

## Project KO375

## Final Report

Report must be completed and signed by the person indicated in the Grant Contract. Report must be provided to EMOS (ENPI Monitoring System) in electronic version and in signed paper document to the Contracting Authority. The information provided in the report must correspond to the financial information that appears in the financial report. The Contracting Authority will reject any incomplete or badly completed reports. Final report must cover report for the whole duration of the project.

## 1. Final report description

- 1.1 Name of beneficiary of Grant Contract: Lapland University of Applied Sciences
- 1.2 Name of the Contact person: Sohlman Eiri
- 1.3 Name of partners in the Action: Murmansk State Humanities University  
Northern (Arctic) Federal University  
Luleå University of Technology  
Finnmark University College  
University of Lapland  
Inari Municipality  
Salla Municipality  
City of Kemi (Karihaara School)  
Murmansk Gymnasia #5  
Lovozero secondary boarding-school of secondary (complete) education  
Kandalaksha Secondary School # 19  
Alta municipality (Talvik school)  
Vadso municipality  
Sor-Varanger municipality  
Kalix municipality  
Luleå municipality  
Kemi- Tornio University of Applied Sciences
- 1.4 Project title: ArctiChildren InNet (2012-2014) - Empowering School e-Health Model in the Barents region
- 1.5 Contract number: 02/2011/069/KO375
- 1.6 Implementation period of the Contract: 10.3.2012 - 9.12.2014
- 1.7 Reporting period (dd.mm.yyyy-dd.mm.yyyy): 10.3.2012-9.4.2015 -
- 1.8 Location of the Actions:

## Finland

- Lapland  
 Northern Ostrobothnia

## Sweden

- Norrbotten  
 Västerbotten

## Russia

- Murmansk oblast  
 Archangelsk oblast  
 Nenets Autonomous district  
 Republic of Karelia  
 Sankt Petersburg  
 Leningrad Oblast

## Norway

- Finnmark  
 Troms  
 Nordland

## 2. Final report activities

## 2.1 Executive summary

Give a global overview of the Action's implementation from the whole duration of the project.

Lapland University of Applied Sciences

ArctiChildren-projects have had as a goal since 2002 to develop a cross-border network model and create new working methods for promoting schoolchildren's health in the Barents region. The latest ArctiChildren project has been implemented at the Lapland University of Applied Sciences, whereas the earlier projects implemented at the University of Lapland.

The goal of the AC InNet 2012-2015 was to develop new eHealth approaches and to strengthen the learning and health connection through multimodalities and ICT applications at the northern schools in the Barents region. AC InNet project network has consisted schoolchildren, teachers, university students, social and health care practitioners and their educators in four countries. As a lead partner this goal has been very challenging - but at the same time such interesting and inspiring to implement with five universities and eleven pilot schools. The biggest challenge has been a demanding project goal: to develop empowering school eHealth and eLearning ICT approaches. Planning process at the beginning took more time what was estimated. But on the hand the project objectives/results are exceeded. ChatSimulation, online guidance learning environment in four languages and with user manuals, and also a Russian ArctiChildren web page under the NarFU's own web page are results that can be utilized in the future in many

ways including cross-border development for eHealth promotion activities between schools and universities in the Barents region.

ArctiChildren publication is one of the main results and also a part of the final reporting material (<http://www.lapinamk.fi/fi/Tyoelamalle/Julkaisut/Lapin-AMKin-julkaisut?itemid=2065&showlocation=b2f0223d-fe53-44e1-9862-9c37021a82fa>).

Lapland University of Applied Sciences as a lead partner has co-ordinated especially the following development activities:

#### Development Process of ArctiChildren InNet Web Pages

The development of the website [www.arctichildren.com](http://www.arctichildren.com) started in spring 2012. As mentioned in the project plan in result 3, we had promised to build up an ICT environment (i.e. website, virtual environment) where dialogue with new eHealth interventions and practices would be implemented. Already in spring 2012 the project group decided that building one common homepage in English would suit the needs of the project actors (besides [www.arctichildren.fi](http://www.arctichildren.fi) web page produced during the national AC InNet project 2011-2013). There are national parts with three flags on the website and links to each country's section. The Head of the Kolarctic ENPI CBC program gave a permission to use the [www.arctichildren.fi](http://www.arctichildren.fi) web page as a base of the new web page. Later on was also launched a Russian version of the page ([www.narfu.ru/arctichildren](http://www.narfu.ru/arctichildren)) with limited features.

ChatSimulation developed by the LUAS is a learning environment, which enables the students to practice online guidance in real time in a secure learning environment. It enables students to study ethical, substantive, communicational and information security related matters of online guidance ( <http://www.lapinamk.fi/fi/Opiskelijalle/Opinto-opas,-AMK-tutkinto/Oppimisymparistot/ChatSimulaatio> ).

The development work of the project has been integrated to the studies of social services, health and sports at the Lapland UAS. Students have practiced for example delayed online guidance in health promotion via ArctiChildren-web pages ([www.arctichildren.fi](http://www.arctichildren.fi) , [www.arctichildren.com](http://www.arctichildren.com)), trained real time online guidance via ChatSimulation, produced multisensual health material together with pupils of the pilot schools and done numerous theses' in different health themes.

Dissemination of the ArctiChildren InNet project results – new empowering eHealth promotion approaches and practices - will continue besides at the LUAS also on the regional, national and international level. Among other things, the ArctiChildren InNet publication is used as a learning material at LUAS, also at Luleå University of Technology and University of Tromsø. ChatSimulation is used as a learning environment at the social care, health and sports unit. Also collaboration with Lappish schools for eHealth promotion via the ArctiChildren web page will continue. International collaboration to use ChatSimulation with students of the University of Brighton and LUAS is being planned. Also an 'Arctic Apps' preparatory project application was submitted to the Northern Periphery and Arctic program at the end of April 2015.

#### University of Lapland

The main AC InNet responsibilities of the University of Lapland's Faculty of Art and Design has been on to develop, produce and implement art-based multimodal and e-Health activities to schools and the project webpages. These were achieved with the following activities:

- Planning and implementation of 4 art-based multimodal workshops for the pilot schools (Ivalo, Talvik, Salla and the 3-day workshop meeting in Tornio) in 2013–2014. The workshops were carried out by the research assistants Silja Korhonen and Marja Sarkimaa, Sonja Frimodig and Laura Leppänen, Salla Juvonen and supervised by prof Timo Jokela and advisor/tutoring lecturer Annamari Manninen.
- Art-based multimodal material for teachers was produced for the webpages by the project planner Elina Härkönen in collaboration with Jokela and Manninen and the project staff from the Lapland UAS.
- Evaluation and assessment of the completed activities were written in articles for the project publication. The authors were: Jokela, Manninen & Mirja Hiltunen, Korhonen & Sarkimaa, Frimodig & Leppänen, and Salla Juvonen.
- A user-feedback survey of the completed project webpages was conducted with 24 pupils at the age of 13–15 in Puolankajärvi comprehensive school and the pilot school of Rantavitikka, Rovaniemi.

