

Cross-sectoral cooperation in Finnish schools on the move programme

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<p>Finnish schools' on the move programme is a project that aims to increase physical activity into the school day and through that make children more active and increase school satisfaction. The purpose of this thesis was to find out how widely municipalities have cooperated with different stakeholders. Effective health promotion requires collaboration, and Finnish schools' on the move programme is health promotion at its best. The purpose was also to get information about how well the municipalities have succeeded in communication and change management. The specific study questions were: have the municipalities done cross-sectoral cooperation during the programme, how well different parties have been involved, and how important has the programme been according to the answerers who were administrators of different municipal departments.</p> <p>The information to this study was gathered with Webropol survey. The questionnaire was sent to all the municipalities who had been involved either in the pilot phase or in the programme phase. The survey was sent to representatives of four administrative departments: education, sport and leisure, technical and health department.</p> <p>Cooperation had increased moderately during the programme. Collaboration between schools, sport and leisure department, and sport clubs had increased the most. Health department and technical department were involved in some municipalities but the cooperation wasn't as strong as with the parties mentioned earlier. There were no major differences between smaller (n=33) and bigger municipalities (n=24) when comparing the results. Educational sectors and sport departments answers were also compared with each other and those were also pretty similar. Closer look on answers received from project leaders (n=7) revealed slightly bigger differences. Especially participation of health services and youth work was estimated much lower. The number of answers from the project leaders was much lower than sport and educational sector so the results are not as reliable. Conclusion on the base of these results is that the size of the municipality don't have an affect on the level of the cooperation. It also seems that the project leaders' interpretation differs most from the others. This might indicate that accurate information about the project hasn't reached everyone. Importance of the programme could be seen from the results. All the parties were unanimous in this matter and the average to the question was 4,42 when the scale was up to five. This was the highest evaluation of all the questions.</p> <p>On the basis of the findings it could be said that it is worthwhile to continue the programme. It is perceived as an important project that clearly has a positive effect on children's school day. Strengthening the administration and cooperation with different parties is recommendable. These actions together helps to build permanent healthy culture in schools and spread it also more efficiently to other schools.</p>	
Keywords Health promotion, physical activity, schools, change management, cooperation	

Index

1	Introduction	1
2	Health promotion.....	2
2.1	Definition of health and health promotion	2
2.2	Voluntarism and rationality in health promotion	3
2.3	Health promotion in public sector	4
2.4	Health promotion in schools	6
2.5	The structure of health promoting in schools.....	7
3	Communication	9
3.1	Management of change	10
3.2	Marketing	12
3.3	Marketing services and ideas.....	12
4	Finnish Schools on the Move -programme	13
5	Aim of this study.....	15
6	Methods	16
6.1	The target group of the study	16
6.2	Study design	17
6.3	The questionnaire	18
6.4	Statistics	18
7	Results.....	20
7.1	Participation of different stakeholders	20
7.2	Cross-sectoral cooperation in Finnish schools on the move programme.....	22
7.3	Effectiveness and importance of the programme	23
7.4	Structure of the administration	24
7.5	Internal communication.....	26
8	Discussion.....	27
9	Conclusions	31
	References	33
	Attachments.....	36

1 Introduction

Obesity, inactiveness of children and time spent in front of television, and other screens, are factors that have been a topic of health discussion during the past few years. Families have obviously the biggest role when talking about influencing children's behaviour and way of life. Still we can't forget how communities, whether we are talking about municipalities, sport clubs or schools, have also an effect on a child's behaviour. There are different ways how communities can support families and children in choosing a healthy way of life. Mistry, Minkovitz, Riley, Johnson, Grason, Dubay and Guyer (2012) see in their article, which was published in American Journal of Public Health, that there are two ways how communities may affect health in early childhood. First one is institutional resources. In other words, the surroundings such as parks, sport facilities, fresh food possibilities etc. The other factor that was mentioned was collective efficacy. That means the attitudes and values that the community shares. (1690–1691, 9/2012.) If the community has succeeded in forming an atmosphere that encourages physical activity and supports a healthy way of life, both families and children have a greater opportunity to choose the more active path.

According to the recent studies there is a big difference between active children and passive-ones. There are children who reach the health recommendations easily but on the other hand there are many who are dangerously passive. Sport clubs reach the active-ones, but what is the place where you can reach everyone? The answer is in the schools. That is why it is a great place to start health promotion in order to increase movement and also awareness about health issues among children. The big challenge is how to convince principals, teachers and public officers who work closely with schools. Although many studies have been made about Finnish schools on the move programme, there was lack of information about how municipalities have done cross-sectoral cooperation in the project. The goal of this study is to give an overview about how the municipalities cooperated during the programme and how the different parties have been involved. The importance of the programme from the answerers' point of view is also represented.

2 Health promotion

As mentioned before, inactiveness of children has been a big concern during the past few years. The number of passive children is dangerously high. Big changes are required in order to change the course. Making a change in behaviour is not an easy process both on the individual level and especially on an organisational level. Each person has a responsibility in making health related decisions but it is also a collective responsibility of the society and it should be taken into account in decision making (Naidoo & Wills 2009, 60). In this thesis the main focus is on organisational level, but you can't separate individual attitudes and perceptions completely because each organisation is formed with individuals.

2.1 Definition of health and health promotion

Health is not an easy concept to describe. There are many different aspects that should be considered while defining the word. Physical health is naturally a big part and it consists of minimizing disease but also good fitness and well-being in general. Mental health is another important factor. It is much harder to define but, in a nut shell, it is formed with emotions, feelings and also the individual's perception about fulfilling their intellectual potential. Social health tells more about how the individual operates in a society. A person with good social health understands the responsibilities for others, knows how to cooperate with them, and he or she is more independent than a person with poor social health. (Green & Tones 2010, 12–14.)

The paragraph above shows how versatile the concept of health is. Balance between physical, mental, and social health is the target state. There is no right combination and it is different for everyone. It is not the society that should determine the right balance. Finding the balance should happen by individual's own choice but choices made shouldn't cost harm to others. (Green & Tones 2010, 13.)

Health promotion and health education is often seen as one although they don't mean the same thing. Health education is actually the roots for health promotion. Health education means teaching and spreading the information about illnesses, well-being and health in general. Health promotion is combination of health education and healthy public policies. Healthy public policies create an environment and possibilities where everyone can choose the healthy option, which are presented via health education, without any barriers. Individual's economic, cultural or for example social background doesn't prevent choosing the healthy way. (Green & Tones 2010, 16–17.) The goal is to make healthy choices achievable to all socio-economical groups (Rotko, Kauppinen & Palojärvi 2014, 12).

2.2 Voluntarism and rationality in health promotion

Voluntarism and rationality are in very important roles in order to succeed in ethically acceptable health education. As said in Code of Ethics by The Society of Public Health Educators (1976):

“Health educators support change by choice, not by coercion” (Green & Tones 2010, 29).

The goal is to encourage people to think themselves and make rational decisions instead of forcing into something they don't understand. Coercion does not support voluntarism. Coercion can be divided roughly in to two groups: external and psychological coercion. External coercion includes regulations (for example banning smoking inside, decreasing fat content in food etc.) and rebuilding roads and other infrastructure in a way that forces people to make certain choices. This is a very powerful way to encourage to healthy choices, but does this increase ones awareness?

Psychological coercion is much harder to see. It means the ways to affect ones decision making by different types of mind control such as brainwashing or persuasion. Giving the information without telling all the facts can also been seen as psychological method to influence in decision making. If this is done noticeably, it doesn't work but when the target doesn't realize what is happening it might work. (Green & Tones 2010, 30–32.)

In order to succeed in making long term impact and helping people to find healthy way of life the key factor is that the choice is made by people themselves. Green and Tones (2010) says:

“One of the avowed aims of an empowerment model of health promotion is to remove obstacles to rational decision making and freedom of choice.” (2010, 32).

In the past few years there has been great progress in acknowledgement of the fact that material, social, and cultural environments can affect negatively to people's health. These obstacles can limit people's capacity to make the healthy choice although they know it would be the better one. Poverty, for example, is a major determinant of public health and it limits other's freedom of choice. If there is not affordable healthy food available, it might lead to less healthy options. But the fact that these factors have been recognized shows

that there is a chance to remove these obstacles as Green and Tones said in the quote earlier. (Green & Tones 2010, 32–33.)

Voluntarism, rationality, and freedom of choice were introduced as key elements in ethically acceptable health promotion. The world isn't only black-and-white and that is why there are some exceptions. If the result of the choice is damaging for the community or if it doesn't follow the general values of health, it should be challenged. This is the case also when we are talking about certain target groups. The very young or, for example, mentally ill are not always in the best position to make choices by themselves, and coercive measures in health promotion is needed. It is not easy to define when it is acceptable to interfere in one's decision making, but as the research of Kings Fund (2004) shows it is acceptable in many situations. The study explored public attitudes about individuals and the Governments responsibilities in health matters. The study showed that 89 % agreed that individuals are responsible for their own health but at the same time 40 % saw that there are too many factors that have an effect on health and individuals don't have control in them. Especially people who are not wealthy saw that health is beyond individual control. The public saw that the Governments intervention is acceptable in preventing illnesses by providing information, encouraging employers to promote health at work, preventing actions that put others' health at risk, and also discouraging people from putting their own health at risk. (Green & Tones 2010, 33–37.)

