



RESEARCH ON BEHAVIORAL ADDICTIONS IN YOUNG PEOPLE AND ANALYSIS OF PREVENTION SYSTEMS



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QUESTIONNAIRE ON ADOLESCENTS

INTRODUCTION

For the development of this project, we closely examined the responses obtained from 364 questionnaires completed by adolescents about their addictive habits or behaviours.

This questionnaire has been sent and answered by adolescents from all the countries of the consortium, all with different backgrounds, which implies diversity and a real reflection of adolescence in Europe. With this analysis, we aim to provide a more complete picture of how behavioural addictions impact on this crucial demographic group, thus contributing to the development of more effective prevention and treatment strategies.

The questionnaire we applied had 27 questions regarding the behaviors related with addictions, especially behavioral ones and the target group had 364 young people with ages between 9 and 21 years old. From this target group, 178 (48,90%) were from Romania, 95 (26,09%) from Spain and 90 (24,72%) from Portugal.

As for gender, were 52,7% girls, 45,1% boys and 1,9% preferred not to say.

Taking in consideration the age of the respondents, we created 2 types of simple questions: 13 questions on Likert scale in 4 points (1 - totally disagree and 4 - totally agree) and 14 Dichotomous questions (Yes/No).

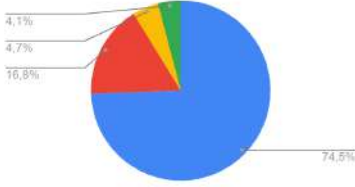
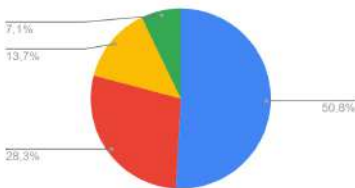
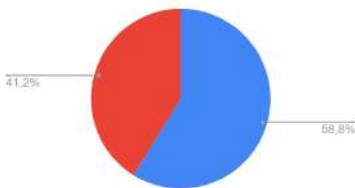
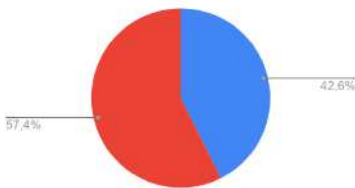
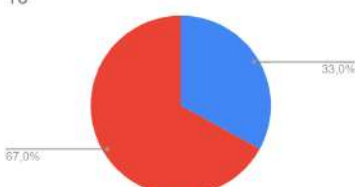
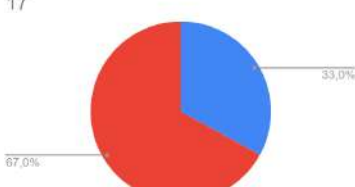
Analyzing the answers, we obtained the following conclusions:

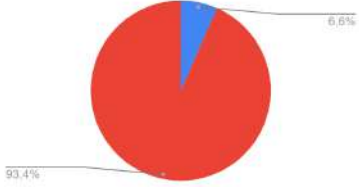
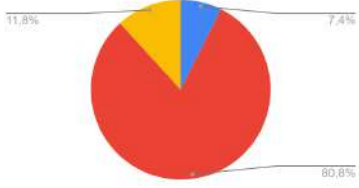
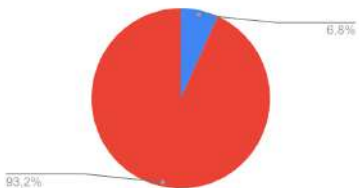
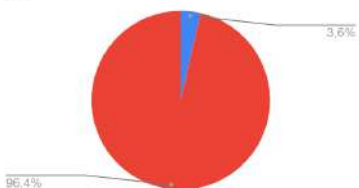
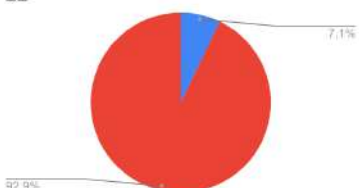
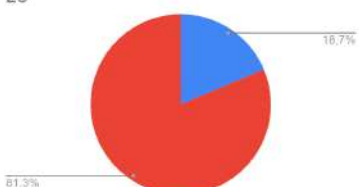
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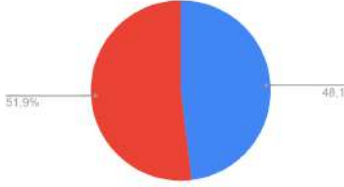
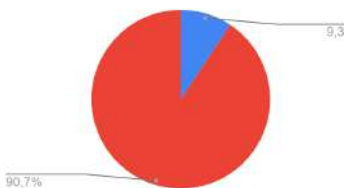
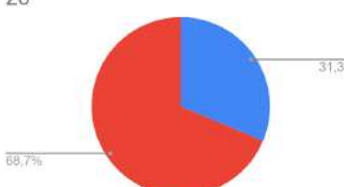
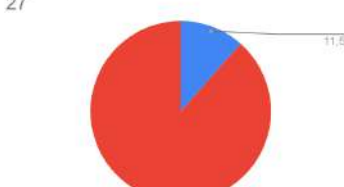
<u>Questions 1-13 (Likert scale)</u>	<u>Questions 14 - 27 (Dihotomic)</u>
blue - totally disagree (1)	blue - yes
red - disagree (2)	red - no
yellow - agree (3)	yellow - no answer to that question
green - totally agree (4)	

Question	Diagram	Observations										
1. I find myself using my smartphone or computer longer than I planned to.	<p>1</p>  <table border="1"> <caption>Data for Pie Chart 1</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yellow</td> <td>40.4%</td> </tr> <tr> <td>Red</td> <td>24.5%</td> </tr> <tr> <td>Green</td> <td>25.5%</td> </tr> <tr> <td>Blue</td> <td>9.6%</td> </tr> </tbody> </table>	Category	Percentage	Yellow	40.4%	Red	24.5%	Green	25.5%	Blue	9.6%	65,9% of the young people agree and totally agree that they use smartphones and computers more than they plan.
Category	Percentage											
Yellow	40.4%											
Red	24.5%											
Green	25.5%											
Blue	9.6%											
2. I would rather be on my smartphone or computer than interact with friends or family	<p>2</p>  <table border="1"> <caption>Data for Pie Chart 2</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>54.9%</td> </tr> <tr> <td>Red</td> <td>33.2%</td> </tr> <tr> <td>Yellow</td> <td>9.3%</td> </tr> <tr> <td>Green</td> <td>2.6%</td> </tr> </tbody> </table>	Category	Percentage	Blue	54.9%	Red	33.2%	Yellow	9.3%	Green	2.6%	Only 11,% prefer to stay on the smartphone or computer rather than with friends and family, while 88,1% don't prefer to spend time online than with family and friends.
Category	Percentage											
Blue	54.9%											
Red	33.2%											
Yellow	9.3%											
Green	2.6%											
3. I would rather spend time online than do things around the house.	<p>3</p>  <table border="1"> <caption>Data for Pie Chart 3</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Red</td> <td>40.9%</td> </tr> <tr> <td>Yellow</td> <td>28.0%</td> </tr> <tr> <td>Blue</td> <td>17.3%</td> </tr> <tr> <td>Green</td> <td>13.7%</td> </tr> </tbody> </table>	Category	Percentage	Red	40.9%	Yellow	28.0%	Blue	17.3%	Green	13.7%	41,7% prefer spending time online than doing things around the house.
Category	Percentage											
Red	40.9%											
Yellow	28.0%											
Blue	17.3%											
Green	13.7%											
4. My performance in school suffers because of the amount of time I spend online.	<p>4</p>  <table border="1"> <caption>Data for Pie Chart 4</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>40.4%</td> </tr> <tr> <td>Red</td> <td>36.8%</td> </tr> <tr> <td>Yellow</td> <td>14.8%</td> </tr> <tr> <td>Green</td> <td>8.0%</td> </tr> </tbody> </table>	Category	Percentage	Blue	40.4%	Red	36.8%	Yellow	14.8%	Green	8.0%	22,8% are saying that their performance at school is suffering because of the amount of time spent online, while only 40,4% are completely sure that the school performance is not affected by the time spent online.
Category	Percentage											
Blue	40.4%											
Red	36.8%											
Yellow	14.8%											
Green	8.0%											
5. People close to me (parents, friends, teachers) are concerned about the amount of time I spend on my smartphone or computer.	<p>5</p>  <table border="1"> <caption>Data for Pie Chart 5</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Blue</td> <td>46.7%</td> </tr> <tr> <td>Red</td> <td>29.7%</td> </tr> <tr> <td>Yellow</td> <td>15.9%</td> </tr> <tr> <td>Green</td> <td>7.7%</td> </tr> </tbody> </table>	Category	Percentage	Blue	46.7%	Red	29.7%	Yellow	15.9%	Green	7.7%	23,6% said that close people are concerned about the time spent on the smartphone or computer.
Category	Percentage											
Blue	46.7%											
Red	29.7%											
Yellow	15.9%											
Green	7.7%											

<p>6. When asked what I do online, I prefer not to answer.</p>	<p>6</p> 	<p>21,1% prefer not to answer when they are asked what they do online, while 29,9% don't have any problem with that.</p>
<p>7. I check my social media, text messages, or emails first thing after waking up.</p>	<p>7</p> 	<p>27,5% are checking their phones as the first thing after waking up for sure and 20,9% are agree with this statement, so 48,4% are in the part of checking phone after waking up.</p>
<p>8. I am bothered when people interrupt me while I am using my computer or smartphone.</p>	<p>8</p> 	<p>16,8% are bothered when people interrupt them while they are using the smartphone or the computer, while 34,9% are not bothered at all.</p>
<p>9. I feel anxious when I do not have my smartphone with me.</p>	<p>9</p> 	<p>33,5% are feeling anxious when they don't have the smartphone with them.</p>
<p>10. I use the internet to escape from my real life.</p>	<p>10</p> 	<p>25,5% said that they are using the internet to escape from their real life.</p>
<p>11. I would be less interesting and happy without access to the internet.</p>	<p>11</p> 	<p>31,1% are saying that they are less interesting and happy without the internet.</p>