#### Luleå University of Technology

In the ArctiChildren InNet project two school districts in Sweden participated in the municipalities of Luleå and Kalix. In both municipalities e-Learning has been practiced and in Kalix there are classes in grade 7-9 where lap top computers are provide to all children in order to make possible for all schoolchildren to have access to computer for their schoolwork. In the participating school there were between approximately 100-500 schoolchildren including both rural and urban schools.

Within the ArctiChildren InNet project the development and research activities included empowerment inspired interventions. One of these was to promote health and wellbeing where the schoolchildren sent each other encouraging text messages, made brochures to their parents as well as formulated a goal contract. Another focused on the implementation of tablets in the classroom with focus on empowerment and learning processes. Yet another activity included using multimodalities to give schoolchildren a say in their wellbeing and learning process. Finally a group of schoolchildren identified valuable encounters to promote health and learning in school. There is a great level of interest among the schoolchildren and commitment by the school leaders and teachers to develop best practices for empowerment based ICT support for health and learning.

#### University of Tromsø

The Norwegian project team was employee in the former Finnmark University College, which from August 1, 2013 became part of the University of Tromsø. The name of this new university constellation is UiT The Arctic University of Norway which now is the legal partner in the ArctiChildren InNet project. The Norwegian team continued their work in the AC InNet project in the new university.

The Norwegian report has been written on behalf of the Norwegian pilot schools as well. The pilot schools had to reduce their activities due to sick leave for months for key person in the pilot schools in the project period and some of the schools were understaffed.

Project planning started in 2011 with the partners via mail and videoconferences discussing each other's draft of project ideas, research ideas and application. During this year, the following milestones were established:

13.06: Common application finished.

16.06: Signed Grant Application

Autumn work on applications with regard to local cofounding.

23.09: Positive decision, of cofounding from Sør-Varanger and Vadsø municipalities.

24.09; Positive decision of cofunding from Alta municipality.  
 02.11; Positive decision, of cofunding from Sami Parliament.  
 12.12; Positive funding decision from Kolarctic.

In chronological order the main activities has been:

2012:

Kick off seminar was carried out in Rovaniemi in March this year. After that started the work with establishing contact with pilot schools and participating municipalities. Purpose of the first meetings with pilot schools was to present the project, and mapping needs and wishes from the schools. Signed contract with pilot schools was October 9th with Vadsø comprehensive school, October 17th with Talvik school and October 18th with Pasvik school.

At the same time drafts to questionnaire and interview guides were prepared and discussed with co-operators cross border. The common questionnaire was ready for use in September.

In Norway, data collection with the questionnaire was carried out in the pilot schools in October, and a little later this year interviews with teachers, parents and experts were completed.

The second step was to start processing and analyzing the data material. The purpose was to present results for the pilot schools in seminars and meetings, which were planned earlier.

2013:

Main activities this year was: to analyze the research data and to start the reporting process of the research results.

Next step was to arrange workshops together with schools. The purpose was to prepare innovative actions regarding the projects goals. Examples were inter alia, anti-bullying-work, outdoor school and e-Health promotion. Digital media played a crucial role in this work. The target group were children in comprehensive school.

This year the team participated in a number of meetings and common seminars with cooperating partners arranged by leading partner.

The Norwegian team was responsible for the arranging the ACInNet main conference this year. The conference took place October 7th - 9th in Alta, and the title of the conference was, "Challenges to use social media in health promotion". In the conference participated around 30 project actors and students from the cooperating universities and local schools. Key note speaker was Faltin Karlsen, Associate professor at The Norwegian School of Information Technology. He spoke about i. a. gaming online and game addiction among young people.

During the same time, the team was working for analyzing data, writing article drafts and preparing material for the web-side.

2014:

The ongoing work in AC InNet, Norway winter and spring 2014 was visiting pilot schools and meeting with partners.

The project leader participated in editorial meeting Levi February 4. - 7.

The project team visited pilot schools where we participated in common seminars with the teachers. Together we were planning interventions at school level: workshops on bullying and planning the trip to the common seminar for the pilot schools in Tornio.

This year it was time for sharing data with project partners, to participate in videoconferences and attending joint seminars. The main theme in those meetings was to discuss and interpret research results and prepare common publication.

We have carried out writing seminars with local project partners. The result was five articles prepared for the joint ArctiChildren InNet publication in the project.

The main content of the articles has been discussed with pilot schools, local participants, the international participants and the publisher. According to the feedback parts of the texts has been revised. Authors of the articles are single, two or three together.

Murmansk State Humanities University

During the entire period the project activities have been built taking into account the precise planning and goal-setting, organizing each stage of the project. The results of each stage of the project were discussed in detail with the project team, project coordinator regularly informed MSHU leadership of interim results and risks of the project. Taking into account the long-term cooperation between MSHU and foreign partners in the framework of the project " ArctiChildren", we can say that this project is an illustration of a sustainable partnership in Finland, Sweden, Norway and Russia. A significant fact is that the cooperation in the framework of the project was built on three levels: University-University; School-school; School-University. These lines of collaboration allow us to speak about sustainable development of the project, as the theoretical development of the project embodied in the practice of teachers and pilot schools. In addition, textbooks were published in Russian and English, which is the key to sustainability of the project.

Northern (Arctic) Federal University

Building a NARFU web-page considered as an information and methodical resource for parents and specialists working with children, where specialists can publish their materials and make them available for public access

-Organizing the collection of methodic materials for filling the resource.

-Organizing the search and collection of language-free material for students of pilot schools (videotrainings, posters).

-Preparing a list of topics of online web lectures and contact with potential lecturers.

-Recording and publishing video lectures with overlaid titles..

NARFU and MSHU together have done a great job and produced an electronic Russian version of the AC Publication, which is a project added-value (result not initially planned) that can be disseminated as wide as it is only possible. Pdf version of the finalized Russian AC Publication has downloaded to the RussianAC website and distributed to schools, etc.