2.3 Health promotion in public sector

“An organization is a tool used by people to coordinate their actions to accomplish an overriding goal.” (Bartholomew et.al. 2011, 129).

This sentence describes organizations one major purpose: it is an important tool for people to influence and strive their agendas in a coordinated way. Organisations need to be alert and flexible if they want to survive and want to succeed in making value to their customers. Surroundings are changing constantly and organisation has to change also. (Bartholomew et. al. 2011, 129.) According to Marit Christensen (2014) organisation has to develop both a climate and leadership strategies in order to survive (International journal of Business Communication vol. 51, 359). Municipality is an organization which has a big role when talking about health promotion. This has been noticed by public officers in Finland as well. Public sector has a major role in providing welfare and in building and securing society's economic development (Virtanen & Stenvall 2014, 51).

Promoting Finnish Schools on the move program on a municipality level is a very complex task. There are multiple sectors which you have to convince in order to make a big change. World Health Organization recognized already in 1988 that many government sectors have a major influence on health. Health was also seen as a fundamental right and as a big investment in the long run. (Green & Tones 2010, 250.) Administration and chosen policies form the base for the health promotion. Municipalities' main focus is to promote health and to support sustainable development. Nation sets the legislation and the municipalities do the work in practise (Sallinen, Majoinen & Salenius 2012, 87.) As Green & Tones states (2010, 253):

“Healthy public policy is concerned with the role of government and the public sector in creating the conditions that support health.”

Healthy public policy is a tool for tackling the threats towards health by removing obstacles, making the healthy choice available or making it the only choice. In other words, healthy public policies that are chosen can support the citizens' healthy way of life. To be more specific policy can support health by monetary measures or via regulations both economic and environmental. Healthy public policy can also support health by provision of goods and services and supporting participation. One major form of support is also research and development work that is based on collected data. There are many ways to show support to health issues, but there are also many variables that have to be recognised when building a healthy public policy. There are governmental, national, regional, and local features that should be considered. Situational-, structural-, cultural, and environmental factors create together the big picture. In order to influence in policy it is necessary to recognise these multiple variables and to understand machinery of government as well as the effect of the different organizations at all levels. (Green & Tones 2010, 254, 261) Rotko et.al. (2014) made same kind of summary. Special features and the possibilities of the region and the municipality have to be taken into account before making big decisions. They also noted that each governmental sector should include the health promotion actions in their action and economic plans in order to ensure the commitment towards the common goal. The actions written in the plans vary depending on which sectors writing it is. (Rotko et.al. 2014, 12.)

Health promotion is a continuous process which requires functioning resources. This includes information gathering and reporting, effective leadership and cross-administrational cooperation. Especially the last-mentioned is important because the decisions made in each sector have an effect on citizens (Sallinen et. al. 2012, 14). Cooperation is beneficial also because there might be common goals that are easier to achieve by working togeth-

er. Health promotion is one example. If for example municipalities' health-, sport-, education-, and technical department work together and discuss how they can support each other in order to improve the citizens' health, the effects are more likely wider. Successful cross-administrational cooperation demands attitude change and training of the personnel (Rotko et. al. 2014, 20). Virtanen & Stenvall (2014) also highlight the importance of networks and not only inside the organization. In the long run it is beneficial to find partners with whom you share a common goal. Other municipalities, different federations, businesses, and universities all have different kind of knowledge and combining forces might lead in to better results. It is wise to admit that all the knowledge in the world doesn't live in your own organization. (Virtanen & Stenvall 2014, 243.)

In each of governmental sectors there are people who are willing to make a change but there are also those who want to continue as before. In order to influence behaviour it is crucial to understand key aspects of organizations and of organizational change (Bartholomew et. al. 2011, 129). One key characteristic in a municipality is that there are different legislation and regulations in each sector. (American Journal of Public Health 9/2012, 1693) When there is a common goal with multiple sectors, for example to promote program like Finnish schools on the move, guidelines that regulate each sector might cause difficulties.

Lewin (1947) states that there are always two approximately equal forces fighting each other when trying to make a change: forces driving for change and forces striving for stability. With two as powerful forces against each other, it is not easy to choose right actions. Lewin advised that less disruptive approach would be avoiding strong change forces and instead putting an effort to decrease status quo forces. How could this be done in practice? The answer is by showing how current situations don't match to the desired status. (Bartholomew et. al. 2011, 130.) When talking about Finnish schools on the move program, instead of forcing people change the ways they teach, how they move etc., it would be more profitable to make them realize themselves that the ways they operate now doesn't support the goal that all school-aged children should move two hours per day.

2.4 Health promotion in schools

As mentioned earlier in chapter one, schools have a big role in health promotion because it reaches basically all children. School is also a place where children spend most of the time they are awake (McMullen et. al. 2014, 512). Habits and attitudes are also absorbed at a very early age and that highlights the importance of schools. Lessons learned in

childhood and adolescence may influence for the rest of one's life. Recent studies show that there is a need for activating the school day. Children in Finland spend 47 % of the sedentary time at school. When examining the sedentary time during the whole day children from primary school are passive 65 % and from junior high school about 70 % (Tammelin et. al. 2015). The World Health Organization describes health-promoting schools as places where all the personnel does their best to provide positive experiences and environment which supports healthy way of life (Naidoo & Wills 2009, 205–212).

Giving the right answers might not be the best way if you want to achieve permanent learning results. The active involvement of the learner is essential. This stands also when we are talking about health promotion in schools. As National Standards for School Health Education in USA states: "the most effective methods of instruction in health are student-centered approaches: hands-on activities, cooperative learning techniques and activities that include problem solving and peer instruction to help students develop skills in decision making, communication, setting goals, resistance to peer pressure and stress management." This has changed the role of the teachers and other educators from expert to facilitator who supports the learning process. (Green & Tones 2010, 312–314.)

The selection of the educational approach has to meet the age and the stage of development in order to succeed. (Green & Tones 2010, 322) This is relevant when the target group is children. Finnish schools' on the move is a program that requires the personnel's acceptance and commitment. Health promotion is likely to be effective if the target group feels the matter is relevant. Green and Tones indicate to the social marketing theory which says that the health education is more successful if the message and the characteristics of the target group meets. (2010, 323)

2.5 The structure of health promoting in schools

Young (2005) identifies three main stages in health promoting in schools: a pilot phase, a strategic development phase, and establishment phase. Pilot phase can be described as a phase where the first innovators start to produce new ideas and start to spread them to others. Strategic development phase includes building more partnership with different operators, training of the personnel, and development of the ideas. Final stage is reached when the health promotion has changed the culture at the school in a permanent way. (Green & Tones 2010, 455–456.) This is a structure that can be seen also in the Finnish schools on the move programme. Pilot phase started 2010 and ended in 2012. During that time first municipalities and schools started developing new ideas and making the school days more active. Pilot phase was followed by programme phase which is ending in 2015.

The network of schools and municipalities has grown and new partnerships have been made also with other stakeholders such as sport clubs and other administrators in a municipality. There are already schools who say that schools on the move is already a part of their every-day life. It has become a permanent way of acting.

Egmond Agenda (International Planning Committee, 2002) saw three main components in building a successful health promoting school project. First one is conditions that include national situation, advocacy, partnerships, and theoretical base. Programming is one key element. It means that the objective setting and the planning of the project should be long-term basis. Education of the teachers and other personnel is also required. Final key factor in successful health promoting school projects is evaluation. The process should be monitored constantly and the operations should be altered if needed. In addition to these components, some characteristics have been identified that determine how the new innovations are absorbed at schools. The nature of the school as a social system and also each teacher's characteristics has an affect how new innovations are taken in. If the school feels the innovation suits to them without forcing, it helps implementing. The attribute of the innovation and also the characteristics of the change agent, who is the one bringing the idea in front of the others, has a big role in adoption of the new innovation. (Green & Tones 2010, 456–457.) The change agent has a very important role and that is why the nomination should be done after thorough consideration.

Factors mentioned in the last paragraph describe more about the circumstances and the environmental factors that form either supportive atmosphere or more reserved one. Good characteristics of an innovation can also be identified as Tones et. al (1995) describes. Innovations should be flexible and adaptable and compatible with the school and its practices. If the innovation brings an improvement on the current situation and it doesn't require huge investments, acceptance is more likely. It should be acceptable to try new ideas without big commitment before making the decision whether to proceed or not. Keeping it simple is a good advice. (Green & Tones 2010, 458.)

