

The reports of health problems such as screen addiction and physical inactivity in the Organisations

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Within the Hungarian coordinating organisation, screen-related health risks were identified as a growing concern among children aged 9–11 prior to the project implementation. According to internal observations and baseline questionnaire results from the first mobility, only 3 out of 16 participating teachers initially reported sufficient confidence in understanding the psychological background of screen addiction, while 8 teachers expressed clear uncertainty and 5 reported partial awareness. This indicated limited institutional readiness to address excessive screen use and related sedentary behaviours. Following the project activities, a substantial improvement was observed. In the post-mobility evaluation, 12 participants (9 “agree”, 3 “strongly agree”) reported a deeper understanding of how screen addiction develops and how it can be prevented pedagogically, with no participants expressing disagreement. In parallel, teachers reported increased use of outdoor, play-based activities in daily practice, contributing to reduced sedentary time and increased physical engagement. These results demonstrate that the project significantly strengthened institutional capacity to address both screen addiction and physical inactivity through structured nature-based and play-based interventions.

8th Primary School of Serres (Greece)

At the Greek partner school, post-pandemic observations revealed increased screen exposure among pupils aged 7–12 and a corresponding decline in daily physical activity. Baseline data from the first mobility evaluation showed that 8 out of 16 teachers disagreed with the statement that they were familiar with children’s screen-use habits, and 11 teachers felt uncertain about recommending alternative nature-based activities. This highlighted a clear institutional need for structured prevention strategies. After participation in the project, all teachers reported improved competence in proposing non-digital, physically active alternatives. In the output questionnaire, 12 participants (7 “agree”, 5 “strongly agree”) stated that they had acquired concrete methods for outdoor and experience-based activities, and no respondents expressed disagreement. Teachers further reported increased integration of playground games, outdoor mathematics activities, and cooperative physical tasks, contributing to a visible increase in pupils’ movement time and a reduction in passive screen-related behaviour during school hours.



Küresel Yabancı Dil Eğitimcileri Derneği (Türkiye)

Within the Turkish partner organisation, teachers reported that excessive screen use among primary school students was frequently associated with reduced attention span, limited social interaction, and low participation in physical activities. Input questionnaire data indicated that 5 participants disagreed and 8 remained neutral regarding their ability to integrate alternative methods into daily practice, reflecting limited preparedness to address screen addiction systematically.

Following the “Screen Detox: Creative Art Events” mobility, the post-evaluation results demonstrated a marked improvement. The majority of teachers declared that they were able to apply creative, non-screen-based activities in their own educational contexts, and no participants reported disagreement regarding practical applicability. Teachers reported increased use of creative arts, cooperative games, and outdoor workshops, which not only reduced screen exposure but also increased physical movement and peer interaction. These changes confirm that the project effectively supported institutional strategies to prevent both screen addiction and physical inactivity.

Liceul Teoretic EVISS Iași (Romania)

In the Romanian partner institution, initial needs analysis highlighted that a significant proportion of students aged 9–11 spent at least 3 hours per week on computer games, consistent with the project background data indicating negative effects on academic performance. Baseline evaluation showed that 6 teachers disagreed and 7 remained neutral regarding their ability to design non-formal, experience-based learning situations, indicating insufficient institutional capacity to counterbalance sedentary digital habits. After project implementation, post-mobility results revealed a clear professional shift. The majority of participants reported competence in planning structured, experience-based learning activities and confirmed increased confidence in applying nature-based methods independently. Teachers reported integrating outdoor mathematics sessions, gardening activities, and cooperative games, leading to increased physical engagement and improved emotional balance among pupils. The disappearance of negative responses in the output questionnaire confirms that the project significantly strengthened the institution’s ability to address health risks related to both excessive screen use and physical inactivity.



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