## 2.2 Activities and results

List all the activities in line with Annex 1 of the contract for the whole duration of the project. Provide information of possible modifications for the planned activity and results (quantify when possible).

Lapland University of Applied Sciences

Lapland University of Applied Sciences have had following activities for achieving the results promised to the Kolarctic Enpi CBC program

1. A cross-border frame of reference created about the project cooperation for achieving an empowering school e-Health / e-Learning model

Started dialogue with partners in the Kick-off seminar (3/2012)

Started project co-operation by visiting the pilot schools (Russia 5/12; Norway 5/12, Sweden, Kalix 5/12 and Finland spring -12)

Organized video conferences to the project actors about the Finnish best eHealth practices (1/13). Swedish partners organized a lecture about a good eHealth practice, *umo.se* during AC seminar in Luleå (2/13) and in Alta seminar (10/2013) was a lecture about internet use and children

Development process started during the Kick-off seminar (3/2012)

Project group video meetings for planning the cross-border survey for school children (4/12, 9/12, 11/12)

2. Action research to assess the actual ICT use, attitudes and needs and benchmarking process to develop school e-Health and e-Learning applications

Planning process of the cross-border Webropol survey for pupils at the pilot schools with partners (3-8/2012)

-Coding and translation of the Webropol survey form at LUAS (8/2012)

Coordinating the cross-border Webropol survey for pupils at the pilot schools (9/2012)

Coordinating the Media skills survey for children and teachers at the pilot schools in Finland, Sweden (2012-2013)

Producing a report about the national and cross-border research findings (8/2013-) and informing the pilot schools about the results (10/2013-)

3. Build up an ICT environment (i.e website, virtual environment..) where the dialogue with new interventions and practices will be implemented (described in project purpose)

Building a website based on national AC InNet ESR project ( Definition of the website; Technical specification; Graphic design; Coding; Translation into English; Social media integration; Updating the website)

Constructing of ChatSimulation with user manuals ( Technical & graphical specification 1/2014; Coding 1-2/2014; Material, for example user manuals and video presentation; Finnish, Swedish & English versions done simultaneously)

4. New interventions / practices created for starting cross-border empowering school e-Health / e-Learning dialogue at three levels (classroom - , expert-pupils - and home-collaboration level) in each participating country and cross-border

At the Russian pilot schools; "Health market" and workshops in Murmansk, Lovozero & Kandalaksha schools (themes: nutrition, exercise, sleep/rest, social networks, intoxicants, 3/2013) and workshops at Murmansk school # 5 (themes: posture, social relationships 4/2014; also a workshop for Russian teachers)

Online dialogues and producing multisensual health material to the web page (themes: nutrition, intoxicants, mood and coping, polar night, posture, snuff use, healthy sexuality; spring/2013-autumn 2014)

Participation in the planning seminar in Alta (10/2013).

Carrying out a Webropol questionnaire to the Russian pilot schools about their needs of physiotherapy guidance

Implementing delayed online guidance with Russian schoolchildren (autumn 2014)

Delayed online guidance about school children's safety net use (autumn 2014)

Starting to plan a draft about the project publication

Creating a model for 'Online Health Promotion at the Social Services, Health and Sports Unit at the Lapland University of Applied Sciences

Planning a learning path for achieving skills and know-how for online guidance at the Social Services, Health and Sports Unit at the Lapland University of Applied Sciences

5. Empowering School e-Health Model developed

School eHealth model established based on development activities (autumn 2014)

Coordinating cross border publication process; writing, editing, layout, printing (2014-2015)

Organizing the closing conference in Rovaniemi (11/ 2014)

As a dissemination activity a new 'Arctic Apps' project application submitted to the NPA programme based on ACInNet project results

6. Project management

Participation in the Kolarctic ENPI CBC program seminars in Murmansk (11/12) and In Rovaniemi (12/14)

Daily project management with the partners and other project stakeholders

Organizing the steering group and project group meetings, video meetings with the project actors

Collaboration with the university students and teachers at the LUAS

Communication between different partners in the regional, national and international level and

with the Kolarctic ENPI and EU officers

Working with the financial administration at LUAS and partner universities

Producing interim reporting final reporting with the project partners

Organizing project closure with financial secretaries at LUAS and the partner universities.

Kemi campus:

Rantavitikka school and Murmansk college/junior high school has been the main contact schools in project for Kemi campus. The cooperation has happened via workshops and plan meetings with those schools. Subject in Kemi campus was psychosocial health and well-being.

In February 2013 a conference in Luuleå, Sweden. That was the first meeting for Kemi-Tornio campus with the whole project group. Spring 2013 in March implemented workshops in Murmansk school/number 5. Subject was friendship, done by three social service student. The aim was to collect material about the thesis work and give students experiences for cooperation and for training social skills as a dimension of psychosocial skills. The same kind workshop was with schoolchildren in Rovaniemi, at Rantavitikka school in May 2014. Students planned the workshops and used action methods in lessons. They reported about workshops in their thesis works.

Autumn 2013 in October social service and health care students participated in seminar in Alta, Norway. There they had presentations about their thesis plans about Friendship and bullying and about Maintaining Psychosocial Well-Being among children aged 13 to 16.

Spring 2014 in April continued the cooperation with Murmansk school number 5. From Kemi campus participated students from social service education and from public health care education. They also organized workshops about healthy nutrition and about social relationships for the schoolchildren of Murmansk school number 5.

In May 2014 Rantavitikka school children had camp school (leirikoulu) in Kemi. They had social association and workshops about health promotion. Children trained online dialogue via ChatSimulation with public health nurse students and made contact with

Murmansk school children. Students had trained to use ChatSimulation before with each others. Public health nurse students planned and fulfilled the program for children in a course of health promotion. Social service students organized workshops for Rantavitikka schoolchildren.

Autumn 2014 in August in Tornio campus was seminar for teachers and students from pilot schools organized by media and culture students. The theme was using of media in teaching and learning and how to produce multimedia material. Social service students participated in workshops in cooperation with media and culture students.

During the end of autumn the project work has been preparing publication and participation of the close seminar in November 2014. Thesis works at Kemi Campus:

1. Illicit drug use among Finnish children: Channels of acquisition. 2014
2. "A good friend never gives up and never forgets, and always cheers you up" : Sosiaalisten suhteiden merkitys yläkouluikäisille nuorille" 2014
3. Social relations in adolescence: Role of parent and peer relationships in adolescence's psychosocial development 2013
4. Kiusaaminen ja ystävyys peruskoulussa, Bullying and friendship Riku Tolonen 2015
5. Maintaining Psychosocial Well-Being among Children aged 13 to 16

In addition our Kemi-Tornio campus teachers and students have made articles to the AC publication.