3 Communication

Communication plays a big role in the survival of the organisation. Heiskanen & Lehtikoinen (2010) listed important characteristics of communication. According to them communication supports the planning and execution and it also clarifies the meaning of the change. Communication helps to understand the content and goals of the process and it is a tool to engage the members of the organisation. It also creates possibilities for interaction and mutual learning. (2010, 22.) Marit Christensen states in her article that good communication and information strategies are key factors when an organisation is trying to make a successful change process. Communication is a tool for explaining and preparing people for the change. It is easier to convince employees and other stake holders when you communicate openly, you have a solid plan, and you give employees a possibility to participate both in planning and implementing phase. (2014, 359–360.)

As mentioned in chapter two, there will always be people who are against the change. It slows down the process and may even increase the costs. But resistance is not always a bad thing. Sometimes the change might not be beneficial to the organisation and the resistance may force the managers to rethink whole thing. According to Christensen (2014) resistance usually is a cost of lack of information and communication. Effective communication about the changes and also the consequences could convince the stake holders. Barret (2006) states that effective communication is the glue that holds the organisation together and in the middle of the change process it has to be even more powerful. (2014, 360–364) Marjo Kuusela gave a lecture about change management and she draw a map about path of change. In the other end is loss of something familiar and in the other end is new possibilities. The road from seeing the change as a possibility instead of a loss has many stages, and the key to make the road as smooth as possible is to communicate and spread information all the way. The path begins usually with denial phase and people need information about the change in order to proceed. After that they need facts about what things are going to be stable. When the change has been accepted they need education and after that they might be ready to be an active partner and participate in planning and help the process. Even when reaching the end of the path people need support and encouragement to continue developing the idea or project. (Kuusela M. 3 Nov 2015.)

3.1 Management of change

Change management is an important topic in each organisation. There are always changes happening and very often there are multiple changes occurring at the same time. Changes might seem scary because they will alter the current standing. Still the changes are needed in order to strengthen and building more intelligent organisation (Virtanen & Stenvall 2014, 185). Lack of efficient communication is usually the reason for failure in change management. Proactive and constructive communication before and after the change helps the whole community to engage into the process (Heiskanen & Lehtikoinen 2014, 20–21.) The first step before open communication is to understand the need for change. Analysing the current situation, decisions and actions made in the past gives solid background to build the change process. After the analysis it is important to discuss with all the stakeholders about how the change is going to be made and what kind of expectations does the organization have towards everyone. (Virtanen & Stenvall 2014, 183.)

What would be the way to describe effective communication? Respondents on Christensen's study highlighted contact between co-workers and leadership and also among co-workers. They also saw important that there wouldn't be big gaps between different levels in the organisation. Similar findings have been made by different studies. Towers-Perrin (2006) for example claimed that one of the biggest hindrances in employee engagement is poor communication and contact between leadership and the workers. (2014, 360–363.)

According to Christensen it is also essential to keep everyone updated. Open communication about the changes increases job satisfaction and decreases insecurity. Feedback from the managers is also important but maybe the biggest factor of all in efficient management of change is to allow employees to participate on planning and decision making. As Christensen says:

“Participation during change seems to empower the employees and might function as a predictor of acceptance of change” (2014, 363).

Same sort of findings were made by Virtanen & Stenvall (2014). In addition to open communication and trust between personnel and management they also noted that developing employees' know-how during and after the change is important. Using real data while making decisions helps also to convince stake holders better than decisions based on guessing. (2014, 193.)

Every project has a change agent, or agents, who are in charge of the process. The change agent should have same kind of background as the community. He or she should understand the situations and challenges they encounter every day. It helps to introduce new ideas when the group sees the change agent as one of them. Good social skills and ability to read people and their reactions are characteristics that are needed. After identifying the key persons in a community change agent has to know how to deal with them in order to keep the process going. (Green & Tones 2010, 458.)

The main characteristic of an efficient change management has been described in the last few paragraphs. The process is not easy at all. There are many barriers or hindrances that might make the process difficult. The reason might be unclear messages, poor planning, lack of understanding or there might be problems in personal relationships. These negative factors might cause major obstacles while trying to make organizational change. (Christensen 2014, 363–364.) By tackling these problems first helps the ultimate change process. The other important thing to understand is that organizational culture changes slowly. Some projects don't leave any visible marks after its ending but if permanent changes are desired, then patience is required. Sometimes changes don't show immediately but it doesn't mean the process hasn't begun. It is also good to understand that people see the changes differently. Their experiences and background regulate the interpretation. (Virtanen & Stenvall 2014, 183.)

It is hard to predict what will be the consequences after new experiment or after organizational change. It is debated whether changes should be lead rationally on a large scale or should it be lead in little steps. In rational change management first thing is to recognize all the factors that have an effect on the change process and after that make the decisions keeping the big picture in mind. In the other model the idea is to make the change little by little without a rush. Solutions are often moderate but still improve the current situation. Patience is the keyword. Because it is impossible to predict the result before the change is made there is always uncertainty involved. It is a very challenging task to lead the change process when there are many unclear factors involved. Leaders should be able to have different solutions in mind and they should have the ability to calm things down if needed. (2014, 185–186.)

3.2 Marketing

“Marketing is about identifying and meeting human and social needs.” (Kotler et. al. 2009, 6). This is a short definition about the subject. Marketing is often seen only as selling products or advertising. These are actions that are visible to the consumer but actually these two are only a fraction of the big picture. Over 80 or 90 per cent of marketing happens out of sight of the consumer. The things that are visible, such as advertising, are only the final stage. (2009, 7) There are seven entities that marketing managers can market: services, products, events, experiences, people, places, and ideas. (Kotler et. al 2009, 8.) When talking about Finnish schools’ on the move programme we are talking about marketing services or marketing ideas.

3.3 Marketing services and ideas

Service marketing is actually a factor that is involved pretty much to each company even if your main focus is to sell products or events. You can’t buy anything without service being a part of the process. The company by itself does not offer value to a consumer. The value comes from the co-creation. In other words, the value is created when the company and the customer work together. (Kotler et. al. 2009, 8–9.) Relationships and trust are in a very important role because the decision to buy is based on basically whether the seller manages to build enough trust to convince the customer to choose the product. Quality of the service is the key determinant if you want to succeed in service marketing. Putting an effort on differentiating from the others by the service might be the key to success. Listening to the audience and reacting to the feedback in appropriate way might lead to customer retention. Keeping the old customers satisfied is even more important than attracting new ones. (<http://www.managementstudyguide.com/servicesmarketing.htm> Accessed: 15 Nov 2015)

The idea behind Finnish schools’ on the move programme is to increase the amount of physical activity of school-aged children. The reason is that many studies show that many children don’t move enough. The health recommendations say that children between 7 and 18 should have 1-2 hours physical activity every day. Approximately 50 % moves enough. The number is very low. School is the place where all the children are gathered together and that is why it is the best environment to reach everyone. Marketing this idea to municipalities, schools, principals, and others in charge is very crucial if you want to spread this healthy idea as wide as possible. Marketing can be an efficient tool when trying to get people to think differently. (Kotler et. al. 2009, 10.)

4 Finnish Schools on the Move -programme

Finnish Schools on the Move –programme was established because there was a clear need for actions that could increase the physical activity among children. Many studies show that children in Finland move less than the health recommendations require. In other words only 50 % of pupils in elementary school and 17 % in junior high school move one hour in a day. (Tammelin et. al. 2013, 9.) Ministry of Education and Culture started the programme officially in 2010, but the need for activating the school day had been noticed already in 2009 when Prime Minister Matti Vanhanen and the government gave a statement that physical activity recommendations for school-aged children should be implemented in practise (Aira et. al. 2012, 7). Increasing inactivity and obesity of children has been noted also by officers in the EU. According to them supply of sport and physical activity is insufficient in the school system. New innovations and solutions are required in order to enable more physical activity inside the school day. (Schulz, 2015.) Similar programs have been launched also in other countries. As an example the National Healthy Schools Programme (NHSP) in UK (Naidoo & Wills 2009, 209).

In addition to health benefits there seems to be a link between physical activity and school success according to recent studies. For example physically active 5 and 6 graders got better grades than more passive ones (Syväoja et. al. 2013 Med. Sci. Sports Exerc). Kantomaa et. al. (2012) also got similar results with 16-year-old children when they studied the link between sport and school success. Active children also manage better in tasks that require attentiveness. (Syväoja ym. 2014 PloS One.) Haapala et. al. (2014) proved with their study that weak motor skills are connected to weaker ability to read and numeracy (2014, Med. Sci. Sport Exerc). Even small amount of physical activity has a big role. Short exercise breaks during classes are proved to be beneficial. Eight-graders got better results in maths test after 20 minute-long intensive workout than after 20 minute-long sitting. (Phillips et. al. 2015, JTPE.) Other study showed that 4 and 5 graders also got better test results in maths after 10 or 20 minute workout compared to be sitting ten minutes. Especially managing executive function was proved to have connection with physical activity. (Howie et. al. 86/2015, 217.)