<p>12. I would rather stay home and use the internet than go out with friends.</p>	<p>12</p> 	<p>8,8% prefer to stay home using the internet than going out with friends, while 74,5% clearly prefer to go out with friends than staying online at home.</p>
<p>13. I am concerned about missing out on things online when not checking my smartphone.</p>	<p>13</p> 	<p>20,8% have the feeling of missing out things when they are not checking their phones.</p>
<p>14. Do you find yourself looking at your phone or using it more than you realize?</p>	<p>14</p> 	<p>58,8% are finding themselves using the phone more than they realize.</p>
<p>15. Do you try to cut down on your phone use without much success?</p>	<p>15</p> 	<p>42,6% tried to cut down their phone use without much success.</p>
<p>16. Do you sleep with your phone and/or lose sleep due to phone use?</p>	<p>16</p> 	<p>33% are losing sleep because of their phone use.</p>
<p>17. Do you ever feel guilty, sad, or anxious about your phone use?</p>	<p>17</p> 	<p>33% are feeling guilty, sad or anxious about the phone use.</p>

<p>18. Do you spend lots of time thinking about gambling or planning a gambling activity?</p>	<p>18</p> 	<p>6,6% are spending a lot of time thinking or planning a gambling activity.</p>
<p>19. Do you unsuccessfully try to cut back on your gambling?</p>	<p>19</p> 	<p>7,4% tried to cut down their gambling behavior, without success.</p>
<p>20. Do you feel irritable or restless when you try to limit your gambling?</p>	<p>20</p> 	<p>6,8% feel restless when they try to limit their gambling.</p>
<p>21. Do you lie to loved ones about your gambling habits?</p>	<p>21</p> 	<p>3,6% lie to the others about gambling habits.</p>
<p>22. Has gambling interfered with your school, or relationships with family and friends?</p>	<p>22</p> 	<p>7,1% said that gambling interfered with their school, family and friendships.</p>
<p>23. During the past year, have you become more preoccupied with playing video games, studying video game playing, or planning the next opportunity to play?</p>	<p>23</p> 	<p>18,7% became more preoccupied with playing video games.</p>

<p>24. In the past year, have you sometimes tried to limit your own playing?</p>	<p>24</p> 	<p>48,1% tried to limit their own playing.</p>
<p>25. In the past year, have you become restless or irritable when attempting to cut down or stop playing video games?</p>	<p>25</p> 	<p>9,3% became more restless when attempting to cut down their video games playing.</p>
<p>26. In the past year, have you played video games as a way of escaping from problems or bad feelings?</p>	<p>26</p> 	<p>31,3% played video games in the past year, to escape from problems or bad feelings.</p>
<p>27. In the past year, have you ever lied to family or friends about how much you play video games?</p>	<p>27</p> 	<p>11,5% lied to their family or friends about how much they played.</p>

CONCLUSIONS

As a general conclusion, from the behavioral addictions we researched, being online and using the internet/ smartphone is the most important problem, more important than gambling or video gaming, at least on our target group.

What was reflected during the questions, was that in fact, the young people are not preferring to stay online than with friends and the closed ones, but they are using, in a kind of wide procent, online context and games context as ways for escaping from their real life, problems or bad feelings.

A big percent of young people said that checking their smartphone is something that they sleep with and the first thing that they do in the morning when they wake up and they are spending more time than planned or losing the sense of the time using their phone or staying

online (more than half of the respondents). These behaviors, according to their answers, are causing guilt or bad feelings about not having the full control of the time spent online or on games, at the same time with anxiety if they don't have access to phone or internet. Also, staying online a long time has a negative effect on their well-being, as sleep problems (that is a serious psychological issue in teenagers).

RESEARCH ON GOOD PRACTICES IN EDUCATIONAL SYSTEMS

INTRODUCTION

To respond to the needs addressed by the project, the consortium has conducted a joint research on different non-substance addiction prevention systems used in a school context, their impact and main conclusions.

Below you can find the introduction with the specific context of each participating country.

PORTUGAL

In Portugal, an increasingly large number of children and young people are becoming addicted to online games and the internet. With regard to video games, they have developed into a main leisure activity for children and adolescents, whether online or offline. Although investigations are still being carried out by SICAD – Intervention Service in Addictive Behaviors and Dependencies (*Serviço de Intervenção nos Comportamentos Aditivos e nas Dependências*), according to the report prepared for the National Plan for the Reduction of Addictive Behaviors and Dependencies (*Plano Nacional para a Redução dos Comportamentos Aditivos e Dependências*) 2021-2030, in December 2021, the numbers were already high.

The main results were that in each 10 youngsters aged 18:

- 6 are gaming
- 9 are in social media
- 3 began to use internet before they were 10 years old (34%)
- 6 use the internet during 4 hours or more per day (58%)
- 5 use social media during 4 hours or more per day
- 2 search online during 4 hours or more per day
- 1 - 2 are gaming online during 4 hours or more per day
- Less than 1 (10%) is gambling during 4 or more hours per day
- 3 experienced recently 1 of 7 problems related to internet use (28%) mainly being emotionally unwell (16%)

According to the aforementioned report (report for the *Plano Nacional para a Redução dos Comportamentos Aditivos e Dependências 2021-2030*), Internet use has also been a target of concern among adolescents. Generally, the most frequent use by these is for leisure. That is, young consumers use the internet to access social networks, to talk in chats, play games or listen to music. In particular, chatting with friends online is a very frequent activity among adolescents aged 13 to 17 years, being even more common among girls. Between 9 and 17 years old, the activities performed more often on the internet are listening to music (80%), watching videos (78%), communicating with family and friends (75%), accessing a social network (73%). Still on the subject of internet use, some questionnaires were carried out in recent years (before 2022) with young people.

These questionnaires suggested that at age 18, about a quarter of teens participating in National Defense Day had had problems related to internet use in the previous 12 months. These problems increased between 2017 (23%) and 2019 (27%), mainly in girls (SICAD). Generally, in these situations, subjects tend to rely on peers and parents (SICAD).

Also important is to understand that between 2015 and 2019, there was an increase in preventive coverage carried out in schools regarding the risks and dangers associated with addictive behaviors. This increase in the thematic coverage came at the expense of a greater focus on raising awareness of the risks and dangers associated with videogames since, compared to the previous study.

In the school year in which a survey was carried out (2018/2019) or in the previous one (2017/2018), most students (66%) took some course or extracurricular activity in which the risks and problems associated with different behaviors were addressed. Of these, about half saw all four addictive behaviors considered – alcohol, tobacco, illicit drugs, and electronic games – addressed. Recent preventive approaches have focused in roughly the same proportion on tobacco (54%), alcohol (53%) and illicit drugs (52%). In comparison, gaming (43%) stands out as the least addressed among students from a preventive perspective.

ROMANIA

There are many non-governmental institutions that are studying the impact of behavioral addictions on adolescents and they are publishing their results. We also found studies in literature that are focused on internet addiction, computer addiction or gaming in childhood and adolescents. It is clear that these addictions become more and more a concern for the

specialists and for the parents. There were instruments developed to measure different psychological and mental deficits that appear because of these addictions and also their impact on the children's developmental. All the studies revised have the same conclusions: the need of interventions and, mainly, the need of prevention programs, developed especially in schools.

Searching more in the literature about the prevention or intervention programs offered by Romanian organizations, unfortunately, we have found only one that offers prevention programmes, in the form of brochures. PREVENTIS has also support groups and they offer training concerning the child abuse. But they are based on intervention, as the majority of the non-governmental organizations that we found in Romania. It becomes clear that we need to approach prevention more and involve specialists from different social backgrounds.

SPAIN

Nowadays, in Spanish society, young people are increasingly using the Internet as a tool to entertain themselves, in addition to considering it as a way to earn money, through gambling with money. According to the Report on Behavioral Disorders 2022 of the Spanish Observatory of Drugs and Addictions (within the National Plan on Drugs 2021-2024), these practices are increasingly widespread among adolescents. In addition, this report shows that, in 2022, 58.1% of the population between 15 and 64 years had made money bets through the internet and 96.6% of those young people would have used the internet for recreational purposes. On the other hand, in 2021, 20.1% of young people between 14 and 18 years old claimed to have made money bets, while 85.1% claimed to have played video games. To understand the relevance of this type of addiction in today's society, we will differentiate behavioral addictions in several branches, to try to better analyze the significance of these behaviors:

- **Online format games.** According to the ESTUDES survey (2022), aimed at students aged 14 to 18, online gambling consumption has increased from 9.4% in 2019 to 10.3% in 2021. It is important to highlight that online games which are mainly chosen by teenagers are video games, sports betting and electronic sports.
- **Physical format games.** The results of the aforementioned ESTUDES survey (2022) also show that physical games are more frequent among adolescents between 14 and 18 years old. In this case, the difference marked by sex is quite

considerable, being much higher the use of the physical modality in men (22.7% men and 11.6% women). The physical format games that generate more dependence among this group of adolescents are: the lottery, the primitive and the bonoloto.

The final analysis of the aforementioned reports and studies shows that 3.4% of the students will tend to suffer from a problematic addiction to this type of games (any of the above formats). They are not only vulnerable to spending more money for the little knowledge they have about controlling it, but also the practice of these games involve, in many cases, the consumption of other substances such as alcohol or tobacco. In relation to the surveys carried out on people between 15 and 64 years old, the results show that the most alarming danger is among the youngest (14 to 18 years old). As for video games, about 50% of students between these ages play weekly and spend approximately 2 hours a day. Among all students surveyed, it was deduced that 7.1% present or could present a disorder by the compulsive use of these games; therefore, it is important to have an impact on the prevention of this area among the younger students.

Regarding the approach to behavioral addictions in adolescents and their prevention, until a few years ago, most prevention programs were linked to drug use addictions, and it has not been until recently that behavioral addictions have been recognized as a problem or a different situation that must be dealt with in a different way.

Being a new situation, the existing tools for the prevention of behavioral addictions are still few, so most programs are based on informing, although some entities have added different methodologies such as problem-based learning, which may be one of the first steps towards a better prevention of this type of addictions.

ANALYSIS OF EDUCATIONAL SYSTEMS FOR THE PREVENTION OF BEHAVIORAL ADDICTIONS IN SCHOOL CONTEXTS

PORTUGUESE

1. #GERAÇÃO CORDÃO ("CORD GENERATION")

The "#Cord generation" project was born in 2010, from a clinical experience and research carried out in St Mary Hospital (Lisbon) and Higher Institute of Applied Psychology (University) which left a warning for reflection: What is happening with our children and young people in managing their time, their emotions and family and social relationships? Has technology come to be in the middle of this equation, often as a mediator and source of entertainment? Is it important to realize the advantages and disadvantages, as well as help those at risk of developing an online addiction?

The project comprises 3 distinct phases, as a response in the context of promoting the healthy management of the use of technologies, in particular the Internet, and intervention in the Online Addiction:

- phase 1 - application of a research protocol;
- phase 2 - tailor-made training, with young people, teachers, parents and professionals, based on the first phase of evaluation;
- phase 3 - proposal of a mixed therapeutic intervention protocol in the area of behavior management and online addictions, in risk situations.