#### University of Lapland

The main AC InNet responsibilities of the University of Lapland's Faculty of Art and Design has been on to develop, produce and implement art-based multimodal and e-Health activities to schools and the project webpages.

During the year 2013 the art-based multimodal school activities were started with contacting and planning together with the target pilot schools. From the Faculty's behalf, the process was carried out mainly by the prof. Timo Jokela and the research assistants Silja Korhonen and Marja Sarkimaa. The first video-art workshop was conducted in the Ivalo comprehensive school in northern Finland. The activities were reflected and analysed on Korhonen's and Sarkimaa's master's thesis supervised by Jokela.

Similar art-based multimodal activities were continued the following year 2014. The activities were led and supervised by prof. Timo Jokela and advisor/ tutoring lecturer Annamari Manninen. Three research assistants Sonja Frimodig, Laura Leppänen and Salla Juvonen planned and implemented the art-based multimodal workshops for schools. First workshops were carried out in the 3-day AC InNET meeting in Tornio in September 2014. The activities were assessed and improved according to the experiences gained in Tornio. The second workshops were conducted in the target pilot schools where workshops were carried out were the Talvik comprehensive school in Norway and the Salla comprehensive school in Finland during the late autumn 2014. The processes are reflected and analysed in the master theses of Frimodig, Leppänen and Juvonen.

During the same year 2014, the production of the art-based multimodal material for teachers were started. The project planner Elina Härkönen in collaboration with Jokela and Manninen and the project staff from Lapland UAS produced the Finnish/English material bank for the project webpages during April–December 2014. The materials were also translated into Russian by Ekaterina Konovalenko.

All the completed activities are evaluated in the articles written for the project publication. Advisors Jokela, Manninen and Mirja Hiltunen, and the research assistants Korhonen, Sarkimaa, Frimodig, Leppänen and Juvonen have all written articles for the publication.

The final reporting period January–February 2015 was utilized to conduct a user-feedback survey of the completed project webpages, finalize the articles for the project publication, and evaluate of all the completed activities. The survey was done with 24 school pupils at the age of 13–15. The surveys were carried out in Puolankajärvi comprehensive school in Puolanka Finland and in the pilot school of Rantavitikka, Rovaniemi.

#### Luleå University of Technology

-The Swedish team participated in the start of the project implementation with the partners in the Kick-off seminar in March 2012. The results were a revised action plan to successfully reach the goal to create an Empowering School e-Health Model in the Barents region.

-The visit with project manager and project planner at the pilot school Mannhemsskolan in Kalix municipality in May 2012 resulted in a common understanding of how the development work were to be carried out. Two school classes were identified and the school teachers shared their ideas on how to work with the class, for example a suitable time of the school year to implement health promoting activities and how to inform parents and other significant adults about the project.

-The Swedish team offered the pilot school teachers a chance to participate in a video conference about the Finnish best practices in January 2013. No teachers took the opportunity to participate due to hectic workloads however researchers were able to attend.

-The Swedish team organized during the fall of 2012 and participated in the Swedish best practices in Luleå in February 2013. The key note speaker from Stockholm shared experiences of building and maintaining the Swedish portal [www.umo.se](http://www.umo.se) for children and youth. At the [www.umo.se](http://www.umo.se) site children and youth can receive answers to their anonymous health questions from a health care professional. Important lessons were learned for the ArctiChildren InNet project's own web site.

-The Swedish team participated in the planning process of the cross-border Webropol survey for school children at the pilot schools in four meetings during March to November 2012. In Sweden the cross-border survey was implemented in two schools during May 2013. In total 131 school children responded in the Swedish questionnaire.

- Research and development activities with school children in a Mandaskolan, collecting data about school children's use and experiences of tablets as a tool for empowering e-learning in schools. E-learning methods with an empowering approach with schoolchildren were carried out and evaluated during a whole academic year finishing in June 2013.

-Health promotion days were held by the Swedish team at the Kalix and Luleå pilot schools in fall 2013 and spring 2014. Parents, teachers and other school staff was invited to take part, listen to the results and discuss the outcomes with the researchers.

- During the project period, the Swedish team has continuously been providing material to the common website, for example the picture study at Mandaskolan, children's photos of their healthy breakfast and the Health promotion brochure from Mannhemsskolan.

-The Swedish team developed e-health promotion methods with text messages in an empowering approach with schoolchildren at the pilot school in Kalix in the fall of 2012 and the spring of 2013. Two school classes were involved, one as an intervention group and one as the control group. The schoolchildren came up with ideas for the intervention using an empowerment approach (read further in Lindqvist, Kostenius & Gard, 2012). The intervention was successful in improving physical activity in the schoolchildren

(see further Lindqvist et al., 2014). The results were communicated with the schoolchildren, teachers and parents as well as school officials, as well as in international scientific journals (see also Lindqvist, Kostenius & Gard, 2014).

- In October 2013 the Swedish team participated in the planning seminar in Alta, where discussions were made on what had been done so far, and which actions were to come next. We also had presentations about the current state of our projects, and discussions about the up-coming common cross-border publication.

-In February the two leaders of the Swedish team participated in an AC-workshop and steering group meeting in Levi, Finland. The workshop focused on the common cross-border publication, directing questions about structure and contents. This was the starting point for the writing process of the publication. We also dealt with general questions about the project during the steering group meeting.

-During spring and fall 2014 the Swedish team was writing chapters to the common ArctiChildren cross-border publication. Both project workers from the university and the pilot schools were involved. This resulted in eight chapters involving members from the Swedish team to the common cross-border publication (see for example Kostenius & Hertting, 2015; Grape, Hertting & Törfalk, 2015, Nyström 2015; Öhrling 2015).

-The plan was that members from the Swedish team participate in the benchmarking trip to University of Manitoba, Canada. This was re-negotiated as it was more fitting that the funds were spent on development work at the participating pilot schools instead.

-The original plan was to hold a planning seminar III in Murmansk during spring 2014, however the plan was changed to hold the seminar in Rovaniemi as it was easier for all the participants to travel to Rovaniemi instead.

-At an ArctiChildren InNet workshop in Torneå, Finland in September 2014 two Swedish schoolchildren presented in English their experiences of participating in an empowering intervention at Mandaskolan. The presentation was created together with two of the researchers. This was a result of co-creating and empowerment inspired intervention work.