By activating the school day with different actions, the goal of the programme is to increase school satisfaction, to support childrens' health, enhance learning and decrease sedentary time The pilot phase of the Finnish schools on the move -programme included 21 different municipalities and 45 different schools. The funding was given by Ministry of Education and Culture. (Aira et. al. 2012, 14–17.)

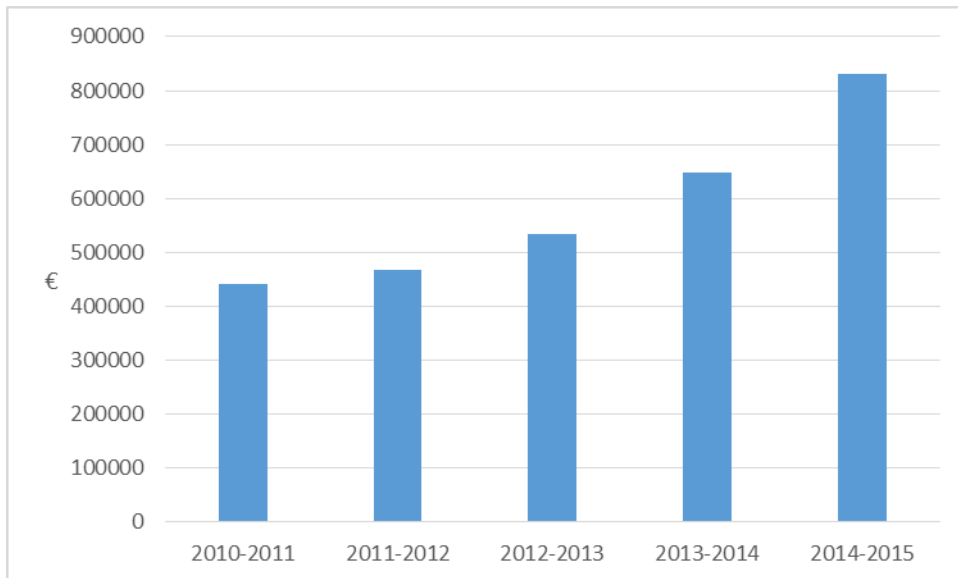


Figure 1: Progress of the funding granted from Ministry of Education and Culture between 2010-2015. (Aira et. al. 2012, 18; Ministry of Education and Culture, 2014).

Pilot phase ended 2012 and during the first few years, schools established different ways to make school days more active. The second phase 2012—2015 is the era when the main goal is to reach as many schools as possible and spread these activation findings to them. In autumn 2015 there were over 1000 schools involved. The goal of the programme in the long run is to reach as many schools and children as possible, and Government has set a goal that all Finnish elementary schools will be involved within next few years. The amount of Finnish elementary schools in 2014 was 2498 (Statistics Finland, 2014). Government has also set another important goal: there will be a possibility to be physically active at least one hour per each school day (Valtioneuvosto, 2015).

5 Aim of this study

Aim of this study was to examine the rate of cross-sectoral cooperation of the municipalities involved in Finnish schools' on the move programme. The overview about the situation gives information how the municipalities have promoted the programme and to which parties. The specific study questions were:

1. Have the municipalities done cross-sectoral cooperation during the programme?
2. How well different parties have been involved?
3. How the programme has been experienced?

The answers to these study questions help to evaluate how well municipalities have succeeded in promoting the programme in their own community. As theoretical framework of this study reveals, communication is in a big role when talking about change management. Successful health promotion and cross-sectoral cooperation demands also fluent communication both inside the organisation and also outside. That is why the communication about the project is also evaluated.

This study gives a directional image about how widely and with which parties the schools operate in order to increase physical activity and how well the information about the project has spread in their community. The results give also directional idea about the administration of the programme in municipalities. The response rate was rather low which leads to the conclusion that the results can't be generalised.

6 Methods

The study was made by quantitative measures and the results are mainly analysed by numbers but there was a chance to complete some of the answers verbally. Quantitative research can be divided into two groups also by the data used: primary and secondary data research. Primary data means the information that was gathered straight from the target group. Survey is often used as a tool of data collection. Secondary data means information that was collected from published sources. Often primary research is reinforced with secondary data and these two together form the final research. (Gaur & Gaur 2009, 29–30.)

6.1 The target group of the study

Government support gives a solid ground to start building a programme that aims at long term impacts and permanent changes in the ways of acting. In order to get bigger impact it requires that the whole community supports the idea. Families, neighbourhoods, schools, and different administrations can all show their support in many different ways. If the chosen policy is communally accepted and clearly written, it is easier to disseminate and to apply in different schools and communities. (Naidoo & Wills 2009, 209.) In this thesis the examination focuses on four different sectors in a municipality: educational, technical, leisure, and sport and health department. These sectors were chosen because they represent the biggest departments of the municipality. The study focuses on municipalities that have been involved in the pilot or in the programme phase.

The final amount of answers was 57 which is about 25 % from the total number of recipients. Each administrative sector participated in the survey. Most of the answers came from the educational sector (16) and from the sport and leisure department (13). Technical department was the third biggest with nine answers. Eight answers were from the health sector and seven represented the leaders of the programme in their own municipality. Four people chose the option some other.

Size of the municipality was asked in order to compare how the answers might differ from bigger municipalities to smaller ones. The assumption was that cooperation might be easier in smaller municipalities and that is why the comparison was made. Seven represented municipalities with less than 5000 residents, six was from municipalities with 5000-10000 inhabitants, twenty from 10000-30000, four from 30000-60000 and the rest twenty answers came from municipalities over 60000 residents.

6.2 Study design

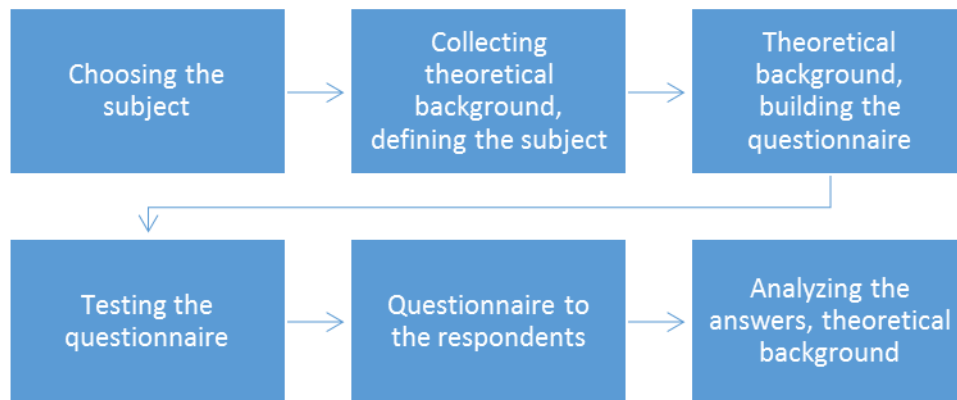


Figure 2: Progress of the thesis

Progress of this thesis is described in a chart above. LIKES is an organization that has made a lot of research about the programme and they were cooperative with the contact information. LIKES is a Finnish research center for sports and health sciences. Their purpose is to promote health mainly in the means of research (LIKES, 2015). They gave me the names and the addresses of the people who are responsible for implementing the programme in their municipalities. Updating the list with other officers from different administration sectors was the task that had to be done before sending the questionnaire. I updated the contact list by searching all the administrators from the target municipalities. Other way would have been asking the contact person to forward the survey. The reason for not using middlemen was to speed up the start of the data collection and also to minimize the external factors that might affect on the answers. There is a chance that the survey didn't reach all the right persons due to random collection. On the other hand in the covering letter the recipients were asked to inform me who would be better person to answer if my selection wasn't right.

The questionnaire was made by using Webropol and before it was launched it was tested with few colleagues who are familiar with the programme. Some adjustments and additions were made according to the feedback received after the test round. The questionnaire was sent to participants in September. It was sent on the first round to 38 different municipalities and to 201 recipients. After sending the questionnaire, some of the recipients updated my contact list. There had been some changes in personnel and some

told right away that they were not the right persons to answer the questions. Two of the municipalities required that before they can answer the questions, official research permission had to be applied. During the first round I got 26 answers and after the second round, which was sent week after the first as a reminder, total amount of answers was 57. The total amount of recipients was in the end 225.

6.3 The questionnaire

The questionnaire was divided in three main themes (Attachment 1). The first section concerned basic information about the recipient and his or her municipality and also about the knowledge about the programme. Background information that was asked concerned the role of the respondent and the size of the municipality. These were asked in order to compare whether the size of the municipality or the role have an effect on the results.

The next phase of the survey involved questions whose purpose was to find out the structure of the programme in answerers municipality and their own involvement in possible work groups or steering group. The last section gathered information about the communication and the recipients perceptions about the effectiveness and importance of the programme.