The 3 phases of the project ensure that the activities are adapted to different groups. Phase 2 is put into practice after a situation diagnosis (phase 1), which can be performed with different samples - young people, parents, teachers, or community in general - in conjunction with the school community or municipalities.

The target group of the project are young people (12-18 years), but also teachers, parents and professionals.

The moments of awareness for the theme can be based on specific data of each sample, which allows the planning of an intervention adapted to each group.

Several Focus groups were held in a logic of co-production participated, with the network community, which allowed to build a guide of good practices for all.

The sustainability of the project is guaranteed once it has been approved by the Portuguese Ministry of Education.

The most notable innovation of this program is its flexible methodology, which can be adapted both to the characteristics and needs of students, and also to the needs and concerns of parents and teachers. It also highlights the intervention, which is carried out in parallel and connected with the students, on the one hand, with families, on the other, and with the teaching staff.

Website/Link: <https://www.geracaocordao.com/projeto>

2. Estou online e agora?" (I'M ONLINE AND NOW?")

The project "I'm online and now?" began in 2017 and continues to this day. It is implemented by UCAD: Operational Unit for Intervention in Addictive Behaviors and Dependencies of the Autonomous Region of Madeira.

Its partner entities are the municipalities of the Autonomous Region of Madeira (Municipalities and Parish Councils), SESARAM, RAM Schools (Regional Directorate of Education), Regional Directorate of Youth, Regional Directorate of Sport, Institute of Social Security of Madeira and other public and private entities/companies.

This project of prevention of addictions without substance, arises in response to requests to UCAD and aims to respond to the needs/ concerns identified by community entities that intervene mainly with young people. It operates in the fields of Community, school, family, work and sports intervention in all municipalities of the Autonomous Region of Madeira.

The intermediate/strategic target population of the project are health, education and social professionals, parents, employees and managers of public and private companies and sports managers. Its final target population are children and adolescents from the Autonomous Region of Madeira.

It is a universal prevention project that aims to prevent the problematic use of the internet and technologies. Its specific objectives are:

- Reflect on the potential and challenges of the internet in the lives of children and young people;
- Raise awareness of misuse of the internet;
- Inform about the psychosocial consequences of substance-free dependencies;

- Train and qualify health, education and social professionals on substance-free addiction;
- Sensitize parents about the influence of technologies in early childhood.

The project is based on different strategies, namely:

- Carrying out information and awareness-raising activities in schools, companies, sports clubs;
- Streamlining webinars, seminars, workshops and campaigns;
- Communication at scientific events;
- Creation and promotion of an annual event to mark World Internet Day;
- Carrying out training actions for professionals in the social, health and education areas;
- Planning of cultural/artistic events (arts - exhibitions, theater, dance);
- Participation in the media (newspapers, television, radio, magazines);
- Creation and dissemination of promotional materials (posters, infographics, bracelets);
- Participation in the study "Online Behaviors and Dependencies: Study of the psychological, social, academic/professional and physical impact on young people and adults", conducted by Ivone Patrão.

Since 2017 the project has involved 4845 people in different actions, namely:

- 69 awareness-raising actions aimed at young people
- 19 awareness-raising actions aimed at technicians
- 29 training sessions for technicians
- 9 awareness-raising actions aimed at parents
- 4 events/conferences

Website/Link:

<https://www.madeira.gov.pt/drs/Estrutura/DRS/Areas/UnidadeOperacionalIntervencaoComportamentosAditivosDependencias>

3. Internet Segura

Introduction: The Internet Segura project aims to combat illegal content, minimize the effects of illegal and harmful content on citizens, promote safe use of the Internet, among others.

The project is the responsibility of a consortium coordinated by the National Cybersecurity Center (*Centro Nacional de Cibersegurança*), located in Lisbon and has as partners: IPDJ,

Foundation for Science and Technology (FCT) and also involves the General Directorate of Education, the Portuguese Association for Victim Support, the Altice Portugal Foundation and Microsoft Portugal. The strategic objectives of Internet Segura are:

- Combating illegal content;
- Minimize the effects of illegal and harmful content on citizens;
- Promoting safe use of the Internet;
- Make society aware of the risks associated with using the Internet.

Addiction type: The addiction present in this project is the addiction to the internet.

Duration of the project/activities: The duration of the project was 10 months.

Target group: The group included in this program was young people aged between 16 and 30.

Description of the activities: The project has four main lines of action:

- Raising awareness of the importance of safe Internet browsing;
- Inform about mechanisms and solutions for safe browsing on the Internet;
- Train citizens and professionals in the safe use of the Internet;
- Operate a hotline for denouncing illegal and/or illegal content by anyone who, in close collaboration with the judicial forces and Internet service providers, speeds up the evaluation of the reported content and the implementation of appropriate measures.

The Portuguese Association for Victim Support is the entity that coordinates the Safe Internet Line. *Linha Internet Segura*, a service from the Safe Internet Center, which includes:

- Enlightenment and citizen support - for safer, responsible and healthier use of the Internet and associated technologies. Accessible through a request for clarification form, free telephone contact 800 21 90 90, and email lineinternetsegura@apav.pt.
- Online illegal content denouncement service - namely Content of Sexual Abuse of Minors, Apology for Racism, Apology for Violence. Accessible through the Report Illegal Content form, free telephone number 800 21 90 90, and email linelinhainternetsegura@apav.pt.

The Linha Internet Segura is open on weekdays from 9:00 am to 9:00 pm. The objectives of the Secure Internet Line are:

- Providing anonymous and confidential telephone or online support, having a system in place to refer serious incidents to the competent authorities when a child appears to be in danger;

- Analyze, discuss and provide results that contribute to awareness strategies in the Safer Internet area.

In pursuit of a better-quality service and greater coverage, the Secure Internet Line has the support of various entities for forwarding and following up contacts whose integrated response in SIAD, allows a response to be given to each situation in conjunction with both the services of proximity to APAV and the referral systems protocolled between APAV and partner entities.

Linha Internet Segura also includes a service for denouncing illegal online content, which provides a set of means through which, and in a completely anonymous manner, it is possible to report potentially illegal content. Complaints received are sorted and analysed by dedicated operators who follow them up: national police authority or international counterpart.

Website/Link: <https://ipdj.gov.pt/-/internet-segura-1>

4. Programme Myself and the Others - 'Eu e os Outros'

Introduction: The Programme Myself and the Others takes an interactive digital narrative format, addresses addictions without substance and problematic internet use. Learn about various topics such as substance use; Substance use - Alcohol; gambling addiction; Eating Disorders; Bullying; risky sexual behavior - teenage pregnancy; school absenteeism; psychosocial risks; road prevention, school dropout. This program was organized by *Internet Segura*, in Portugal.

Addiction type: The addition present in this project is substance use- Alcohol and gambling addiction.

Duration of the project/activities: This programme has been implemented since 2006.

Target group: The group included in the programme are young people aged between 12 and 18.

Description of the activities: During the implementation of the program, were realized awareness-raising actions, psychoeducation were carried out in a school context, and training was also carried out for teachers on the previously mentioned topics.

Impact and evaluation: The project is flexible, as the programme was revised to cover new themes, adjust its image to current trends and adopt strategies that are more suited to the target group.

Website/Link:

<https://www.acorianooriental.pt/noticia/acoresh-alargam-aplicacao-do-programa-de-prevencao-eu-e-os-outros-347425>

5. Digital Well-Being Week

Introduction: “Digital Well-Being Week” is an initiative of the “Agarrados à Net” project, founded by Tito de Moraes and Cristiane Miranda, open to all Portuguese society, which will take place during the first week of May of each year.

Addiction type: The addiction present in the project was addiction to the internet.

Duration of the project/activities: The activities lasted 2 days, in May of 2023.

Target group: The population included in the project were children, young people and adults.

Description of the activities: The first edition of this project included a number of activities:

- 1st International Conference for the Promotion of Digital Well-Being, which this year will be dedicated to preventing and combating excessive and problematic use of screens and online sexual violence against children and young people;
- Resources and information on how families, schools and communities can improve digital well-being (2 days).

Impact and evaluation: The event was held in May of this year and therefore we still do not have access to the results.

Website/Link:

<https://internetsegura.pt/evento/i-conferencia-internacional-de-promocao-do-bem-estar-digital>

6. Dis-Connect.

Introduction: This program aimed to prevent substance-free addictive behaviour (mainly misuse of the internet and electronic devices). This project was implemented by CRI (*Centro de Respostas Integradas*); GNR (*Guarda Nacional Republicana*); PSP (*Polícia de Segurança Pública*); Escola Segura; SNS (*Serviço Nacional de Saúde*); Câmara Municipal de Aveiro; UCC Aveiro (*Unidade de Cuidados na Comunidade*) and URAP.

Addiction type: The addiction present in the project was addiction to the internet.

Target group: The population included in the project were the school community (age 6-10).

Description of the activities: Awareness and psychoeducation actions were carried out in schools.

ROMANIAN

1. Preventis

Introduction: The Preventis Association offers an outpatient recovery program for adolescents and young people (12-30 years old) who either occasionally, experimentally or regularly use substances (drugs, alcohol, medication) or engage in addictive behavior (e.g. gambling, video games). Preventis is a non-governmental association located in Cluj-Napoca, Romania. The recovery program is a collaborative process that combines individual and family therapy, as well as interventions in other systems the consumer is involved in, such as school, work, legal, medical, or spiritual systems.

Addiction type: Substances, Video games, gambling, internet

Duration of the project/activities: This programme has been implemented since 2005 and is still active.

Target group: The group included in the programme are adolescents and young people aged between 13 and 30.

Description of the activities: The Preventis Program aims to liberate children and teenagers from any form of dependency, facilitating their development to their maximum potential. This objective is achieved through four main categories of activities, which are designed to support each individual in seeking the help they need:

- Drug prevention: Every month, they organize addiction prevention campaigns in schools, camps, churches, or various centers, where they reach hundreds of children and teenagers. They utilize games, videos, testimonials, and debates to provide teenagers with accurate and comprehensive information about addictive substances and behaviors, aiming to develop their critical thinking and reinforce their ability to make wise decisions.
- One-on-One Mentoring: CONNECT 1-on-1 is a program aimed at preventing risky health behaviors in children and adolescents (including alcohol or drug consumption). The key to the program lies in finding a suitable mentor for each child, considering the personalities and preferences of both, with the relationship between each child and their mentor being unique. Throughout this process, the mentor serves as a role

model for the child in terms of behavior, attitudes, and reactions, while also attempting to guide the child in areas where they require assistance.

