



Exploitation & Sustainability



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The Exploitation and Sustainability Report for the FITeens project aims to chart the trajectory of the project's future and leverage the valuable knowledge acquired from it. This document is specifically designed to stimulate and direct activities post-project completion and serves as a roadmap for harnessing the main findings and outcomes derived from the FITeens project. The primary objective of this plan is to facilitate the effective utilization of FITeens' results by educators, policymakers, and key stakeholders across Europe. It encompasses crucial elements necessary for exploitation, including the dissemination of results, engagement with stakeholders, and the exploration of potential exploitation models.

Exploitation, in the context of Erasmus+, refers to maximizing the benefits derived from funded activities beyond the project's duration. As part of an international program committed to lifelong learning and supporting European education, training, youth, and sport policies, the FITeens Project endeavored to develop results that can be adapted to the needs of diverse audiences, transferred to new contexts, sustained post-funding period, and utilized to shape future policies and practices. This approach ensures that the project's outcomes have a lasting impact and contribute significantly to the advancement of education and youth development initiatives more specifically the acquisition of healthy habits by adolescents.

Project Overview

It is well-known that high levels of physical activity (Poitras et al., 2016), low screen time and sedentary time (Carson et al., 2016), optimal sleep duration (Chaput et al., 2016), and Mediterranean diet (Diolintzi, Panagiotakos, & Sidossis, 2019), are all independently and synergistically associated with physical, social/mental, and cognitive benefits in young people. In the opposite direction, tobacco, alcohol consumption, and other drugs are associated with negative health consequences in young people (Gobbi et al., 2019). These six-key health-related behaviors (the 'Big 6') have also been identified as strong determinants of chronic disease, such as cardiovascular disease, diabetes, and cancers (Li et al., 2018). However, many children and adolescents are not meeting PA (i.e., ≥ 60 min/day of moderate to vigorous intensity) (Guthold, Stevens, Riley, & Bull, 2020), recreational screen time (i.e., ≤ 2 hours/day) (Thomas, Bennie, De Cocker, Castro, & Biddle, 2019), sleep duration (i.e., 9-11 hours/day in children and 8-10 hours/day in adolescents) (Galland et al., 2018), and Mediterranean diet (Idelson, Scalfi, & Valerio, 2017) recommendations. Moreover, high rates of alcohol and tobacco consumption among young people has been reported in previous studies (Halladay et al., 2020). For example, a previous study conducted among 304,779

adolescents aged 11–17 years from 89 countries showed that 82.4% of adolescents had ≥ 2 risk factors, while 34.9% had ≥ 3 (Uddin et al., 2020). Schools are ideal settings to implement healthy lifestyle interventions as they provide access to large numbers of students at a critical time period and students spend most of their waking hours (Sevil, García-González, Abós, Generelo, & Aibar, 2019). Internet technology is becoming increasingly embedded in school education. For this reason, eHealth interventions (delivered via the internet, computers, tablets, mobile technology, or tele-health) offer increased student engagement, fidelity, and scalability. A recent systematic review and meta-analysis have shown that eHealth school-based interventions can be effective in improving healthy lifestyles, particularly physical activity, screen time, and fruit and vegetable intake (Champion et al., 2019). Schools face many challenges in translating evidence-based interventions into routine practice (e.g. funding, school climate, teacher self-efficacy, curriculum demands, and implementation support, among others). A lack of training has been identified as one of the main barriers to implement school-based healthy lifestyle interventions (Herlitz et al., 2020). Existing evidence suggests that sustainability depends upon schools developing and retaining senior leaders and staff that are knowledgeable, skilled and motivated to continue delivering health promotion through ever-changing circumstances (Herlitz et al., 2020). Therefore, there is a need to provide teacher training in health education so that these types of school-based interventions can be more successful.

The aim of this project is to pilot an entertaining and engaging educational intervention on mobile devices, targeted at teenagers to promote physical activity by:

- Raising awareness on the importance of physical activity and healthy habits.
- Supporting Physical Education teachers to acquire a wide knowledge on how to develop online lessons and engage their students on physical activity, providing them with useful examples.
- Promoting the habit of doing physical activity daily and raise teenagers' awareness on the importance of physical activity and healthy habits.
- Developing an amusing and engaging mobile phone application based on gamification to motivate teenagers to do physical activity.

Stakeholders Engagement

To ensure the sustainable utilization of the project's results, it is essential to engage with relevant stakeholders at various levels. These stakeholders may include:

- **Educational institutions:** Schools, colleges, and universities can integrate the project's resources and interventions into their curriculum and extracurricular activities to promote healthy habits among students. University students studying a Physical Education minor will also have access to and will benefit from the different project's results. The knowledge acquired by students about healthy habits and physical activity represents an invaluable resource that will not only benefit their own personal well-being, but will also have a significant impact on their future teaching careers. By increasing their understanding of the importance of healthy habits and physical activity, these students will become agents of change within their educational communities. By possessing a solid knowledge and skills base in this field, they will be better equipped to design and deliver educational programmes that promote healthy lifestyles among their future students. Furthermore, by learning effective resources and methodologies during the project, these students will acquire practical tools and pedagogical strategies that they will be able to apply in innovative ways in their future teaching practice. Their active participation in the project will not only broaden their academic horizons, but also empower them to become leaders in health and wellness promotion in education and beyond.
- **Health organizations:** Public health agencies, healthcare providers, and NGOs working with adolescents can benefit from the project's findings to inform their health promotion initiatives and policies. By taking advantage of the results of the project, these organisations will be able to develop more effective interventions and stronger policies aimed at improving adolescent health and well-being. The information gathered during the project will provide a solid evidence base for informed decision-making, enabling these organisations to design more effective strategies to address specific adolescent health-related challenges. Ultimately, by integrating the project's findings into their health promotion initiatives and policies, these organizations can make a significant contribution to improving adolescent health and well-being in their local communities and beyond.
- **Policy-makers:** National and local policymakers can utilize the project's evidence-based recommendations to develop and implement policies that support adolescent health and well-being.