The survey consisted mainly of closed questions. In other words there was limited amount of choices to pick. In some questions there was also a possibility to complete the answer with short verbal description. Likert scale was used as a scale for the measurement in questions 6., 12., 13. and 17 (Attachment 1). Likert scale is usually used to measure the respondent's level of agreement or disagreement according to chosen questions or statements. If the Likert scale is chosen to the study, it is important to build the scale logically. The structure should be consistent from the beginning to the end. In other words, the statements and the order of them should be same throughout the survey. The survey is more pleasant to answer and the respondents don't get frustrated if the structure is well planned. Likert scale usually consists of five options from one to five. In some cases it is possible to use wider range but five options is a convenient amount to process at the same time. (Vehkalahti 2008, 34–35.)

6.4 Statistics

In closed questions there were two types of scales. The survey included questions which had simply two or three choices (yes, no or I don't know). Some of the questions required numerical assesment from one to five. Number one was the least positive one and

number five the highest. The descriptions of the scale varied depending on the question but the logic was the same. Open answers gave more detailed information and the main findings from them are also brought up in the result part of the study.

The data was analyzed by comparing the amount of answers to each other in three-optional-questions. The questions where the answers were asked in Likert scale measurement the results were analyzed by using averages. The scale was from one to five. There were four ways how the averages were examined: overall averages of all the answers, smaller municipalities compared to bigger ones and two biggest answering groups compared to each other. The biggest answering groups were educational sector with 16 answers and sport department was the next with 13 answers. Project leaders' group was rather small with seven replies but the results was analyzed in order to see whether there is differences between the project lead and different sectors.

7 Results

General knowledge about the Finnish schools' on the move programme was in a good level because 52 out of 57 were familiar with the concept. 50 knew that their own municipality is or has been involved in the programme. The programme was best recognized among respondents from education or sport department. All the answerers from sport and educational department knew the schools on the move programme and all also knew that their own municipality is involved or has been involved.

7.1 Participation of different stakeholders

The answerers were asked to evaluate the participation of different stakeholders in their own municipality. The numerical evaluations can be seen in the figure 3.

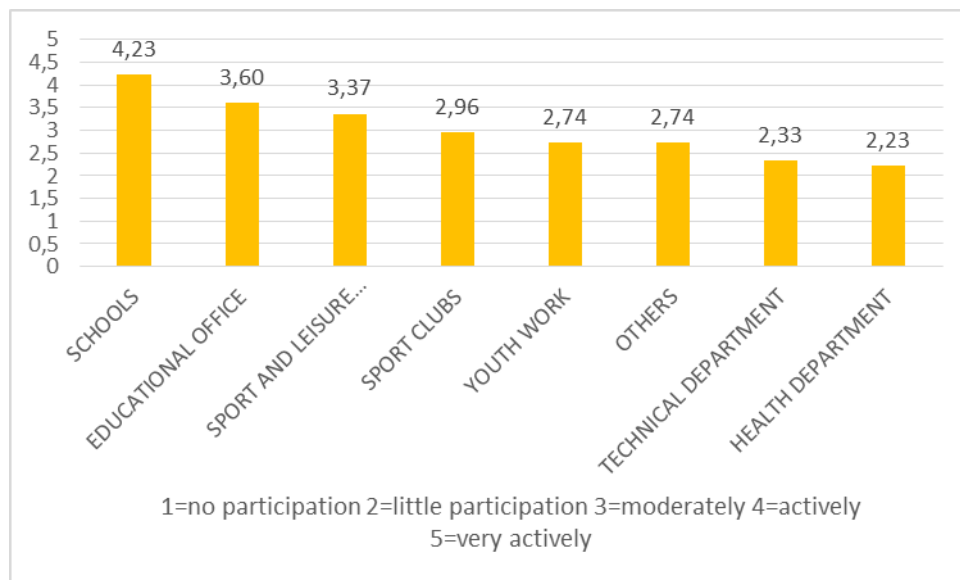


Figure 3: Participation to Finnish schools on the move programme. (n=57)

Schools got expectedly highest evaluation reaching 4,23. Participation of educational office was next highest (3,60) and sport and leisure department also reached over three on the scale (3,37). Technical department (2,33) and health department (2,23) were the least active stakeholders according to the answers. Option youth work and others got average of 2,74. The other stakeholders who had been active in the programme were early childhood education, private sector (for example physiotherapists), parents committees, regional sport organizations, and other associations such as Ice Hearts.

Open answers highlights also the strong cooperation with schools and sports department. There was for example a comment that revealed that cooperation between schools, sports

department, and sport clubs have grown into permanent procedure. Open answers also showed that the programme has been coordinated mostly through educational or sport department. Collaboration hasn't been as smooth in each municipality. There was an example where all the schools participated in the programme but they all operated independently. There was little cooperation with technical and leisure department but not on a management level.

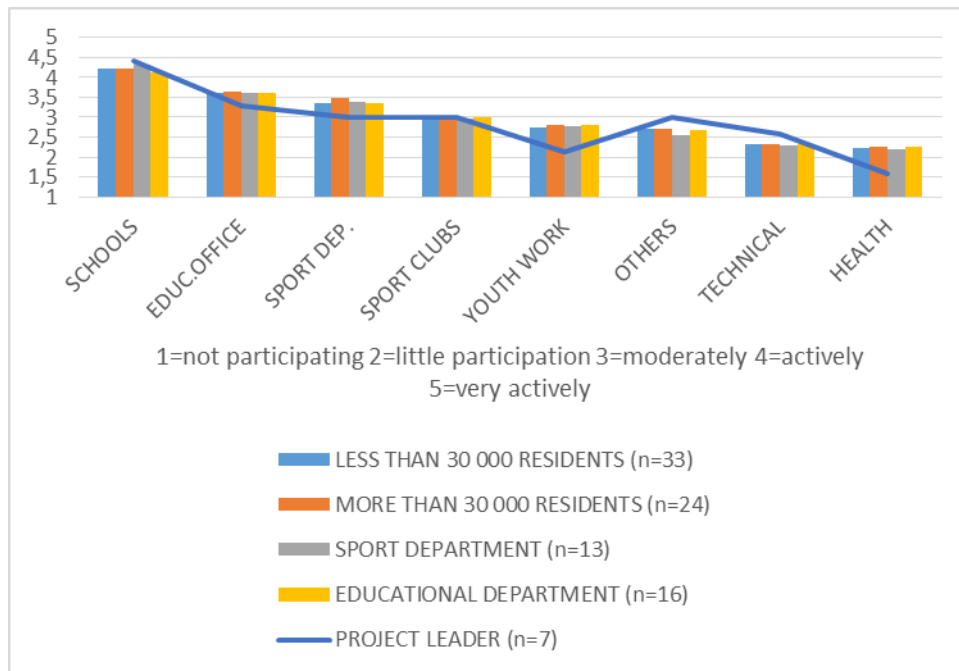


Figure 4: Participation in the programme based on size of the municipality and administrative sector.

Comparing bigger (n=24) and smaller municipalities (n=33) doesn't reveal any big differences (Figure 4). The averages are very close to each other. In bigger municipalities all the other stakeholders are evaluated to be little more active than in smaller ones expect schools itself. The difference between the answers are minimal (0,01-0,11). When looking at the answers received only from educational sector (n=16) and sport department (n=13) the evaluation about different stakeholders' participation was pretty similar to each other and also to the summary of all the answers. The variation between answers was 0,17 at biggest and 0,02 at smallest. There isn't statistically remarkable variation between any of the answers. The biggest answering groups are demonstrated in the figure 4 by columns. In addition project leaders' (n=7) answers are demonstrated with the blue line. The amount of answers from the leaders was low and that is why the results are not compatible with the bigger groups. Nevertheless there were few interesting differences. Health department and youth work got clearly lower evaluation from the project leaders. Health department got 1,57 and youth work 2,14. Technical department (2,57) and other stake-

holders (3,00) on the other hand got more positive evaluation. The educational office (3,29), sport department (3,00) and sport clubs (3,00) got lower evaluation than the overall average indicates.