- Counseling, therapy, addiction support group: Young individuals who are engaged in drug use and their families can benefit from individual counseling, family therapy, and collaboration with other specialized services. The therapy program's objective is not only to eliminate the addictive substance/behavior but also to (re)attain a fulfilling and meaningful life experience without drugs or dependencies. Occasionally, at Preventis, a support group for addiction recovery using SMART Recovery® (www.smartrecovery.org) is established. SMART Recovery is a research-based program, an alternative to AA-type groups, which has been successfully implemented in the United States and other countries since 1994.
- Trainings and Education in Addictions: Through seminars, workshops, and addiction education, the program aims to share their accumulated expertise over 15 years in preventing and recovering from addiction among adolescents and young individuals. It is targeted towards parents, teachers, psychologists, school doctors, social workers, and other professionals.

Website/Link: <https://preventis.ro/>

2. Teen Challenge Center Romania

Introduction: The Teen Challenge Center, located in Grădiște, jud, Ilfov, Romania, has a rehabilitation program designed to assist and empower young individuals, starting from the simplest habits (eating habits, day/night rhythm, personal hygiene) to the most complex issues (education, emotional stability, social reintegration, spiritual life, skill and ability development).

The Center aims to create a family-like atmosphere that is greatly needed by the young people, balanced with a professional approach to foster self-esteem and a sense of self-sufficiency in order to break the cycle of addiction, crime, violence, and street life.

Addiction type: Alcohol, Cigarettes, Substances, Video games, gambling, internet etc.

Duration of the project/activities: The Global Teen Challenge center has been operational for 63 years and is still active. The first Teen Challenge center was opened in Romania in the year 2007 and continues to provide support to this days.

Target group: The group included in the programme are adolescents and young people aged between 8 and 30.

Description of the activities: In September 2016, Teen Challenge Romania initiated a Support Group for individuals grappling with addiction, as well as for former addicts (of drugs, alcohol, cigarettes, gambling, or other dependencies). At the Teen Challenge Support Group, participants share their experiences, accomplishments, and hopes with each other, working together to address issues and assist others in overcoming dependencies. The model used in Teen Challenge Support Group meetings follows the Minnesota model, which includes Group Therapy as well as studying the 12 Steps.

They also utilize religious activities such as chapel sessions, Bible reading time, prayer time, and participation in church services.

Website/Link: <https://www.teenchallenge.ro/>

3. Color Mind Clinic

Introduction: The mission of Color Mind Clinic is to provide specialized psychological support to those facing difficulties and to enhance their vitality and well-being. With over 10 years of experience and continuous training in addiction treatment, they have developed tailored, individually calibrated specialized programs that address the whole person.

Within Color Mind Clinic, the Addiction Treatment Program is a comprehensive therapeutic approach that is structured and offered on an outpatient basis. It is built upon therapeutic components that are recognized as the most effective in the current context: motivational interviewing, cognitive-behavioral therapy, relapse prevention, group therapy, psychoeducation, and case management.

Addiction type: alcohol, gambling, psychoactive substances, and computer addiction.

Duration of the project/activities: The Color Mind Clinic was established in 2008 and continues to operate to this day.

Target group: The clinic provides treatment programs for those in need, with a particular focus on adolescents and young individuals.

Description of the activities: They developed the first individualized programs addressing all types of dependencies: alcohol, gambling, psychoactive 'ethnobotanical' substances, computer, etc.:

- The first treatment centers of the National Anti-Drug Agency
- The first team of addiction treatment professionals in Romania
- The first private Methadone substitution treatment program for opioid dependency
- The first private integrated treatment program for gambling addiction

- High level of professionalism supported by the training and experience of specialists and the achieved results.

In ColorMind Clinic's approach, the recovery process involves progressing through stages with clear objectives and tasks. The treatment program will encompass the treatment's purpose, the pursued goals, the specialists' interventions for achieving the objectives, a timeline approximation, and a prognosis.

Impact and evaluation: They have treated over 1,000 patients, yielding the following results:

- 62% of patients who completed the entire drug addiction treatment program were abstinent by the end of the program.
- The satisfaction level of patients who entered treatment programs for gambling, alcohol, or drug addiction was rated as very good or excellent by 91% of them.
- 78% of patients who completed the entire alcohol addiction treatment program were abstinent by the end of the program.
- 61% of those who entered treatment programs for gambling, alcohol, or drug addiction successfully completed the program.
- 79% of patients who completed the entire gambling addiction treatment program reported total abstinence upon completing the treatment.
- 48% of patients who completed the entire gambling addiction treatment program reported total abstinence 12 months after completing treatment.
- 60% of patients in the methadone maintenance program achieved complete abstinence at 1 year after entering treatment.

Website/Link: <https://color-mind.ro/>

4. Aliat Teen

Introduction: Aliat Teen Clinic in central Bucharest is a mental health clinic that provides assessment and treatment for a wide range of issues. It was created as a new, welcoming, and open space for parents and children in need of support in managing adolescence, one of the most challenging periods in life. The clinic also provides assistance in dealing with risky behaviors, including substance use among adolescents.

Addiction type: alcohol, drugs, gambling, online gaming, shopping, social media, etc

Duration of the project/activities: The first Aliat Clinic for teens was opened in Romania at 19 octombrie 2020 and continues to provide support to this days.

Target group: The clinic provides treatment programs for adolescents and young individuals and their parents.

Description of the activities: The clinic provides assessment and treatment for a wide range of issues, primarily focusing on dependencies such as alcohol, drugs, gambling, online gaming, shopping, social media, and more.

Also, they have established an online platform with information for both teenagers and parents, aiming to prevent and assist in addressing the emergence of addictions.

Website/Link: <https://clinica-aliat.ro/> <https://www.adolescentteen.ro/>

5. DARE – Discover Addictions’ Roots through Education

Introduction: A project that has brought preventive addiction education to the forefront as a fundamental ingredient in building healthy relationships among young people. DARE is a follow-up initiative, a project with three phases implemented in Romania and partner countries, namely Turkey, Latvia, Armenia, Bosnia and Herzegovina.

Addiction type: all type of addiction

Duration of the project/activities: The project was written in the year 2020 and concluded in the year 2022.

Target group: The group included in the programme was adolescents and young people aged between 14 and 27.

Description of the activities: The project was implemented in three phases:

1. The first phase consisted of a training course for 18 youth workers, during which we covered both theoretical concepts and non-formal tools for working with adolescents and young adults in addiction prevention.
2. Shortly after the training course, youth workers conducted local testing activities for methods involving the young people they consistently work with.
3. The third phase, namely the youth exchange, provided a genuine opportunity for cultural exploration for the 24 young people and 7 group leaders, as well as an in-depth learning experience about preventive addiction education.

Impact and evaluation: DARE has experienced remarkable success among participants, both young people and youth workers, with implementation stages being substantial and highly transferable.

Website/Link: <https://ipta.ro/2022/12/18/dare-discover-addictions-roots-through-education/>

SPANISH

1. Gambling addiction prevention program.

Introduction: This program was made by the Gaming Council of the Principality of Asturias (autonomic entity) to reduce the number of people with problematic relationships with gambling.

Addiction type: Behavioral addiction, gambling.

Duration of the project/activities: The project goes from 2018 to 2020.

Target group: The target for the program is the entire population at risk of developing a gambling addiction but there's a specific part of the program that focuses on the school community.

Description of the activities: School-based prevention programs that teach social skills and complementary knowledge necessary for the development of healthy behaviors (such as probability, chance or for example how betting works exactly).

Impact and evaluation: There's no information on the impact of the program but the renovation of the program in 2022 until 2024 indicates that it has had a positive effect. Having the tool "AZARIS" (App designed to learn about probability and statistics) and improving it is one of the reasons it has been renewed.

Website/Link:

https://transparencia.asturias.es/documents/291579/1128614/programa_prevenccion_ludopat_ia_2018_2020.pdf/c207a0c5-c561-52a1-98b9-b24f2a2f005e?t=1656935488513

2. "Juego de llaves" (Game of keys)

Introduction: "Juego de llaves" is an Universal prevention program, for schools and families to promote healthy lifestyles and prevent risky behaviors related to addiction with or without substance, developed by Proyecto Hombre association (Spanish national entity).

Addiction type: Drug use and addictive behaviors.

Duration of the project/activities: The program started in 2014, but is still active on the website in case someone wants to carry it out.

Target group: Children in primary school (6-12) and families.

Description of the activities: The program teaches the key competencies: Emotional Management, Cognitive Strategies, Social Interaction, Leisure and Free Time, Health

Education and Values through a methodology based on Problem-Based Learning (PBL) and Service-Learning (ApS).

Impact and evaluation: The results of the evaluation made by the students say that although most of them already had the competencies at some level, they have learned how to improve their lifestyle from the program. The program started in 2014 and being online since 2019, the program has had a lot of actualizations and is still available today proving its replicability.

Website/Link: <https://proyectohombre.es/juego-de-llaves-primaria/>

3. Safe use of the internet

Introduction: The program is within the Trust and Digital Security Plan of the Department of Family and Equal Opportunities by Junta de Castilla y León. It consists of executing training activities, workshops, conferences and meetings on the safe use of the Internet.

Addiction type: Gambling behavior disorders and the problematic use of the ICTs.

Duration of the project/activities: Academic year 2019-2020.

Target group: School community: Students, teachers and families.

Description of the activities: Different workshops, conferences and meetings on the safe use of the Internet.

Impact and evaluation: 85% of the actions programmed were done and the goals were achieved but there isn't any information about the impact of the program. In the Education Website of the Junta de Castilla y León there is now a space with support resources and information. <https://www.educa.jcyl.es/plandeseguridad/es>

Website/Link: <https://familia.jcyl.es/web/es/drogas/accion-coordinada-sobre-adicciones.html>

4. Control@

Introduction: Control@ is a project for health education and prevention of technological addictions developed by the Community Prevention Unit on Addictive Behaviors of Mancomunidad La Vega (local entity), province of Alicante, Spain.

Addiction type: Technological addictions or other risks related to the use of the internet, cell phones, social networks and video games.

Duration of the project/activities: Different courses, activities or workshops since 2013.

Target group: Adolescents and families.

Description of the activities: Some of the activities are: webinars, online scape rooms or interactive workshops.