-In October two from the Swedish team participated in the Editors meeting and steering group meeting in Levi, Finland which resulted in a common plan for the ArctiChildren InNet publication as well as shared views regarding common project planning questions.

-During fall term 2014 two of the project members in Sweden worked together with schoolchildren and their teachers at Töreskolan in Kalix and at Mandaskolan in Luleå about valuable encounters in school. The parents were invited to participate in after school meetings to discuss the results, which resulted in some interesting discussions and plans for future health promotion activities.

- In November 2014 the Swedish project members participated in the closing seminar "New eHealth Approaches for School Children" in Rovaniemi. In six presentations the Swedish team shared their results and experiences of the development work at the pilot schools during the project time. Parts of the common questionnaire, in which we as researchers had been involved was also presented.

#### University of Tromsø

- Planning work local and cross border
  - Relation building with pilot schools
  - Data collection
  - Questionnaire
  - Interviews with teachers
  - Interviews with parents
  - Interviews with experts
  - Processing data:
  - Transcription of interviews
  - Primary analyze of quantitative data
  - Preliminary report
  - Presenting results for the participating schools and parents in seminars and workshops.
  - Participating in cross border seminar with project participants.
  - Reporting process
  - Local writing seminars
  - Peer reviews of articles.
  - Prepare web-side.
  - Wising pilot schools during the project period.
- Publishing process

#### Murmansk State Humanities University

All the activities corresponded to the plan and objectives of work.

### 2.3 Activities that have not taken place

Outline any activity and/or publications foreseen in the contract, that have not taken place, explaining the reasons for these.

Lapland University of Applied Sciences (as a lead partner status)

University of Manitoba promised to work as an associate in spring 2011 before the project application was submitted to the financier. As a project manager I have contacted Nicole Harder who was a contact person in Canada many times, but unfortunately collaboration not succeeded. The main reason was mainly a lack of funding at the Canadian university.

In the project application there was as one of the project result 'Benchmarking process of the best eHealth promotion practices'. Partly this was implemented with the partner universities in Sweden and Norway but the method was different. During the cross-border seminar was presented one of the best practice example of that country (Finland, Sweden and Norway). Also participation of the pilot schools (especially in Norway, Sweden) has not been so versatile it was planned. The reason for this has been busy school schedules and key personnel's absences of a school work.

Kemi campus

The contacts between Rantavitikka school and Murmansk school number 5 has happened via students of the Kemi campus. The real communication didn't happen although we tried use chat simulations and have contact via e-mail. The workshops were separate for both schools with the same subjects. Murmansk's school children were more active and willing to take contact with Rantavitikka's pupils than they were. Then we had technical problems also in communication.

University of Tromsø

Outline any activity and/or publications foreseen in the contract, that have not taken place, explaining the reasons for these.  
Outline any activity and/or publications foreseen in the contract that have not taken place, explaining the reasons for these.

A planned research project on health information in one of the pilot schools based on digital media could not take place due to months of sick leave for the contact person. This was planned as an intervention on how to use web sites in health promotion in comprehensive school where the goal was to use media in an informative and critical way.

Another pilot school could not carry out an anti-bullying-project due to lack of staff. A local school conference had to be cancelled due to pilot schools priority of other meetings.

A planned workshop together with parents had to be canceled lack of interest and engagement in the topics.

Two planned activities in pilot schools: one of developing computational literacy in math and physics and developing gaming as a pedagogical tool. Both had to be cancelled due to severe restrictions in curriculum.

## 2.4 Assessment of the results

Introduce observations on the performance and the achievement of outputs, outcomes, impact and risks in relation to specific and overall objectives, and whether the Action has had any unforeseen positive or negative results (quantify and refer to logframed indicators when possible).

Lapland University of Applied Sciences

Overall Objective: To improve the common challenges of the schoolchildren's physical, psychological, emotional, social and spiritual health and well-being, security and cultural identity through Information and Communication Technologies (ICT) applications in the Barents Region

As an indicator which has been achieved: Increased cross border collaboration in the four participating countries between regional/national school and health care authorities, universities/collages and pilot schools to improve schoolchildren's health and wellbeing by the end of the project in 2015".

Result 1: A cross-border frame of reference created about the project cooperation for achieving an empowering school e-Health / e-Learning model

The indicators which were achieved:

Cooperation methodology and frame of reference agreed and set up at the beginning of the project with all the partners. Network, regional and cross-border, were established at the beginning of the project. The possibilities to use social media in schoolchildren's health promotion have been introduced to the partners (examples of best practices in Finland, Sweden and Norway).

Result 2: Action research to assess the actual ICT use, attitudes and needs and benchmarking process to develop school e-Health and e-Learning applications

The indicators which were achieved:

3 different surveys (mapping development needs, Webropol survey and the media skills survey) implemented at the pilot schools during the research part of the project in every participating country. Research results were presented to all the partners / pilot schools.

Result 3: Build up an ICT environment (i.e website, virtual environment) where the dialogue with new interventions and practices will be implemented)

The indicators which were achieved:

New empowering ICT environment, the ArctiChildren web page, was planned and implemented in three languages for the schoolchildren in the Barents region.

As a new indicator was constructing of ChatSimulation with user manuals and video presentation (Finnish, Swedish & English versions done simultaneously)

4. New interventions / practices created for starting cross-border empowering school e-Health / e-Learning dialogue at three levels (classroom - , expert-pupils - and home-collaboration level) in each participating country and cross-border

The indicators which were achieved:

New empowering eHealth interventions have been implemented. Interventions have been transferred into the ICT environment, ArctiChildren web page before the termination of the project.

Following indicators are described in the ArctiChildren InNet publication: Evaluated experiences concerning social media from all the actors before the end of the activity. New approaches identified to empower the schoolchildren's health and wellbeing before the closure of the project.

5. Empowering School e-Health Model developed

The indicators which were achieved:

New empowering school eHealth practices / a model established. Also a model about collaboration between schools and Lapland UAS has been planned.

Seminars where the regional, national and international authorities have been informed about empowering school eHealth practices in the every participating countries have been arranged.

6. Project management

The indicators which were achieved:

All project management activities have been implemented by the rules of the Kolarctic ENPI CBC program. JMA has given all information needed and support during the project. The projects coordinators in every participating country / university have been committed in the project work and management.

University of Lapland

The assessment of the results is done in the action research articles written for the project publication and the master theses of the research assistants.

The results of the user-feedback are collected in separate memorandum. Overall, the summary of the feedback was that the testers were pleased about the quality in the pages. The few suggestions for developing the content concerned information library for

health issues and the continuation of the discussion forum where children and youth could ask health-related questions from reliable professionals.