7.2 Cross-sectoral cooperation in Finnish schools on the move programme

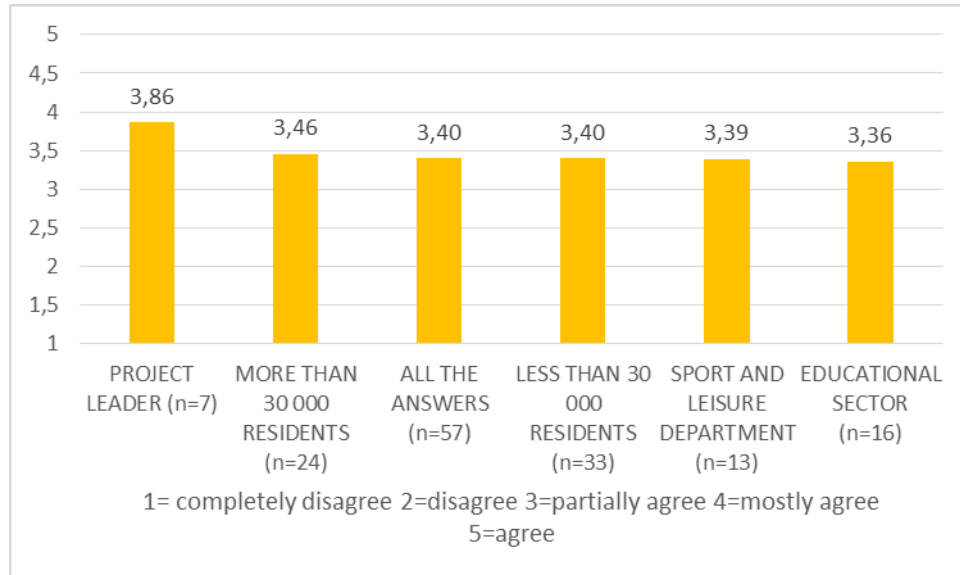


Figure 5: Improvement of the cross-sectoral cooperation during the programme.

Cross-sectoral cooperation has improved during the programme partially according to the results which can be seen from figure 5. The average of all the answers (n=57) was 3,40. When investigating the results more closely, only four thought that it hasn't increased at all and five evaluated that cooperation is minimal. Other answers were more optimistic. It is easy to assume that cooperation with different parties is easier in smaller municipalities. Actually there was a comment in open answers which was in line with the assumption. One respondent thought that the collaboration is easy because all the stakeholders work on the same premises. The comparison of the answers from smaller municipalities (less than 30 000 residents) to the bigger ones reveals that there are no significant differences. The amount of answers from smaller ones was 33 and rest 24 were from municipalities over 30 000 residents. The results were very much alike. In the question where the respondents were asked to evaluate whether the cooperation has increased with different sectors of the municipality, the difference between the two groups was only 0,06. Comparison with educational sector (n=16) and sport department (n=13) revealed also that the answers are very much alike. Answers from both sectors suggested that cooperation between different departments have increased little bit during the programme and the results were almost identical with averages of 3,36 (education) and 3,39 (sport). The project leaders' evaluation about the situation was most positive. The average reached 3,86.

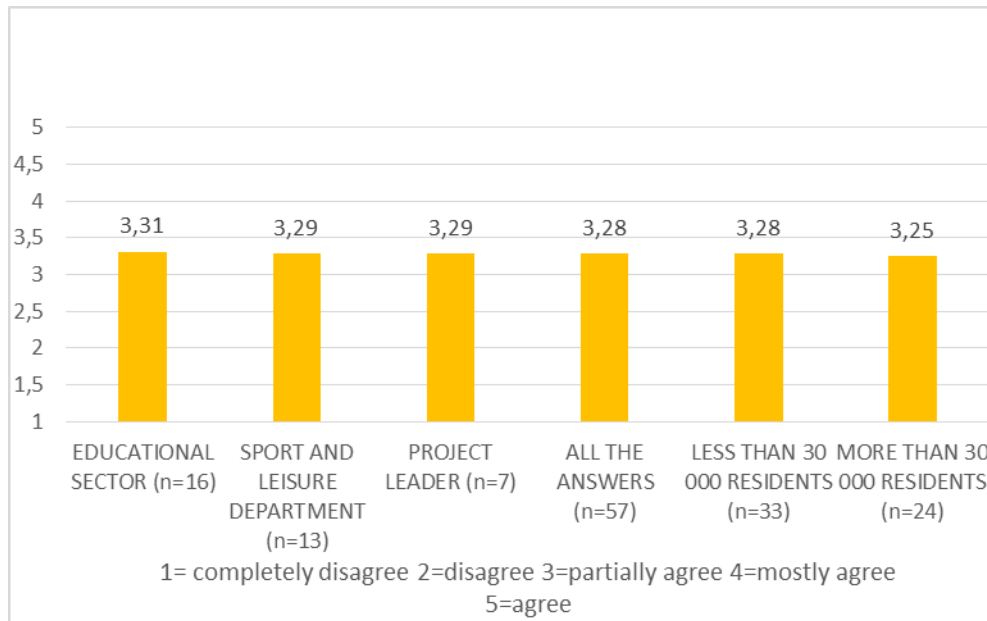


Figure 6: Improvement of cooperation with 3rd sector.

Cooperation with third sector has also increased moderately reaching overall average of 3,28 (Figure 6). Smaller municipalities (n=33) evaluated that the cooperation with 3rd sector reaches average of 3,28 and bigger municipalities (n=24) reached 3,25. The difference was only 0,03 when comparing answers based on size of the municipality. Educational sector (n=16) and sport department (n=13) had even more similar answers considering cooperation with 3rd sector. The averages were on educational sector 3,31 and in sport and leisure department 3,29. The evaluation from the project leaders' (n=7) point of view was 3,29.

7.3 Effectiveness and importance of the programme

Finnish schools on the move programme has had a positive impact on children's everyday life, according to the answers. The average of all the answers (n=57) was 4,42. The answers also show that answerers wish that the programme continues even without the funding (4,39). The funding in pilot phase covered first two years and in the programme phase the amount was three years. In some of the municipalities the programme is still going on even without the funding. Situation is not like this in every municipality. One of the answerers stated that in their municipality the programme stopped working gradually after the funding.

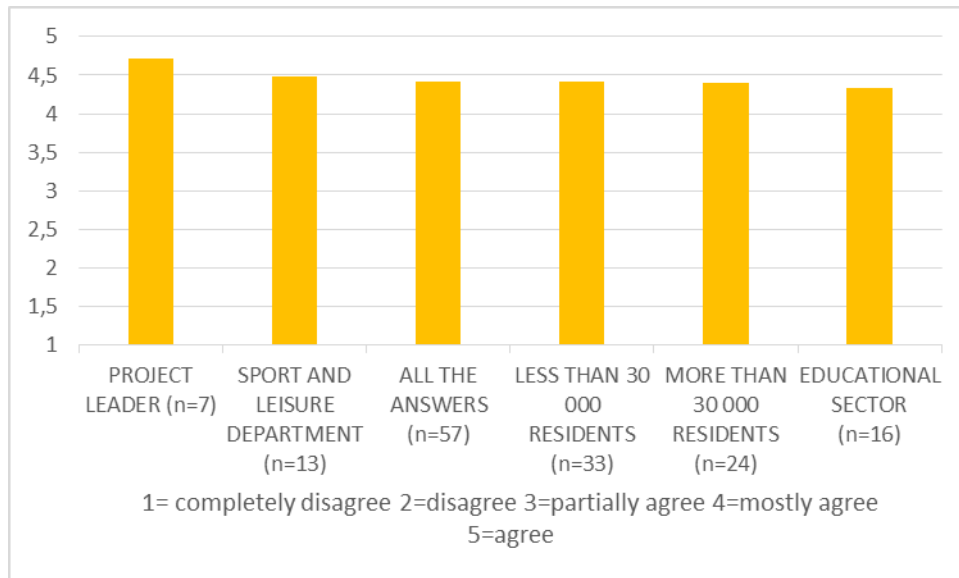


Figure 7: Finnish schools on the move have had positive effect on childrens every-day life at schools.

When comparing the results received from smaller municipalities (n=33) to bigger ones (n=24), programme's effects on children's every-day life was estimated similarly (Figure 7). In smaller municipalities the average was 4,42 and in the bigger ones 4,40. The comparison between answers from educational sector (n=16) and sport department (n=13) revealed that both sectors sees that the project had a positive effect on school day of the children. The average from educational sector was 4,33 and from sport department 4,48. From the project leaders (n=7) point of view the average was 4,71. Importance of the project can be seen from the answers that concern the continuation. Smaller and bigger municipalities both see that the programme should continue even without financial aid. The average was 4,38 in smaller municipalities and 4,35 in bigger ones. Educational and sport department both see that the actions to activate the school day should continue even without external funding. Sport departments answers gave an average of 4,44 and educational sector gave 4,29. The best result was received from project leaders with total average of 5,00.

7.4 Structure of the administration

There are many ways to run a project, but often there is a steering group and/or a project team who are in charge of the activities. Usually there is also a nominated person in charge who naturally takes part in other administrative groups that support the project. According to the answers 29 of the answerers knew that there is a project team in their municipality and 24 knew that there is a steering group. There were also 11 answers which indicated there isn't a project team and 14 answers that pointed that there isn't a

steering group in the municipality. The amount of unsure answers was rather high. In the question that concerned project team 17 answered they don't know about the situation and 18 answered the same way about steering group. The person who is in charge of the project could be identified in 37 answers and only two said that there is no one currently in that position. Again there were 18 who said that they don't know what the situation is.

Answers reveal that 17 of the answerers are part of the schools on the move team and 15 are involved with the steering group. The recipient's interest to be involved to these groups was asked in the survey and the results are shown in the figure 8 below.