Impact and evaluation: There are no documents showing specific results of the program, but its continuity over time indicates that it has had a positive effect and that it has demonstrated its sustainability.

Website/Link:

<https://www.mancomunidadlavega.es/atencion-en-la-comunidad/promocion-salud/prevencion-adicciones/programa-control-prevencion-de-riesgos-en-el-uso-de-nuevas-tecnologiasd-internet-y-redes-sociales/>

5. ConRed Cyberbullying Prevention Program

The ConRed program embraces the theory of normative social behavior (Rimal et al. 2005) that has been employed in various action programs to modify juvenile attitudes and behavioral patterns such as alcohol consumption (Borsari and Carey 2000). This theory argues that human behavior and attitudes are heavily influenced by perceived social conventions. Applying the theory of normative social behavior to cyberbullying, adolescents may possibly see much of their own online communication and exchanges of information as quite normal and inevitable, without being aware of the consequences of their conduct.

ConRed stresses the importance of critical awareness regarding the compulsive use of the internet and social networks, the naivety and mistakenly of believing that one has total control over the personal information uploaded to cyber-environments, and the negative consequences of misusing language online.

Although the approach was “holistic,” taking into consideration all three social groups in the school community – students, teachers and families –, the most important element was the work carried out with the students, who received training sessions conducted by external experts (the researchers). The experts worked in collaboration with each school’s school climate planning team for three months.

The work carried out with the students was aimed at:

- Improving the schoolchildren’s ICT usage habits, especially those related to controlling personal information as a form of reducing vulnerability;

- Raising their awareness of time spent using ICTs, especially excessive time devoted to internet activities, and the risk of addiction;
- Analyzing the morally unjust, unhealthy nature of cyberbullying and the risks facing victims of abuse perpetrated via digital devices.

The ConRed program concentrated on working directly with the schoolchildren. Over a period of three months, weekly contact was maintained with the participating schools and eight classroom sessions were conducted. These sessions were structured to form three units:

- a) The internet and social networks unit focused on the importance of privacy and control over shared content and processes and highlighted the negative consequences of failing to control or establish safety measures in online communication processes;
- b) In the unit on the benefits of using the internet and social networks healthily and intelligently, students were taught to improve their technical skills, to prioritize prosocial spaces and practices, and to exercise moral awareness and fairness by avoiding and reporting cyberbullying;
- c) The unit on dealing with the problems that may arise if the internet and social networks are used in a naive or malicious manner provided students with strategies for addressing the problems associated with inappropriate, irresponsible usage, with special attention being paid to the prevention of cyberbullying and internet addiction (abuse).

The same content was addressed in two sessions with the teachers and in one session with the students' families.

Concurrently with this direct intervention involving students, teachers, and families, the ConRed program also implemented an awareness-raising campaign, using materials like leaflets, posters, stickers, bookmarks, etc., to support the continuity of the measures being taken in the schools. Simple, clear messages were presented, providing information about how to use the internet and social networks correctly and how to prevent the risks that may be encountered if such resources are used inappropriately.

The sample comprised 893 students at secondary schools in the city of Cordoba, Spain: 595 (45% female) in the experimental group and 298 (47.6% female) in the control group. The students' ages ranged from 11 to 19 years. Three schools were chosen for the program: 2 of them were public schools (one with relatively high socioeconomic indicators, the other less

so); the 3rd was a private school. At each school a meeting was arranged with management and the person in charge of improving school climate and the nature, objectives, and implementation conditions of the ConRed program were explained.

The program researchers also agreed with the schools which classes would take part as the experimental and control groups. The experimental group was larger at the specific insistence of the managements of the participating schools.

The program was evaluated with a quasi-experimental, ex post facto, longitudinal design, with pre-post measurement, covering two groups (one experimental and one quasi-control).

The ConRed program produced positive results with regard to the three main objectives: the experimental group showed a noticeable global improvement both in comparison with the control group and in the pre-post measurement.

With regard to the first objective, there was a significant decrease in perception of control over personal information on the internet and in social networks. The authors interpret this as an increase in awareness of the risks that may affect personal information and of the need to enhance safety measures to protect private content made available on the internet.

With regard to the second objective, that of training for healthier online behavior, the decrease in addiction-related problems differed between boys and girls. Among boys, there was a significant decrease in the need to be online interacting with others on social networks (interpersonal addiction), whereas the girls maintained higher levels of frequency of online communication with others and their behavior was not significantly modified by ConRed.

The drop in cyberbullying, in terms of both aggression and victimization, proves that ConRed successfully achieved objective three.

The evaluation shows that risk awareness and the training of teachers and parents to monitor and guide youth behavior reduce high risk conduct, induce the taking of precautionary measures, and encourage protective attitudes in online activity.

Although the overall evaluation of ConRed as an action program was positive with regard to its proposed objectives, attention must be drawn to some limitations: since the program was implemented by the researchers themselves working directly with schoolchildren, teachers, and families, ConRed still lacks a mechanism by which responsibility for training can be transferred to the members of the school community. This would give education agents the autonomy to directly implement the program themselves. The main limitation of the research

design was that the experimental and control groups came from the same schools, with the consequent risk of contamination.

<https://idus.us.es/handle/11441/73655>

6. CUBILETE Program

The program "CUBILETE", carried out by the Association of Ludópatas Jienenses in Rehabilitation (ALUJER, local entity), was developed in the town of Jaén, in the Autonomous Community of Andalusia, Spain.

"CUBILETE" aims to prevent gambling disorders (sports betting, poker, roulette...) and other behavioral addictions in adolescents, such as addiction to mobile phones, the Internet, social networks and new technologies.

This programme was launched in 2008 and has been sustained over time, as it is now ongoing. In addition, "CUBILETE" has expanded to the province of Granada (in Andalusia, Spain) and is updated year after year, as users' needs vary.

More than 1500 students (each year) in 5th and 6th grade have benefited from the program, as well as students in secondary school.

This program offers 3 sessions of 1 hour: one for families, one for teachers and one for students. Thanks to its flexible methodology, students' behaviors can be observed and thus, the program adapts to the particular characteristics of these: For example, the contents can be presented orally to stimulate the participation of young people/s, open debate and, therefore, know the views of these.

As a result of the program, we can highlight that reduced the vulnerability of students to be convinced/as by third parties, participation in gambling and online gambling behaviors over the phone. As for the frequency of use of the mobile, students recognized spending too much time with their phones, which, thanks to this program, generated a greater awareness of the student population about this problem. There was also a significant reduction in the general consumption of the students, in terms of the use of computers, mobile applications, online games and bets, slot machines, etc. In addition, the monthly expenditure of these young people produced by the mobile was reduced.

One of the most remarkable things about this program is that it has been renewed, as it was replicated year after year. Based on a flexible methodology, it has been possible to adapt it not only to the characteristics and needs of the students, but also to those of families and teachers/s. Therefore, we can conclude that this program has improved the ability of students to not give in to the temptation of third parties to play and feed their addiction, which generates a reduction in the percentage of play among participants/as.

Access to website: <https://www.alujer.org/programa-cubilete-2019/>

7. CLICKEANDO Prevention program of problematic use of the Internet and social networks

The program "CLICKEANDO", carried out by the City of Valencia (Spain)

It is aimed at preventing the problematic use of the Internet and social networks, aiming to promote preventive activities in the school environment, involving families, teachers and students, as well as encouraging the development of educational and training skills in families, with the aim of preventing substance use and other addictive disorders.

This program is carried out during the school year and has benefited more than 16,000 students of primary, secondary, training cycles, as well as teachers and families of these/ as.

"CLICKEANDO" began to be implemented in 2012 and is currently being developed every school year in the province of Valencia. The methodology is active and participatory, making use of group and interactive dynamics, and working based on the experiences of the participants/. The results of this program are very beneficial, since, thanks to him, the students have reduced the level of dependence and the difficulties to control the mobile. In addition, participants' awareness of how to enjoy their free time and the skills that families need to understand their children's/children's needs regarding Internet use has improved.

It is a very innovative program because it uses good awareness campaigns for teachers/families and/or to get students involved voluntarily. Therefore, by way of conclusion on this preventive programme, it can be said that thanks to it, dependence on the use of mobile phones has been reduced and on the other hand, The capacities of the/family

members to understand the importance of the Internet in today's world and the needs of adolescents in this regard have been increased.

Access to website:

https://www.observatoriodenfeccion.es/ficherosoia/documents/5693_d_Clickeando.pdf

8. CONTROLA'T Program

The "CONTROL 'T" programme has been developed on the island of Ibiza (Spain), by a local authority of the Consell Insular d'Eivissa.

The purpose of this programme is to address the risks related to the misuse of new technologies (Internet, video games, mobile...) in 4th, 5th and 6th grade students and their families.

In "CONTROL 'T" more than 1300 students and 900 families participate, through 5 sessions to encourage the active participation of the students and a training session for families. This program was implemented in 2012 but is currently being developed not only in Ibiza, but in different places in the Balearic Islands.

It is a program that is updated over time, as well as its educational tool "Es-TIC" is updated. Its activities are based on a dossier of 5 interactive sheets with which students/s work, in addition to using videos related to each activity. This shows that their methodology is more or less flexible, depending on how each sheet is worked.

There are no written results on the website from which we have obtained the information, but the fact that it has been maintained over the years and that it has been replicated in various parts of the Spanish territory allows us to affirm that the results are positive. The most outstanding innovation of this program is its educational tool "Es-TIC", which collects preventive resources with which teachers can work different aspects related to ICT.

Access to the website: <https://www.programacontrolat.com/es/index.php>

9. ON - OFF Program

The "ON - OFF" program has been developed by local entities throughout Spain, such as the Navarra PDS Association (Promotion and Social Development), the Alborada Association (Galicia) and the IREFREA Association (Balearic Islands). This programme has been financed by the Government Delegation for the National Drug Plan 2021-2024.

"ON - OFF" has a dual objective: on the one hand, to promote the good use of information and communication technologies (ICTs); and, on the other hand, to prevent the problems associated with the misuse of ICTs.

The program is aimed at students of 1st, 2nd and 3rd ESO and, although there are no fixed number of beneficiaries/s, it can be affirmed by its replicability that they are numerous/as. In addition, when referring to the target group of this program, no other characteristics, qualities or abilities of the participants (only those between 12 and 14 years old) are specified; therefore, "ON - OFF" is open to anyone in that age range. The program is based on 5 days of exhibition of posters and 4 activities (it is advisable to do them on different days), 90 minutes each activity.