Luleå University of Technology

Result 1: A cross-border frame of reference created about the project cooperation for achieving an empowering school e-Health / e-Learning model

The Swedish team was one partner in the establishing of the network with urban and rural pilot schools, universities and colleges. In Sweden contacts were made with the municipality school officials in Luleå and Kalix in order to have the permission to involve the pilot schools. Thereafter, the contact persons at each school with a one-to one program (this means that all schoolchildren had their own computers in school). Five schools participated during the project, these were: Mandaskolan, Tunaskolan, Bergskolan, Manhemsskolan and Töreskolan. A total of 335 schoolchildren were part of the development activities in the region of Norrbotten.

Simultaneously the Swedish team participated in establishing contact and building the cross-border international project network. During the projects kick-off meeting a training seminar for the project actors was held concerning social media, health promotion and learning. Together with the other project partners the Swedish team developed a cross border action research plan based on the previous research on social media, health promotion and learning in each country, as well as created practical guidelines for development and the research process including both quantitative and qualitative data methods.

The assessment of result 1 is that it was relatively easy to establish contacts with pilot schools who were interested in development work in the area of health and learning, even though every school had a heavy workload. The theme of the project was right on spot for the schools and the involved teachers were committed to the issues. The base of the international cross-border project group is established since earlier projects, and new members were introduced quite smoothly. This meant that we could start focus on project planning relatively fast and after the first planning meeting the Swedish team felt that we had a clear image on how to proceed with the project, both concerning common activities and activities conducted in Sweden.

Result 2: Action research to assess the actual ICT use, attitudes and needs and benchmarking process to develop school e-Health and e-Learning applications

The Swedish team were part of the planning and implementing involving teachers, schoolchildren and their parents based on quantitative and qualitative methodology. A total of 131 schoolchildren answered the common questionnaire in Sweden where quantitative and qualitative questions were posed. In addition to this a number of 53 schoolchildren answered questionnaires about their physical activity level. A total of 104 schoolchildren participated in qualitative surveys consisting of interviews, focus groups and written reflections. A number of 5 principals and approximately 50 teachers in the Swedish schools participated in meetings discussing the aims and the practical focus of the ArctiChildren InNet project and 7 teachers were involved in the implementation of the development work in school. Approximately 30 parents participated in meetings discussing the aims and the practical focus of the ArctiChildren InNet project and 10 were able to more thoroughly voice their opinions when interviewed individually.

The assessment of result 2 have been successfully reported locally in the region of Norrbotten in the participating municipalities Luleå and Kalix through a number of meetings where project staff and researchers was leading the discussions about the results and how to proceed. During two occasions project staff has been invited to share the progress and results to local administrators and politicians. In addition the results were disseminated through international research collaborations and conferences. The Swedish team supplied their results to the common conclusion report of cross-border needs and organized a benchmarking meeting of Swedish best practices in the area of school e-Health and e-Learning ([www.umo.se](http://www.umo.se)). The Swedish team, in close cooperation with principals and teachers, prepared guidelines to implement new approaches to develop new e-Health approaches and strengthening the learning and health connection through multimodalities, empowerment and ICT applications at the schools pilot schools. See activity 4 below for more detail.

Result 3: Build up an ICT environment (i.e website, virtual environment) where the dialogue with new interventions and practices will be implemented)

The Swedish team took part in the discussing, planning and implementation of an ICT environment to increase health and learning in schoolchildren in the Barents region. In Sweden the need to include mobile phones and tablets was evident and this was the main focus of the Swedish teams development activities. In one school the schoolchildren used their mobile phones to increase physical activity and in one school the schoolchildren used tablets to enhance learning and empowerment in the classroom. The participatory approach was used in order to include schoolchildren, teachers and parents views. Two schoolchildren represented their class of schoolchildren by participating in the workshop for ICT held in Tornio, Finland on how to use ICT and shared their experiences of participating in the project. In addition the Swedish team has supplied the common ArctiChildren InNet web site. An exchange has taken places of pictures, videos and best practices among the schoolchildren in the other participating countries – Finland, Norway and Russia.

The assessment of result 3 has included a fruitful dialogue with the pilot schools to ensure that the use of ICT connected to the needs of the schools and the region. The Swedish team would like to note that Finland's leading position in the development of the ArctiChildren InNet web site has been extra ordinarily well done. The schoolchildren, teachers and the project staff in the Swedish team have not only been educated through a number of seminars but able to practically be involved in the building of and contributing materials to an ICT environment.

Result 4: New interventions / practices created for starting empowering school e-Health / e-Learning dialogue at three levels in each participating country and cross-border

In Sweden the project staff worked with intervention activities in three schools. Following is a summary of the results and conclusions:

Manhemsskolan in Kalix municipality. The first phase of the project is called Peers, parents and phones- Moving from idea to action in health promotion. The schoolchildren were divided by the teachers into pairs and were asked to make a mutual written contract including a goal for physical activity and to support each other's physical activity during one month. "Getting in shape and feel good", "build stamina and muscle", "sleep better" were some examples of goals what schoolchildren choose to write in the contracts. In the contract they also agreed to send one SMS to each other once a day during one month to encourage physical activity. They were asked to talk with their partner to get a picture of what that person perceived as encouraging and at what time of the day they would prefer to get their message. They also sent a copy of the SMS to the researcher. "Remember to bring in a little extra at the gym today", "Walk the dog or something :-)" and "Get out of bed and on the move" were some examples of their encouraging SMS to each other. The schoolchildren received financial compensation for the SMS they sent during the study. The main headlines of the parental brochure was decided on in the entire group of schoolchildren in the intervention group and were for example "Why is it positive to be physically active?", "Relation between PA and school performance" and "How can parents support PA". The schoolchildren worked in smaller groups with one headline per group and presented their contribution to the whole group the following day. Finally there was an editing process to complete the brochure and it was sent home to the parents. The contracts, the content of the SMS and the parental brochure were created by the schoolchildren, the researchers and the teachers with an



empowerment based approach.

The second phase at Manhemsskolan called Moving from idea to action and the schoolchildren spend approximately half of their waking hours in school and this provides an opportunity to promote physical activity for all adolescents regardless of their life circumstances. The schoolchildren were invited to use SMS to stimulate each other to be more physically active and 14 schoolchildren (4 boys and 10 girls) were interviewed about this. An empowerment approach and forming partnerships with schoolchildren is a promising avenue for developing physical activity interventions for schools but one size will never fit all. It is feasible to use SMS for adolescents when collecting physical activity data and also as an element of an intervention aiming at increasing physical activity.