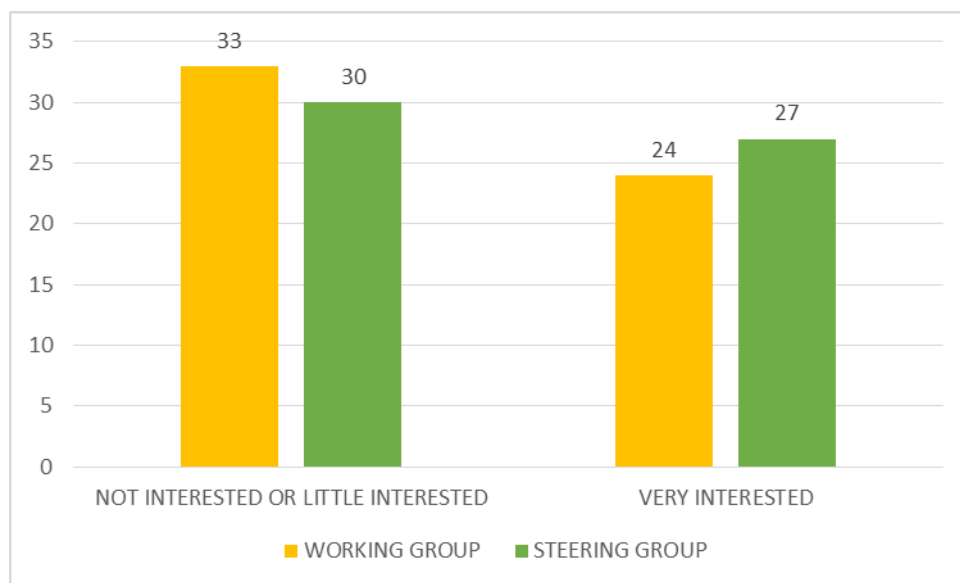


Figure 8: Willingness to participate in a working group or steering group. (n=57)

The answers from 1-3 (not interested or little interested) are combined in the first column and 4-5 (interested and very interested) to the next one. It appears that people are more willing to join the steering group than the work group. It might indicate that they want to stay updated but not actively be involved.

Pilot phase of the project started 2010 and ended 2012. The answers received might reflect that in some municipalities the project might have not continued after the funding ended. One of the respondents actually said that in their municipality are no current activities. Need for new start still exists. This could explain the amount of no and I don't know answers. The amount of certain yes and no answers exceeds the amount of uncertain answers and this points out that communication inside the organization has reached more than just the person in charge. There were only seven people who answered the survey as the project leader.

7.5 Internal communication

Average of 3,07 saw that the communication about the project in their municipality is active. Answerers evaluated that the clarity and functionality of the communication is 3,12. To the question whether the answerers want to know more about the project the amount of average was 2,91. The communication happens mostly through e-mail (34) and in meetings (25). Other sources were intranet, memos, different forms of computer databases, in daily encounters, and in educational events.

One part of communication or briefing is documentation. There are many guidelines and documents that regulate the actions in municipalities. The recipients were asked to list different documents that include Finnish schools on the move programme in their organization. Open answers points out that most often programme can be identified from action plans of the educational office and schools. There were still many other documents that included a reference to the project. One of the answers showed that the programme can cover the whole range of administration. The programme was written in towns' strategy, in the strategies of different administrative departments, in action plan to reduce obesity, and in wellbeing report. In addition to these in some municipalities it was written in sports strategy, in child welfare plans, in school yard building plans and in the new curriculum which will be valid in 2016. In some answers it was also included in budgets either in one sector or in several. There were still four who said that there is no reference in any of the documents in their municipality and also 23 who didn't know about the situation.

8 Discussion

The main finding of this study was that cooperation has increased especially between educational office, schools and sport department. There has been improvement also between other sectors but not as much. The schools, educational office and sport department were also the most active ones on implementing the programme in their municipality. Results were in line with the expectations. It is logical that schools and educational office were on the top because the project itself aims to activate the pupils, school premises, and the school day overall. Sport and leisure department and the sport clubs came next on the ranking. Different extracurricular sport clubs, events and, for example, camp activities during holidays are natural opportunities for cooperation with these two departments. Health promotion is at its best cooperation with different parties who share a common goal (Sallinen et. al. 2012, 14). On the basis of the results schools, sport and leisure department, and sport clubs seems to share most similar goals and that is why the cooperation between these parties has been the strongest. The fact that sport clubs have been invited into school's every-day life in some municipalities indicates that schools have opened their doors also to operators outside their own organization as Virtanen & Stenvall recommended. They noted that it is beneficial to welcome partners outside their own organization if they share the same goal. Their expertise might bring added value to the project (Virtanen & Stenvall 2014, 243).

Youth work and option others were the next two according to the results when comparing the participation to the project. Technical department and health department were the last two. School nurses have been in a big role in some municipalities, and technical sector has shown their support by renovating and constructing the school yards. The cooperation hasn't been as visible as with schools and sport department but some actions have been made. Need for improving cooperation also with other administrative sectors rose from singular answers. Health promotion is municipalities' one major task. Rotko et. al. (2014) guided that each governmental sector should include health promotion in their own action and economical plans. The content of each sector's plans might vary a lot but the goal would still be the same: to support citizens' healthy way of life. (Rotko et. al. 2014, 12.) Open answers proved that Finnish schools on the move programme has been written in various documents in municipalities. Wellbeing report was mentioned in a few answers and in one municipality the programme was even written in school yard building plans. In some cases the programme was written in five different documents according to the results. Mostly there were references in one or two documents. It is not realistic to assume that the programme is included in each document but it would be beneficial if it was even in main guidelines of the parties who are active operators.

The programme has had a positive effect on children's every-day life at schools according to the results. The respondents were unanimous about this fact. It has also been proved by the numerous studies that have been made about the programme during its existence between years 2010–2015. Positive effects on learning have been proved both in national and international studies but on top of that there are other positive outcomes that have occurred after increasing physical activity. Teachers and other personnel of the school have noticed that the school satisfaction has increased and working in the classroom has become easier (Kämpfi et. al. 2013, 7). Some teachers have also noticed that bullying has decreased. Still it is good to remember that there is always exceptions. In some cases there might occur restlessness when increasing physical activity in to the class room. It might interfere some pupils' concentration. Finding the suitable ways to implement activities inside the school day is a challenging task for teachers and other professionals. Each class is different and so is every child and it requires patience when trying to find the ways to operate.

Findings of this study also prove that the answerers also outside the school see that the programme has an important role. The question where respondents were asked to evaluate the importance of the programme got the highest average of all the questions. All the departments also saw that the continuation of the project is important even without the funding. This is a positive finding because the goal for all the programmes is to build permanent changes which continues existing after the monetary support ends.

Distribution of the programme has been successful. There is still work to be done before reaching all the elementary schools but the growth of the network has been promising. Pilot phase, strategic development phase, and establishment phase were described to be the three phases of health promoting in schools (Green & Tones 2010, 455–456). Characteristics of these three can be identified from Finnish schools on the move programme. Pilot phase was a success and it can be seen from the growing numbers of schools. Finnish schools' on the move has also reached the strategic development phase according to my opinion. New partnerships have been made, innovations developed and the programme has reached more schools. In a national level there is already a strong network that is committed on supporting the municipalities and schools in activating the school day. This network includes Finnish schools on the move programme, the government, regional state administrative agencies, regional sport organisations and other sport organisations, and many others. There are already some schools that have reached the establishment phase but in a larger scale there is still way to go. In municipal level there are

examples where all the schools have joined the programme and cooperation with other stakeholders has also increased.

Among other things functioning health promotion is based on effective leadership and cross-administrational cooperation. Based on this statement, it is recommendable to build clear structure for the administration. This applies also to programmes like schools on the move. Determining who is in charge and building a team to support the cause are the first steps. Collecting data and evaluating the process constantly is also advisable. Reporting about the process and results is also a characteristic of good health promotion (Sallinen et. al. 2012, 14.) The study showed that there are municipalities that don't have a steering group or working group that monitors the implementation. This is often the reality also in other projects and programmes but in order to achieve long-term impacts strengthening the administration is advisable. On the other hand 17 of the respondents announced that they are involved with the work group and 15 are part of the steering group. Willingness to participate to these administrative groups is even higher. Steering group attracts 27 from the respondents and 24 is interested in participating in the work group. Closer examination of the results reveals that there is interest also in technical department and health department.

Communication is in a key role in efficient change management. It should be well planned and happen all the way from the beginning of the change process to the end. The answers showed that almost everyone knew the Finnish schools on the move programme. The source, where the respondents have learnt about the project, could have been asked but this didn't occur while building the questionnaire. This information doesn't tell straight about the functionality of internal communication because the knowledge about the programme might have come also from outside for example through media. On the other hand, there were few answerers who hadn't heard about the Finnish schools' on the move at all and this might reflect that maybe the communication hasn't been effective in each direction. The evaluation about the functionality and the clarity of the communication was neutral. This leads to the assumption that there might be a need to strengthen the communication especially if the goal is to increase cooperation and to attract new stakeholders.