This program was implemented in Navarre in 2019 and has now been replicated in many other Autonomous Communities in Spain, such as Asturias or Andalusia. It is not only ongoing, but is continuously updated and working from a gender perspective. It is a program that has an exhibition of 10 posters for adolescents/girls, families and teachers to reflect on aspects related to the use of ICT (in addition to the 4 activities for students/students).

The exact results of this program are not recorded in the different documents and web pages from which the information has been collected, but the fact that it has been replicated elsewhere (in addition to continuing to be carried out after several years) shows that the results are positive. Finally, by way of conclusion, its replicability is a clear sign of its effectiveness.

Access to the website:

http://www.navarra.es/home_es/Gobierno+de+Navarra/Organigrama/Los+departamentos/Salud/Organigrama/Estructura+Organica/Instituto+Navarro+de+Salud+Publica/Publicaciones/Planes+estrategicos/Plan+Foral+de+Drogodependencias/OnOff.htm?NRMODE=Published

10. TICS Project

The "TIC'S" program has been developed in Spain, by the Orainprebentzioa Association (local authority) of Donostia, San Sebastián.

"TIC'S" aims to train professionals, through the acquisition of knowledge and skills to address risk-related difficulties in ICT management and directly impact the use of children towards them; that is, it is a digital platform that seeks risk prevention and the good use of new technologies.

The fact that it is a digital platform that is updated as necessary, makes this program not have a fixed duration: in this way, the target group that adheres to this program can take advantage of the flexibility of the digital platform to carry out its activities whenever it considers it appropriate.

The aforementioned target group are: teachers, families and students of Primary, Secondary and FP of more than 30 training courses, in different schools. This program was implemented in 2015 and is currently being developed for all adolescents who are willing to participate and who meet the age requirement (which is the only existing requirement to participate in this program).

There are no written results on the different documents and websites from which we collect the information, but the fact that it has been reproduced elsewhere (added to the fact that it continues to be carried out, after several years) shows that the results are positive.

The creation of its own digital platform makes "TIC'S" an innovative program that, in addition, provides support and guidance to teachers, families and younger students. It is a very comprehensive prevention program, as it focuses not only on the prevention of students, but also on the support of their families and teachers.

Access to the website: <https://www.orainteknologiberriak.es/es/>

11. QTJ? Qué te juegas?

The program "QTJ? (Qué te juegas?)" was developed in Spain by the Department of Universal Health and Public Health of the Valencian Community and the Ministry of Health of the Region of Murcia.

The objective of this program is to encourage critical attitude and anti-play before teenagers have their first experiences of play; in this way, it contributes to delay the age of onset, avoiding or reducing the presence of beliefs favorable to the game, expectations of success and perception of low risk.

More than 1,000 students (330 teenagers in the first time and 707 students in the second) in the 2nd, 3rd and 4th years of ESO and 1st in the Baccalaureate of dozens of schools have participated in this program.

The program "QTJ?" is based on 4 sessions, 50 minutes each. This program was implemented in 2017 for the first time and replicated a second time in 2021.

The results showed a reduction in the frequency and intent of gambling and illusion about controlling the odds of winnings, at the same time increased the perception of risk and therefore, the intention to bet was reduced, their self-efficacy not to bet on social pressure, their ability to analyze misleading advertising about gambling and their knowledge of probabilistic calculation were also aspects in which participants improved. The results were positive due to its flexible methodology and the fact that, in addition, the program offers support material for a tutorial or a brainstorming session even a month after the development of the program.

The most noteworthy innovation of the "QTJ?" programme is the comprehensive review from a gender perspective. In addition, by having a flexible methodology, it is possible to adjust the intervention to the needs of the adolescents and to identify possible early errors in the approach or development of the program. In conclusion, the results in terms of play and perception of the risk of it in adolescents/s were very positive.

Access to the website: <http://www.e-drogas.es/ServletDocument?document=3242>

12. Ludens: A Gambling Addiction Prevention Program Based on the Principles of Ethical Gambling

Introduction: Ludens is a gambling addiction prevention program that has four goals: to inform participants about gambling and gambling addiction; sensitize participants to the health risk of gambling, especially addiction; promote a change in attitude towards gambling; and warn participants about risky behaviors that can lead to addiction. This project was realized in University of Valencia, in Spain.

Addiction type: The addiction present in study was gambling.

Duration of the project/activities: The prevention program was implemented during 2017 to 2019.

Target group: The group included in study was adolescents between 14-19 years.

Description of the activities: Fourteen psychologists presented it to 2,372 adolescents (48.8% female, 51.2% male) aged between 14 and 19 years, none of whom were university students, recruited from 42 secondary schools Spanish in 132 groups of different courses. The main dependent variables analyzed were monthly frequencies of gambling, risky gambling and gambling addiction (as measured by the National Opinion Research Center DSM-IV Screen for Gambling Problems, adapted to diagnose gambling disorder according to the DSM-5, in which pathological gambling is considered an addictive disorder). Given that all gamblers were teenagers (most were minors), fulfillment of 1 to 3 of the DSM-5 diagnostic criteria was considered to indicate a risk for problem gambling.

Impact and evaluation: After the administration of Ludens, statistically significant reductions were observed in the three variables of interest: monthly gambling frequency, percentage of adolescents with risky gambling and percentage of adolescents with gambling disorder. The results were analyzed by sex and age (younger vs. adolescents between 18 and 19 years old). The results obtained after the application of the prevention program indicate that Ludens is effective as a universal prevention program for gambling addiction.

Website/Link: <https://pubmed.ncbi.nlm.nih.gov/34424447/>

EUROPEAN

1. The Young Peoples Gambling Harms Prevention Programme (GB)

Introduction: Beacon Counseling Trust (BCT) (national entity), working in partnership with Gamcare, have been commissioned to spearhead the delivery of free gambling related harm workshops across the north of the United Kingdom.

Addiction type: Gambling addiction and the harms that could come because of it.

Duration of the project/activities: Academic year 2019-20

Target group: Young people aged 11- 19

Description of the activities: Workshops for students and for teachers, juvenile workers, health workers... addressing the risks associated with gambling related harms.

Impact and evaluation: The feedback received is all positive with a big percentage of the students saying it has been very helpful and illuminating on the problems of gambling and where to get help. The program has been carried out in many schools throughout the UK in different level classrooms with very positive feedback and replicability practically assured.

Website/Link

<https://beaconcounsellingtrust.co.uk/young-peoples-gambling-harms-prevention-programme/>

2. PROTECT (DE)

PROTECT is a preventive intervention program carried out in Germany by Pädagogische Hochschule Heidelberg (University). The reduction of prevalence rates of Internet Use Disorder (IUD) and its effective treatment are at high priority in both public health and educational policies in the country. School-based preventive interventions facilitate a low-threshold approach for individuals with IUD, who are typically characterized by high therapy avoidance. Moreover, indicated approaches which target adolescents at high-risk show larger effects than universal prevention programs. Simultaneously, they reduce unnecessary burden for the majority of high-school students that is not at-risk.

The PROTECT group intervention for indicated prevention of IUD in school settings was developed based on these preventive strategies between October 1st 2015 and September 30th 2018.

Three-hundred and forty adolescents, aged 12–18 years, from 40 secondary schools in Germany, screened for high-risk of IUD onset, are randomly assigned to a) PROTECT preventive intervention group or b) assessment only control group.

Participants are randomly assigned to one of two conditions: an intervention group that receives the preventive intervention PROTECT and an assessment-only control group. Participants were recruited from high schools from September 2015 to December 2016. Before enrolment, an anonymous screening procedure using the Compulsive Internet Use Scale identified students at-risk for IUD. All participants were excluded who meet DSM-5 criteria for IGD at baseline, extended to both gaming and non gaming internet activities. Moreover, participants meeting criteria for comorbid depression or anxiety disorder were excluded.

The indicated preventive intervention PROTECT follows the APA-guidelines for psychological prevention, i.e., it is theory- and evidence-based and addresses both risk-reduction and strength-promotion, it considers current research and epidemiology and ethical standards such as professional secrecy and is designed as a systemic intervention at the school-level. It is expected that the intervention decreases risk of IUD onset (incidence rate).

The preventive intervention group participates in the PROTECT training in groups of 6 to 10 adolescents for 4 subsequent weekly sessions (90 min). The group intervention was delivered by a team of two experienced professionals who completed a PROTECT intervention delivery training. One of the trainers delivering the intervention was a graduated psychologist. The trainers were regularly supervised in team meetings.

The preventive short intervention PROTECT for group settings comprises 4 modules focusing in:

- 1) Boredom and motivational problems
- 2) Procrastination and performance anxiety
- 3) Social interaction
- 4) Emotion regulation.

Rational-emotive stories were used to illustrate possible pathways to IUD. Subsequently, dysfunctional beliefs, behaviors and emotional dysregulations were addressed by the above mentioned CB-therapy techniques.

Questionnaires assessing behavioral and psychological outcomes were completed at school during class hours.

Beyond psychometric data, clinical outcomes at 12-months follow-up were assessed in a clinical interview by a blinded rater.

A total of 422 at-risk adolescents were randomized to either the PROTECT intervention group (n = 167) or the assessment-only control group (n = 255) and were included in the symptom severity analyses. Compared with the control group, the PROTECT group showed a significantly greater reduction in symptom severity of gaming disorder or unspecified internet use disorder, reflecting a 39.8% vs 27.7% reduction of symptoms with an effect size of Cohen d = 0.67 (baseline vs 12-month follow-up) for the PROTECT group. The PROTECT group showed a significantly greater decrease in procrastination over 12 months, but no significant differences were found for other secondary outcomes.

Results of this trial showed that the PROTECT intervention effectively reduced symptoms of gaming disorder and unspecified internet use disorder over 12 months. The intervention did not change incidence rates of gaming disorder or unspecified internet use disorder.

Website/Link:

<https://ichgcp.net/clinical-trials-registry/publications/225429-effectiveness-of-cognitive-behavioral-therapy-based-intervention-in-preventing-gaming-disorder-and>

3. Action-Research Intervention for the Prevention of the Internet Addiction (IT)

Current literature shows number of papers focusing on Internet Addiction (IA). However, few authors have dealt with the prevention programme.

Authors from Italy developed an action-research intervention for the prevention of Internet Addiction (IA) in schools.

According to a field study, a pre-experimental research design model was applied. It used the non-probability sampling technique of snowball sampling and balanced the population for gender (45 females and 45 males, all 13 years old), coming from ten different high schools of Naples's province. One volunteer for each school worked to recruit another and so on. Ten-peer group was built.