The third phase - Fun, feasible and functioning: Schoolchildren' experiences of a physical activity intervention was a qualitative study was carried out and published during 2014. A purposive sampling was used; 14 schoolchildren (four boys and 10 girls) were interviewed and the collected data was analysed using qualitative content analysis. Major findings: One main theme was identified: fun, feasible and functioning. The following two subthemes also emerged: the multi-component intervention fits several, but not all, and manageable measuring can also be motivating. The main theme elucidates that fun was an important factor for joining the study; the schoolchildren also experienced the empowerment-inspired intervention and the data collection to be fun and feasible. According to the schoolchildren, the intervention was functioning since they experienced that it increased their PA. Principal conclusions: An empowerment approach that includes forming partnerships with schoolchildren is a promising avenue for developing PA interventions for schools, regardless of whether the person concerned is a parent, teacher, school nurse or physiotherapist, but one size will never fit all. The fourth and final phase Parent participation plays an important part in promoting physical activity was a qualitative study carried out and submitted during 2014. The aim of this study was to describe parents' experiences of being a part of their adolescents' empowerment inspired physical activity intervention. Method; 10 parents (4 fathers and 6 mothers) were interviewed and the collected data was analyzed with qualitative content analysis. Results; The three sub themes were combined in one main theme which shows that parents have an important part to play in order to be successful in increasing the physical activity of their adolescents'. The life of an adolescent has many options and demands that make the choice of physical activity difficult. The parents felt that they were important into supporting their adolescent but a successful PA intervention has to have multiple components. The parents experienced that the intervention had a positive effect regarding their adolescents, and also concerning their own, PA. Conclusions; Interventions aiming at promoting physical activity among adolescents should be school-based, have an empowerment approach and include action to stimulate participation of parents.

Töreskolan in Kalix municipality. A qualitative study called Meaningful events in school affecting schoolchildren' health and learning was carried out during spring and fall of 2014. The primary school that was chosen by the school management had not previous been involved in the ArctiChildren project. In the project, 15 schoolchildren from grade 3 participated. The study was planned and carried out in co-operation between the two class teachers and one project worker from the ArctiChildren InNet. The project intended to challenge the common focus on investigations of problems and deficiencies of schools through studying schoolchildren' experiences on meaningful events experienced in school. Meaningful events entail, for example, meetings that people value, appreciate, and find important. Such events have made a difference for the schoolchildren involved and have positive impact on their health and learning. In addition, it was important that the research and development work was done together with the schoolchildren and teachers and not on them. The guiding questions were: (i) What meaningful school events do schoolchildren portray in personal experiences? (ii) How are meaningful events in schools characterized? (iii) What differences and similarities can be found in the meaningful events in schools? (iv) How do meaningful events affect schoolchildren' health and learning?

In order to explore the research topic, different methods were used: drawings, multimodal presentations and interviews. On the first occasion the project worker met the schoolchildren we started to get to know each other and prepared the schoolchildren for exploring meaningful events. I invited them to discuss in class what a meaningful event can entail though brainstorming. After that, the schoolchildren were invited to create a drawing depicting a meaningful event in school based on the following instruction: Try to remember some meaningful events in school. What happened? Who was involved? Why do you think you remember it? Did you learn something, if so, what? How did you feel? Create a drawing about one event. A couple of weeks later, the schoolchildren were interviewed about meaningful events starting with the drawing they had made. Then they got a task to create a multimodal presentation in groups (digital story, photo exhibit, movie, song, poem, dance, role play or poster). The groups worked with the presentations one whole school day and presented the results for each other the following week. Three groups chose to do a digital story and two groups created role-plays and posters. The project worker participated during the presentations, took field notes and reflected together with the schoolchildren on the meaningful events they presented on. During fall, the data was analyzed by two researchers and resulted in four themes that characterized the meaningful events: Growing and achieving, learning in different spaces, being free and having fun, and sharing and caring. After the initial analysis, the results were discussed with the schoolchildren and their teachers, showing the connection between meaningful events and schoolchildren' health and learning. Concluding remarks are that the schoolchildren seemed not used to express themselves about meaningful events, which point to the need of promoting school discussions on such events as well as activities supporting new meaningful events to occur.

Mandaskolan Luleå During 2012-2013, development work called ICT in education – schoolchildren's experiences of introduction of touchpad in school was initiated and carried out in cooperation with the teacher in year 6, which aim was to follow the schoolchildren in their school lives, focusing on the tablets. The tablets were newly introduced, and a new tool for the teacher as well as the schoolchildren (although many children had a tablet at home). Through a variety of methods the aim was to create/enhance understanding of the schoolchildren's experiences of using the tablet as a tool in school, and how this could increase empowerment and learning. Observations were conducted in the classroom to follow the overall work. In some specific work done by school children, where tablets have been a tool, questions about the work have been asked to the schoolchildren. The schoolchildren conducted a small group project in which they conducted creative presentations on their thoughts about tablets in school, and what they would recommend to other school children starting with tablets in their school work. The schoolchildren were asked to describe important lessons about working with tablets in school. The semester was closed with conversations with the schoolchildren in the class. The conversations were conducted in pairs, in total seven, where the intention was to listen to schoolchildren's own voices and thoughts about their experiences of using tablets in school. The interviews were based on all activities conducted during the school year. Based on the intervention, the collaboration with the teacher continued in 2014 and was aiming at developing an understanding of tablet use and empowerment for learning in school. A chapter was written in the common ArctiChildren InNet project publication, which is based on the experiences of the teacher. There, the teacher's experiences and thoughts about working with a tablet in the school were in focus. This in order to spread the experiences, to contribute to the continued development of technology tools in schools and within the project. The results were presented at the conference "New eHealth Approaches for school Children" in Rovaniemi in November 2014.