One way to improve the validity of the research is to test it beforehand with experts or target group members (Gaur & Gaur 2009, 32). The survey was tested before it was sent to recipients with a few colleagues who were familiar with the programme and also doing research. Feedback received from them helped to adjust the questionnaire. Although the adjustments were made, one feedback from the respondent stated that it was hard to an-

swer some questions. I tried to build the questionnaire in a way that answering would have been easy to everyone but I didn't succeed completely. While analysing the data, some improvement ideas have occurred according to the survey. For example it would have been interesting to find out which factors have made cooperation easier and which factors on the other hand have caused difficulties. It would be an interesting topic for next study. Another interesting point of view would have been comparing results received from different sectors from the same municipality. This comparison might have revealed interesting information how differently or similarly different administrators see things. This kind of comparison wasn't possible in this study because municipalities answered without telling the name of their organization and without the name combining answers from same municipality wasn't possible. Other way of evaluating the validity is construct validity. Construct validity means the discussion with theoretical framework and study itself. If these two meet, construct validity is successful (Gaur & Gaur 2009, 33). Themes that were chosen as theoretical framework supported the data received from the survey. Health promotion material was especially easy to link to the study because the programme itself is an excellent example about health promotion.

The small amount of answers leads to the conclusion that information gotten is only directional. Low answering rate may be explained partially because of changes in personnel and retirement. This could be seen from some of the open answers. There were only few answers from technical and health department and comparison with other two sectors wouldn't have been adequate. The comparison with the project leaders' answers was made, even though there were only seven replies, because as a person in charge they have the best understanding about the programme. Interestingly their evaluation about the participation of different parties differed from the others the most. Especially the health sectors and youth works participation was much lower (about 0,60). Instead technical and other stakeholders got more positive evaluation than from the others. One big difference was also the fact that project leaders thought that cooperation with different sectors inside own organization had improved more than the average from all the answers (+0,46). The positive effects and continuation of the programme was seen similarly with the others. Although there were only few replies from the project leaders it appears that all the sectors don't share the same perception about the general view of the project. This leads to a conclusion that communication might have not been clear enough or the message hasn't reached everyone in different sectors. This is understandable because it is impossible to assure that everyone in each sector has the same information. It is still good to recognize the situation and evaluate whether there is need to increase communication and update the knowledge of different stakeholders.

9 Conclusions

As a conclusion it could be said that in order to achieve long term impact, and to support a healthy way of life, cooperation with different sectors is more than advisable. Operators outside one's own organization can also support the cause. Strong leadership is required in order to change behaviour and habits that have been dominant before. Thorough consideration should be done when choosing the right change agent or in other words the project leader. Building a team to support the project leader is also recommendable. It can be either a steering group that stays more on the background but helps to plan implementing steps or a working group that is also strongly involved in hands-on actions. In many cases both of these exists.

Communication is also a key element in efficient change management. That is why reporting and documentation is important. As the results of this study show there might be interested parties in various groups who would like to participate in the project. Inviting them to the meetings and even to steering or working groups could open new possibilities and ways of helping the ultimate cause. Municipalities and each sector have various documents and regulations that guide their actions. Health promotion is a matter that combines all the sectors together. Finnish schools on the move programme is one way to tackle challenges that immobility and unhealthy way of life causes. By including the programme in municipalities' action plans and budgets the implementation has more solid ground. Communication is crucial also when trying to attract new schools and municipalities to the programme. Sharing the success stories and telling about the obstacles that have been conquered on the way might help some others to join the network and to avoid the same obstacles.

On the base of the results, continuation of the project is desirable. Although all the stakeholders in the municipality are not so familiar with the project the importance of it has been recognized. The strong agreement about continuation of the programme and about its positive effects on the other hand suggests that Finnish schools' on the move programme is seen as an efficient tool for health promotion.

Mentoring schools and municipalities in Finnish schools on the move programme is part of my job description. It means that my goal is to help schools when they are planning to join the programme or develop already existing project. There are many activities and ways to increase physical activity and these are implemented all over Finland. Schools and municipalities share these ideas in national and regional level through different channels: seminars, meetings, facebook etc. Building the framework behind the hands-on activities in a

municipal level is a territory that needs strengthening. The data received from this study gives more solid background for mentoring especially when planning the administration and structure of the programme.

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Attachments

Attachment 1. The Survey.

Liikkuva koulu, organisaation viestintä

1. Edustamani taho: *

- Sivistysvirasto
 - Liikunta ja vapaa-aikavirasto
 - Tekninen virasto
 - Sosiaali- ja terveystoimet
 - Liikkuva koulu -hankevastaava
 - Joku muu, mikä?
-

2. Kuntani väkiluku on: *

- alle 5000
- 5000-10000
- 10000-30000
- 30000-60000
- yli 60000

3. Oletko kuullut Liikkuvasta koulusta? *

- Kyllä
- Ei

4. Kuntasi on mukana Liikkuvassa koulussa. Tiesitkö asiasta? *

- Kyllä
- Ei

5. Onko kunnassanne nimetty Liikkuva koulu -vastaava? *

- Kyllä
- Ei
- En osaa sanoa

6. Arvioi kuntasi eri toimijoiden ja sidosryhmien osallistumista Liikkuva koulu toimintaan

(1 ei osallistu, 2 osallistuu vähän, 3 kohtalaisesti, 4 aktiivisesti, 5 erittäin aktiivisesti)

	1	2	3	4	5
koulut *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sivistysvirasto *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
liikunta ja vapaa-aikavirasto *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nuorisovirasto *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sosiaali ja terveystalvelut *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tekninen virasto *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seurat *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
muu, mikä? _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Kuvaile lyhyesti eri toimijoiden osallistumista Liikkuva koulu -toimintaan.

300 merkkiä jäljellä

Liikkuva koulu, organisaation viestintä

8. Kunnassani on Liikkuva koulu -työryhmä. *

Kyllä Ei En osaa sanoa

9. Kuulun kuntani Liikkuva koulu -työryhmään. *

Kyllä Ei

10. Kunnassani on Liikkuva koulu -ohjausryhmä. *

Ohjausryhmä linjaa yhteistyössä työryhmän kanssa toiminnan suuntaviivat, seuraa rahoituksen käyttöä Liikkuva koulu -työryhmän toimintaa.

Kyllä Ei En osaa sanoa

11. Kuulun kuntani Liikkuva koulu -ohjausryhmään. *

Kyllä Ei

12. Olen kiinnostunut osallistumaan kuntani Liikkuva koulu -työryhmään/ohjausryhmään. *

1 en ollenkaan, 2 hieman, 3 olen kiinnostunut, 4 hyvin kiinnostunut, 5 erittäin kiinnostunut

1 2 3 4 5

Osallistuminen työryhmään

Osallistuminen ohjausryhmään

Liikkuva koulu, organisaation viestintä

13. Liikkuva koulu -viestintä kunnassani. *

1 täysin eri mieltä, 2 eri mieltä, 3 osittain samaa mieltä, 4 enimmäkseen samaa mieltä, 5 täysin samaa mieltä

	1	2	3	4	5
Liikkuva koulu viestintä on aktiivista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viestintä on selkeää ja toimivaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haluan tietää kuntani Liikkuva koulu -toiminnasta enemmän	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Liikkuva koulu -viestintä tapahtuu pääasiassa: *

Valitse maksimissaan kaksi vaihtoehtoa.

- sähköpostitse
- muistioiden välityksellä
- intranetin kautta
- kokouksissa
- en osaa sanoa
- muuta kautta, miten?
-

15. Kuvaile Liikkuva koulu viestintää kunnassasi omin sanoin.

300 merkkiä jäljellä

16. Onko Liikkuva koulu kirjattu kunnan eri asiakirjoihin? *

Jos vastasit kyllä, mistä asiakirjoista kirjaus löytyy.

Kyllä

Ei En osaa sanoa

17. Liikkuva koulu -toiminnan vaikuttavuus *

1 täysin eri mieltä, 2 eri mieltä, 3 osittain samaa mieltä, 4 enimmäkseen samaa mieltä, 5 täysin samaa mieltä

1 2 3 4 5

Liikkuvalla koululla on ollut positiivinen vaikutus koululaisten arkeen

Liikkuva koulu on lisännyt yhteistyötä kunnan eri sektoreiden välillä

Liikkuva koulu on lisännyt yhteistyötä kolmannen sektorin kanssa

Liikkuva koulu -toimintaa kannattaa jatkaa rahoituksen päättymisen jälkeen

18. Kuvaile tarkemmin havaintojasi hankkeen vaikuttavuudesta kunnassasi.

300 merkkiä jäljellä