the island of Gozo. The study concluded that the risk of excessive internet use is most likely to be observed among individuals who fall within the age of 18 to 21 years, are single and well-educated. Whilst the study did not find evidence of a major endemic problem within the sample investigated, it also highlights that prevalence rates may have been under-represented due to the manner in which internet use was operationalised.

Additional Data provided to participants in the Focus Group

The following examples of interventions were relied on during the focus group in order to create a shared understanding of this method among participants.

Mindfulness-Based Interventions:

- Mindfulness Based Relapse Prevention (MBRP):

    MBRP practices are intended to foster increased awareness of triggers, destructive habitual patterns, and automated reactions that seem to control our behaviour MBRP is designed to help the individual pause, observe present experience, and bring

awareness to the range of choices before in every moment This enables responding in a way that serves the individual, rather than in a way that is detrimental

- Mindfulness Based Stress Reduction (MBSR):

MBSR is a technique that has evolved to encompass the treatment of various health related disorders. The technique involves formal mindfulness meditation and employs simple stretches and postures The aim is to alleviate suffering from psychical, psychosomatic and psychiatric disorders.

Other Methods of Focus (Cognitive-Behavioural Approach):

- Practice the Opposite: Disrupt normal routines on line habits in order to develop new time patterns of use, e.g. going for a jog first thing in the morning instead of checking the e-mail.

- External Stoppers: Using concrete events, such as tasks to complete or places to attend, as prompters to disconnect from the internet, bolstered by alarms or timers to maintain schedules.

- Goal Setting: Attempts to limit internet use often fail because of ambiguous plans to trim hours. To better avoid relapse, structured sessions with reasonable goals should be programmed e.g. reducing internet use from 40 hours to 20.

- Reminder Cards: To help maintain focus on corrective action, individuals list major problems caused by the addiction and major benefits for reducing internet use or abstaining from a specific application.

- Personal Inventory: Listing what the individual has cut down or neglected due to the excessive use of internet (e.g. less hiking, less time with family, less exercise etc., ranked in order of importance to provide a reminder of life prior to internet addiction.

IAD Prevention Among Adults:

- Use of Technologies: These rely on technologies involved in prevention, often taking the form of virtual coaching, detox apps to prevent harmful activities, together with online modules.

- Passive Activities: These often include verbal persuasion, presentations, education that promotes psychosocial skills (self-regulation, competence & relatedness), peer action, role modelling, and reading guides

- Active Strategies: Active strategies revolve around recording alternate activities, restriction of use, relaxation exercises, journaling, questioning and answering of any queries or concerns from the public or target audiences.

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