- **Community partners:** Community-based organizations, youth groups, and recreational facilities can collaborate with the project to disseminate information and deliver interventions to adolescents in their communities.

Exploitation Strategies

To ensure the effective exploitation of the project's results, the following strategies will be implemented:

- **Dissemination of project findings and results through various channels, including academic publications, conferences, workshops, and online platforms.** During the life of the project, information about the project and the results created have been disseminated on various social platforms, such as Instagram and Facebook. These publications will continue to be accessible after the end date of the project, so that new followers or interested persons can consult them at any time. Likewise, different communications will be made on these social networks when activities related to the project are implemented.

Similarly, during the lifetime of the project, the partners have participated in different educational conferences, which facilitated the dissemination of knowledge of the results at national, European and international level. The project partners working in the field of physical activity and health could continue to participate in this type of congresses, sharing information and sharing experiences.

- **Development of user-friendly toolkits and resources tailored to different stakeholders' needs and preferences.** The FITeens Toolkit created covers different health-related behaviors (physical activity, sleep time, sedentary recreational screen time, alcohol and tobacco consumption and healthy diet) and contains both a comprehensive theoretical component of each of these behaviours and practical activities that can be implemented within the classroom. This document, therefore, could be an excellent tool where you can find different resources and ideas that allow you to configure any intervention program, whether the objective is to apply a specific task or to implement a more ambitious program of one or more health-related behaviors. In addition, the resources and learning scenarios shown in this toolkit should serve as an idea and example for their application in any given context. In this sense, it is important to adapt these tasks to the specific context of each school. Therefore,

these activities should not be applied in a rigid way, but rather to provide a general guidance for each teacher to adapt them within his or her own context.

- **Collaboration with existing networks and organizations working in the field of adolescent health to amplify the project's reach and impact.** Finally, the project has been shared within the International Research Network on Physical Education and Promotion of Healthy Habits. This could allow future collaborations between the members of the network to continue using the resources of the project or even create new resources or related projects.

Suggested actions to exploit the project results

During the Project lifecycle partners developed different results. In order to ensure the sustainability of these results it is essential to consider different actions:

- The first result will consist of the creation of a **complete toolkit for teachers** that will cover the different elements of the “Big 6” (physical activity, sufficient sleep, low screen time, consumption of alcohol and tobacco, and intake of healthy food) so that they can incorporate them in their teaching practices. Moreover, this toolkit will also incorporate different engaging activities and suggestions that could be implemented in the classroom. As it has been said before, this document could be an excellent tool where teachers or any educational professional can find different resources and ideas that allow them to configure any intervention program, whether the objective is to apply a specific task or to implement a more ambitious program of one or more health-related behaviors. In addition, the resources and learning scenarios shown in this toolkit should serve as an idea and example for their application in any given context, being it possible to adapt these activities to the specific context of each educational institution.

The toolkit will continue to be accessible after the end date of the project, so that new followers or interested persons can consult it at any time. This document will be available on the project website (<https://fiteens.eu/>) in each of the languages of the project partners, including both the interactive version and a direct download link. Likewise, the toolkit is hosted in different repositories, which will guarantee its future readability and consultation:

- **ZAGUAN Universidad de Zaragoza Repository.** All language versions of each of the partner languages were uploaded to the repository of the University of Zaragoza.
 - English version: <https://zaguan.unizar.es/record/126324>
 - Spanish version: <https://zaguan.unizar.es/record/131245>
 - Dutch version: <https://zaguan.unizar.es/record/131244>
 - Finnish version: <https://zaguan.unizar.es/record/127730>
 - Portuguese version: <https://zaguan.unizar.es/record/131243>
 - Estonian version: <https://zaguan.unizar.es/record/127729>
 - **BURJC DIGITAL Universidad Rey Juan Carlos Institutional Repository.** the English and Spanish versions were uploaded to this repository.
 - English version: <https://burjcdigital.urjc.es/handle/10115/30488>
 - Spanish version: <https://burjcdigital.urjc.es/handle/10115/30489>
 - **Politécnico de Santarém Repositório Científico.** The English version was uploaded: <https://repositorio.ipsantarem.pt/handle/10400.15/4730>
 - **University of Tartu.** The Estonian version was uploaded: <https://dspace.ut.ee/items/eb44f140-2ce4-458b-84b3-8c249bcf7c9e>
- The second result consists on a **web application** that will contain important elements related to the “Big 6”, that will help students acquire healthier lifestyles in an engaging way. Students will be able to choose different resources and to improve their healthy habits, and they will have the possibility to check their own performance and evolution, represented in a graphic measuring each of the “Big 6” elements.
 - The third result consists on **an online course on a Learning Management System** containing some useful knowledge about teaching how to encourage children and adolescents to acquire healthy habits by using motivational activities and digital tools.

Conclusion

The FITeens project has generated valuable insights and resources to support efforts aimed at promoting healthy habits among adolescents. By strategically exploiting the project's results and engaging with stakeholders, we can ensure that our efforts have a lasting impact on adolescent health and well-being across Europe and beyond.

This report serves as a roadmap for leveraging the project's outcomes to create positive change in adolescent health behaviors and contribute to building healthier communities for future generations.