The Internet Addiction Test (IAT), created by Young, was used as a screening tool for IA and was administered collectively before and after the intervention. It consisted of 20 items that assessed the use of Internet in different spheres of life through a Likert scale. The scores are classified into three levels of dependency: mild (20-49), moderate (50-79), and severe (80-100) IA [7]. The IAT scores were analyzed using a paired samples t-test.

The intervention involved the use of active methods (e.g., brainstorming, circle time, role playing, tutoring, peer action).

The students were asked to create a video for their peers to prevent IA in their school.

The research intervention was conducted for one year, with weekly three-hour sessions by a clinical psychology and medical public health team. The work on small groups and on plenary sessions were interspersed due to activities.

The results show a considerable reduction of the IAT scores: the percentage of the severe level decreases from 4% to 2,2%, the moderate level from 62% to 42.3%; the mild level increases from 34% to 55.5%. The statistical analysis highlights how the mean IAT scores for the males was significantly lower in the post-test compared to the pre-test. Similar results were observed in the females. In addition, no statistically significant difference was seen by comparing the mean IAT scores of the males and females in the pre-test or the post-test. Finally, when the males and females were considered together, the mean IAT post-test score was statistically lower compared to the pre-test mean, which suggests there was an improvement that can be attributed to the intervention.

The authors interpreted these findings as strictly related to the intersubjective experience the students have taken part in: the setting proposed new discourses which were able to allow a critical thinking on one's own relationship with the Internet and a stronger commitment to understand the meanings of one's own involvement as well as that of our peers. In their opinion, the creative dimension between peers has helped to build a solid commitment by the teenagers, free to use their skills on technologies and make them protagonists of their change. On the other hand, in so doing, technologies have been placed into a virtuous circle. In fact, mobile phones, computers and software were the means to think about the way students relate to these tools and the potential harm to their overuse.

However the authors didn't excluded the possibility that the results could be an expression of other latent or unexplored factors. For example, they could reflect how social desirability has played a role in the answers provided by the students at the end of the intervention. The lack

of a control group and a follow-up limits the understanding of the effects of the work carried out so far.

Website/Link: <https://riviste.unimi.it/index.php/ebph/article/view/17635/15499>

4. Peer-Training About Secure Internet Use on Adolescent (TR)

A peer training about secure internet use on adolescents in Turkey was conducted with 825 students enrolled at two elementary schools in Mersin.

This study was conducted during the 2009-2010 academic year with students enrolled in the 6th, 7th and 8th grades of two elementary schools, Mersin, Turkey. The ages of the 825 students ranged between 13 and 15, and 410 students (198 female and 212 male) were in the experimental group, whereas 415 (213 female and 202 male) were in the control group. Control and experimental groups were formed based on students' age, sex, socio-economic status, academic success and pre-test scores received on the Internet Use Habit Scale (IUHS).

The data on internet use habits were collected using the Internet Use Habits Scale developed by Yılmazhan-Gültutan (2007).

Within the scope of study, the researchers developed peer-training program which covers the topics of peer education, communication skills and internet use according to the National Peer Helpers Association's programmatic standards (NPHA, 2002).

The program covered the 10 peer trainer training sessions, along with the supervision sessions and peer trainers' presentations. The peer training program consisted of topics such as getting to know each other, group rules, responsibilities of peer trainers, ethics, the psychological support process, developing communicative skills, self-knowledge, developing presentation skills, and obtaining information about secure internet use. The ones, who completed the training program successfully, were entitled to be peer trainers.

The peer educator group underwent a 10-session peer-education program (90-minute).

In addition to the 12 peer-trainers (8 female, 4 male, ages 14-15) who underwent the training informed their peers in two 40-minute sessions. The studies of peer-trainers were supported by supervision sessions. The participants were volunteering students. In those two 40-minute sessions they informed their peers about answers to the following questions: What is the internet? What activities can be performed on the internet? What are the

drawbacks of excessive internet use? What is internet addiction? How can security programs be used?

The results showed that the peer training was beneficial to the students who underwent the training because their internet use was affected in a positive way. Furthermore, when compared to the group who did not take the training, a significant positive difference was observed in the trained group.

In this study, the “pre-test, post-test control group” experimental design was used.

There was a statistically significant positive difference in the experimental group when comparing the Internet Use Habit Scale pre- and post-tests total scores. The internet use of students who participated in the peer training was reduced. The presentations that peer trainers gave about internet use had an impact on the students.

Both groups were considered equal in terms of their internet use prior to the peer training. However, a significant difference in favor of the experimental group was observed when the Internet Use Habit Scale post-test scores were compared.

As expected, the first and second findings showed that the internet use of students who participated in the peer training was reduced and no change was observed in the internet use habits of the control group. These findings support the research’s third findings. The third findings showed that the peer training was beneficial to the students who underwent the training because their internet use was affected in a positive way. Furthermore, when compared to the group who did not take the training, a significant positive difference was observed in the trained group.

Website/Link: <https://dergipark.org.tr/tr/download/article-file/200072>

5. Responding to and Reducing Gambling Problems Studies (REGAPS): (SE)

Introduction: This programme offers an overall coverage of topics of immediate interest in Swedish gambling research today, based on five different work packages. The project was coordinated by Jenny Cisneros Örnberg is associate professor in political science and Deputy Head of Department.

Addiction type: The addiction included in this project was gambling.

Duration of the project/activities: The duration of the project is 01/01/2017 to 31/12/2023.

Target group: The population present in the project are adolescents and adults.

Description of the activities: This project is divided into 5 phases (REGAPS - Work packages):

- WP 1. Experiences, formation of and obstacles for help-seeking in the case of gambling problems
- WP 2. Measurement: screening, problem characterization and treatment follow-up
- WP 3. Problem gambling and psychiatric comorbidity – a matter of gender and socio-demographic status
- WP 4. Swedish gambling policy development and impact
- WP 5. International comparisons and cooperation.

Impact and evaluation: This project is still in progress and therefore there are no results yet. We can't even understand its impact on society.

Website/Link:

Project Page:

<https://www.su.se/english/research/research-projects/responding-to-and-reducing-gambling-problems-studies-regaps?open-collapse-boxes=research-project-description,research-project-publications,research-project-members>

Publications:

http://su.diva-portal.org/smash/resultList.jsf?aq2=%5B%5B%5D%5D&af=%5B%5D&searchType=RESEARCH&sortOrder2=title_sort_asc&query=&language=en&aq=%5B%5B%7B%22freeText%22%3A%22REGAPS%22%7D%5D%5D&sf=all&aq=%5B%5D&sortOrder=dateIssued_sort_desc&onlyFullText=false&noOfRows=50&dswid=8838

6. The Efficacy of a Gambling Prevention Program Among High-School Students (GB & PT)

Introduction: The present study evaluated the effectiveness of an integrative intervention to prevent youth problem gambling based on a multidimensional set of factors including gambling-related knowledge, misconceptions, attitudes, frequency of gambling, amount of money spent, total hours spent gambling per week and sensation seeking. This study was realized by Nottingham Trent University and ISCTE – CIS/IUL, in United Kingdom and Portugal, respectively.

Addiction type: The addiction present in study is gambling.

Duration of the project/activities: The duration of project was December 2016 to

Target group: The group included in project was youngsters between 14 and 20 years.

Description of the activities: A pre and post-test was carried out with 111 Portuguese high school students, randomly divided into two groups (experimental and control).

Impact and evaluation: The results showed that the intervention was effective in improving correct knowledge about the game, reducing misconceptions and attitudes and decreasing the total hours spent playing the game per week. The intervention was also effective in reducing the number of at-risk/problem gamblers during the study period. Furthermore, these findings remained stable after a 6-week follow-up. Overall, the intervention program appears to be effective in correcting some gambling-related behaviors and provides suggestions for future interventions.

Website/Link: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7214490/>

7. Outpatient Clinic for Behavioral Addictions (DE)

Introduction: It is the department of University Medical Centre Mainz and it offers outpatient group therapy with focus on pathological gambling for adults; outpatient group therapy for Internet-related Disorders (Computer Game Addiction, Social Media Addiction and Online Sex Addiction) in adults; Behavioral therapy concept including interactional relationship building Problem-solving training, development of alternative behavior, relapse prevention, exposure training, role-playing (exercises in verbal/non-verbal communication), skills training; counseling sessions for adult relatives of adolescent gambling and computer game addicts. There is also the possibility of self-testing the gambling behavior.

It is situated in Main, Germany.

Addiction type It addresses the following addictions:: computer games, social media, online sex addiction, internet-related disorders, gambling

Duration of the project/activities: It is a permanent center.

Target group: The target groups are adolescents and adults.

Description of the activities: The activities consist in group therapy, trainings and counseling sessions.

Website/Link

https://www.emcdda.europa.eu/best-practice/xchange/rebound-media-based-life-skills-and-ri-sk-education-programme-14-25-year-olds-school-settings_en

8. REBOUND (DE)

Introduction: The program is presented by the The European Monitoring Centre for Drugs and Drug Addiction (EMCDDA), developed by researchers from Germany. REBOUND is a media-based life skills and risk education programme developed for 14 – 25 year-olds in school, university or youth groups in school settings. The programme is based on cooperative learning; it is facilitated by teachers and other professionals, and supported by peer mentors. It aims to promote risk competence and positive norm-building in social groups.

Addiction type: It addresses alcohol and drug addiction

Duration of the project/activities:2019-2020

Target group: 14-25 years old

Description of the activities: REBOUND seeks to build positive developmental assets such as cognitive and emotional competence, self-perception of one's strengths and self-efficacy. Moreover it seeks to strengthen autonomous decision-making, positive group norms, and risk awareness. It aims to intervene at the experimentation phase in users, and to strengthen abstinence values in non-users.

Impact and evaluation: Overall significant lower incidence rated of drunkenness, improved knowledge about psychoactive substances, lower personal and general tobacco risk perception among users and lower general tobacco and cannabis risk perception in non-users. The new version will include an e-health intervention.

Website/Link

https://www.emcdda.europa.eu/best-practice/xchange/rebound-media-based-life-skills-and-risk-education-programme-14-25-year-olds-school-settings_en

9. IBiZ-CIntED (DE)

Introduction: The purpose of the IBiZ-CIntED Project is to give young people with addictive disorders a chance for integration into society through clinically informed, evidence-based educational intervention. The IBiZ-CIntED project was verbally supported by ministers and ministries of the Free State of Bavaria, by the Committee of Education (Bildungsausschuß) and the Committee for Social Affairs (Sozialaus-schuß) of the Bavarian Parliament, by the representatives for drug affairs of the District Administration of Upper Bavaria and of the city of Munich as well as by most Bavarian drug therapy institutions.

Addiction type: It addresses substance use disorders (related to illegal drugs, pharmaceuticals, chemicals, alcohol), gambling addiction, anorexia nervosa, workaholism and similar conditions.

Duration of the project/activities: 2000-2002

Target group: 16-35 years old

Description of the activities: The IBiZ-CIntED project has developed an integrated new approach to overcome addiction related handicaps after cure and therapy by using effective and scientifically tried and tested educational measures which are generally neglected in formal school education.

The IBiZ-CIntED project is based on a combination of highly effective creativity training, learning of craftsmanship and formal education.

The size of the working groups is equivalent to that in therapeutic settings.

Regular practical training sessions in business and crafts are part of the curriculum.

Impact and evaluation: Overall significant lower incidence rated of drunkenness, improved knowledge about psychoactive substances, lower personal and general tobacco risk perception among users and lower general tobacco and cannabis risk perception in non-users. The new version will include an e-health intervention.

Website/Link: <http://www.ibiz.de/ev1.htm>

10. Healthy Schools and Drugs (NL)

Introduction: Healthy Schools and Drugs is a Dutch school-based drug prevention programme, developed in Netherlands, by Trimbos Institute, that consists of five major components which are adopted and implemented over a 3 year period: a coordination committee (coordinates activities), educational lessons for 12-15 year old (only three lessons each year), school regulations, early detection in school and parent involvement.

HSD is based on the ASE model (Attitude, Social influence, Self-efficacy) which is derived from the theory of planned behavior (Ajzen & Fishbein 1990), Bandura's social cognitive theory (Bandura 1996) and McGuire's model of behavioral change (McGuire 1985). This model explains intention of and behavior by distinguishing three main determinants: attitude (a person's judgment of possible behavior), social influence (composed of opinions and expectations others have towards the behavior) and self-efficacy (Cuijpers et al. 2002).

Addiction type: It addresses substance addiction.

Duration of the project/activities: last reviewed in 2020

Target group: 11-15 years

Description of the activities: The core components consist of three classroom based sessions for juniors during three consecutive years. Juniors received information on the substances and their use (respectively tobacco, alcohol and cannabis over the course of three years), were encouraged to reflect on their own attitude towards drug use, adjust their risk perception, understand the role of peer pressure and their own social competence (i.e. self-esteem, refusal skills) in relation to starting or experimenting with drugs. Finally, students were encouraged to improve their decision-making skills. The HSD programme adapted for special education (HSD-SE) included a series of eight classroom lessons, supported by teacher training and booklets for students with language levels adapted to the reading skills of the students.

Impact and evaluation: The programme has been evaluated in one cluster-randomized trial (RCT) and in one quasi-experimental design in The Netherlands. An adapted version for special education students was studied in a quasi-experimental trial. The primary outcomes were self-reported frequency of and lifetime use of tobacco, alcohol and marijuana. Two years after the start of the intervention, only effects on alcohol use were found. There was no clear evidence for any effects on attitude towards substance use and on self-efficacy. The following evaluations show the need for further research.

Website/Link

https://www.emcdda.europa.eu/best-practice/xchange/healthy-schools-drugs-school-based-prevention-programme-education-school-regulations-and-early-detection-components_en#impexp

11. Unplugged (IT)

Introduction: The school curriculum, “Unplugged,” originally created in Italy, is based on a social influence approach and addresses social and personal skills, knowledge, and normative beliefs. It consists of 12 one-hour interactive sessions delivered by teachers. The curriculum consists of 12 one-hour units taught once a week by class teachers who have previously attended a 2.5-day training course.

Addiction type: It is aimed to be a program with the aim of prevention of drug addiction.

Duration of the project/activities: last reviewed in 2023

Target group: 12-14 years, applied in seven European countries

Description of the activities: Unplugged is a school-based programme that incorporates components focusing on critical thinking, decision making, problem solving, creative thinking, effective communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions and stress, normative beliefs, and knowledge about the harmful health effects of drugs. the revised programme's lessons are:

1. Opening Unplugged
2. To be or not to be in a group
3. Choices – Alcohol, Risk and Protection
4. Your beliefs, norms and information – do they reflect reality?
5. Smoking the cigarette drug – Inform yourself
6. Express yourself
7. Get up, stand up
8. Party tiger
9. Drugs - Get informed
10. Coping competences
11. Problem solving and decision making
12. Goal setting.

Impact and evaluation: The programme has been evaluated in a cluster randomized controlled trial (RCT) involving children aged 12-14 years in several European countries: Austria, Belgium, Germany, Greece, Italy, Spain and Sweden. The conclusions were that the program is beneficial. Prevention programmes should be officially a part of the school curriculum in order for them to be sustainable.

Website/Link: https://www.emcdda.europa.eu/best-practice/xchange/unplugged_en

CONCLUSIONS

PORTUGAL

In general, the educational programs we studied approached the psychoeducation of young people with the intention of educating and informing them of the dangers of addictive behaviors. The initial application of questionnaires in order to measure/perceive the degree/intensity of the additions is also important and mentioned as so after the intervention to evaluate the results. Additionally, developing social and emotional skills in group dynamics is a good tool to prepare young people to be able to anticipate consequences and risks associated with addictive behaviors. Consequently, enabling them to review their choices/options actively as well the ability to reflect/make conscious choices. These tools also reinforce the need for awareness and psychoeducation of society, family, school and educational agents as well as the training of professionals. In general, the strategies used showed good results, with special emphasis on the *LUDENS* project and the project “*The Efficacy of a Gambling Prevention Program Among High-School Students*”, both aimed for gambling addiction.

The analysis of the different projects allowed us to understand that preventive approaches seem to have a great effect on the prevention of substance-free addiction among young people.

However, for this to happen, the programs must be universal, develop several sessions with young people and involve other elements of the educational community (parents and teachers).

Another interesting aspect was to realize that most programs not only focus on the themes of excessive use of the internet, but promote the development of other emotional competence.

Still important was to realize that in some projects the methodology of peer education was adopted, with good results.

ROMANIA

The research on how behavioral addictions in teenagers are approached in the educational system brought us to the conclusion that there is a lack of prevention programs developed

generally in schools. The long or short time programs discovered are developed in medical centers or in centers specially designed for young people already addicted. The ones developed in schools are financed by European programs and are not continued after the end of it.

One of the important conclusions of the programs studied is that prevention programmes should be officially a part of the school curriculum in order for them to be sustainable.

Another thing that we noticed is that the main addictions that are addressed are those of substance abuse and too little about non-substance ones, although there are studies that raise concerns about the new addictions that are developed in young people due to the development of the technology.

Last, but not least, education plays a pivotal role in shaping the minds of the young generation, molding them into informed and responsible individuals. It equips them with the knowledge, skills, and values necessary to navigate the complexities of life. Within the realm of education, prevention education holds a crucial position. It encompasses a range of programs and initiatives designed to empower students with the tools and understanding to prevent and mitigate various challenges they may encounter. From substance misuse and bullying to mental health, sexual education, any behavior addictions, prevention education in schools assumes a vital role in fostering healthy behaviors, nurturing resilience, and building a supportive environment for students to thrive.

SPAIN

From the analysis carried out on the systems of prevention of behavioral addictions in adolescents mentioned above, it can be concluded that the need for such prevention programs in adolescents are increasingly necessary in our society. The influence of the internet, whether in social networks, video games or online games among others, cause serious consequences in the short and long term among the youngest. However, it can also be said that the effectiveness of such preventive programmes is quite high, since the results obtained are very positive and all the programmes analyzed tend to be replicated over time (or every school year, in some cases).

It is necessary to highlight the importance of not only including students in these programmes, but also their families and teachers. This is because if the youth's environment is trained and has the necessary tools to address the problems that can cause excessive

use of the internet, teens will be more aware of their danger and could reduce dependence on the digital world and other practices related to behavioral addictions.

COMMON CONCLUSIONS

When all partners got together in Branca for the training, the following ideas came up:

- Programs must be universal
- Several sessions with young people
- Involvement of other elements of educational community: parents, teachers
- Themes of programs -> development of emotional competencies
- Methodology of peer education
- Prevention: awareness & information about addictions in schools
- Substance abuse: natural strategy included in schools, psychiatric institutions
- Private centers -> intervention for individual and families
- NGOs-> workshops & informative session
- Developing coping skills
- Multidisciplinary team
- Psychoeducation of young people + family, training teachers, others from the community.
- Diagnostic.
- Developing social and emotional skills, conscious choices.
- Non-pathological approach.
- Prevention -> target group: parents (non – formal education) -> theoretical framework, brainstorming, ideas of solutions.
- Decision making skills
- Virtual platforms
- Educational systems
- Embrace technology in a healthy way/balance
- Critical thinking for evaluating the content/apps/programs
- Empower the informal leaders to be promoter for the preventive actions
- Creating boundaries inside the school, focusing on the reasons
- Constructive and positive speech when we do intervention, to parents and teachers

- Communication between teacher and parents regarding the child behavior (facts instead of labels)
- Working as a team: students, parents and teachers
- Guidance in peer education process, letting freedom of choice and creating activities/contents

With these ideas, here are the common conclusions.

Programmes should be universal, with a non-pathological approach and should have an unbiased, clear, positive and constructive communication style, without opinions that could lead to misunderstandings, in order to obtain the best possible result.

For a programme to be effective, we must take into account and work not only with the young people, but also with the other members of the educational community, parents and teachers.

In order to create a good prevention system, some things that we can take into account are for example the individual and family intervention that some private centers provide, or the workshops and information sessions that some NGOs do, other tools that can be used/do are: virtual platforms, awareness raising and information about addictions in schools, the strategy of substance abuse prevention that is already included in some schools and psychiatric institutions.

We can hold sessions with young people without forgetting that parents and teachers are key to prevention.

Some issues to be addressed in these sessions or in the prevention system itself are: the development of emotional competences, coping skills, social skills, conscious choices and decision making, development of critical thinking to evaluate content/applications/programmes, as well as adopting a healthy/balanced use of new technologies.

It can be beneficial to have a multidisciplinary team, which can diagnose and adapt its intervention according to the intervention and enable the objectives to be met.

In order to develop a peer education methodology, what we need to do is to empower informal leaders to be promoters of preventive actions by providing guidance in the process, leaving them free to choose and create activities/content.

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