Another development work Empowering schoolchildren to increase health and learning also took place at Mandaskolan during 2014. Schoolchildren were invited to participate in activities aiming at giving voice and space to them as co-researchers. The 18 schoolchildren were from 6th grade, 11 and 12 years old. The empowered child perspective, agreeing that children are trustworthy and competent, was fundamental through all activities with the schoolchildren. The starting point was a conversation in the classroom about "What is research". Discussions were made about different ways of dealing with certain problems or questions we want to find answers to, and how important it is to find valuable partners to work with. The schoolchildren could give examples from their own experiences and I could tell them about how researchers at the university deal with the research process. This was an introduction for the schoolchildren, sharing vocabulary before we entered this intervention and development effort in the classroom. The frame for this activity was to let the schoolchildren (in groups of 4-5) share their experiences, thoughts and feelings regarding well-being in school, and create a multimodal presentation together showing their classmates the experiences of feeling good. This

wide assignment invited the schoolchildren to reflect on their own health in school, present and discuss the results and what the possible health promotion activities and pedagogical implications could be, with or without the help of ICT solutions. The entire process included activities as group discussions, presentations, feedback, interpretation and analysis, can be described as a model and an example of how to let the schoolchildren practice the democratic values and respect for each person. These are fundamental values in the Swedish school system in order to prepare them to live and work in society. The different activities stimulated the pupils' creativity, curiosity and self-confidence, as well as their desire to explore their own ideas. As partners, the schoolchildren's voices were heard and they were treated as creative and competent co-creators.

The assessment of result 4 is that much more than the project leaders and project staff in the Swedish team had aimed to reach was delivered through cooperation with the participants in the different development activities as well as data research creation. Dialogue took place through individual interviews, in focus groups, in classrooms, and in staff meetings for teachers and parental meetings in order to apply dialogue tailored to the Swedish needs. The activities involved all of the levels - classroom, dialogue between experts and home-school collaboration. By creating a cross border cooperation report about empowering school e-Health and e-Learning interventions/practices helped the understanding of health and learning with multimodalities, ICT and empowerment approaches. Challenges were for example language barriers which were overcome by for example the use of pictures, photos and videos. Translation into English was also complemented by non-verbal expression mentioned above.

#### Result 5: Empowering School e-Health Model developed

The cross border cooperation publication consisted of the description of the school e-Health model which served as a model for different actors including schoolchildren, teachers, researchers and parents in the participating pilot schools. The Swedish team contributed with 8 articles in the publication and one of the Swedish project members was part of the Editor team. The publication was spread to school officials for further use to continuing education for teachers and school staff as well as to regional and national authorities. In addition the publication will be used at the university level in courses for teacher training and the Health Guidance programme suggesting educational empowering e-Health program developed during the ArctiChildren InNet project. The empowering school e-Health model was disseminated at the university web site and in the local and national media. Two members of the Swedish team participated in an International conference in the UK to disseminate results from the project. One member of the Swedish team held a public lecture about some of the results of the project which revived great media attention. The Swedish team participated in the closing seminar with 6 presentations sharing results, good practices and experiences of the development work at the pilot schools. Scientific articles disseminating the results have been published in international journals, and in addition one Doctoral thesis as well as one Licentiate thesis has been produced and will be publically defended at Luleå University of Technology during spring 2015.

The assessment of result 5 is that the development of the empowering e-Health program developed during the ArctiChildren InNet project went well. There has been creative cross-boarder collaboration where all of the partners have been able to voice their views and ideas. For example in the publication seminar in Levi, Finland the workshop organized by the lead partner was very productive and had an empowering approach true to the concept of the project. The writing process of the publication has been well organized by the main Editor and articles in the publication have a close connection to the pilot schools. In one of the articles a teacher was co-author to share teachers' experiences of the development work at the pilot school. In addition, the articles in the first two sections in the publication were peer-reviewed to ensure the quality of the book. There has been a large interest from the university, the public as well as from the media which greatly helped disseminating the results. The ArctiChildren InNet publication and web site are good examples of the benefits of positive cross-boarder collaboration.

#### Result 6. Project Management

The lead partner and the project manager managed the project practicalities with the cross-border project network. They organized the coordination of project meetings and steering group meetings during the project life and held opening, closing seminars as well as training opportunities for schoolchildren, teachers and school staff. In addition the project manager monitored all financing matters, contact with EU officials as well as the publishing process of the common publication. The assessment of result 6 from the perspective of the Swedish team is that the lead partner and the project manager led the entire project exemplary as they made the most of the cross-boarder aspects of the project possible.

#### University of Tromsø

In the interim report from 2013 we had following information: So far we observe that there are growing interest for young people use of Internet. Many parents and adults do not know what to do and how to prevent misuse of Internet; for example bullying. This is an ongoing discussion in Norwegian media.

One year after this was written. The discussion on bullying has increased in media, and almost every day there are reports of bullying cases or reports of cases taken to court. Mapping of bullying in the project AC InNet shows that it has increased between 2005 and 2012 with approximately 1,1 % in the region - most of it probably due to cyberbullying.

During the project period it has been an increased awareness among parents and teachers about the impact of ICT in daily life.

#### Murmansk State Humanities University

All project activities in the plan have been implemented and, from the point of view of the project team, is highly effective. Each event was held with the participation of teachers of the pilot schools, was actively discussed by all project participants. It takes into account the opinion of the students involved in the project work in one form or another. Both teachers and students praised the work of the project team. In the course of the project, Russian experts have learned much from their foreign colleagues, have considerable experience in the field of e-health of students. Risk factors can be considered as a factor necessary for ongoing support of the project site. The potential of schools does not allow always to do it regularly, especially after the end of the project. The negative results of the project have not been identified.

### 2.5 Outcomes

Introduce the outcomes on both the final beneficiaries and/or target group (if different) and the situation in the target country or target region which the Action addressed.

#### Lapland University of Applied Sciences

The main outcomes have been described in the ArctiChildren publication.

The main outcomes can be summarized in the learning model for online health promotion. Behind this model has been all development activities of the AC InNet project implemented with the pilot schools in every participating country. Once the model was clarified, it also started to structure in a time wise manner thus creating understanding how the students of social and health care at the universities could learn new practices of eHealth promotion in their studies. The model also describes a new online knowledge competence in social and health care that is needed in implementing eHealth promotion for example via ArctiChildren InNet web pages (look the ACInNet publication, page 269).

#### University of Lapland

The new knowledge and knowhow developed in the project is put to use in the activities of the Faculty of Arts and Design.

#### Luleå University of Technology

Final beneficiaries of the Swedish part of the project in the long term at the level of the society or sector at large are schoolchildren, parents, guardians, school teachers and social- and health care experts in the municipalities as well as, social- and health care organizations and services on the municipality and the regional level in Sweden. In addition the beneficiaries are the participating universities and colleges as well as the scientific community at large. Scientific articles disseminating the results have been published in international journals, and in addition one Doctoral thesis as well as one Licentiate thesis has been produced and will be publically defended at Luleå University of Technology during spring 2015.

The main conclusion is that it is possible to develop empowerment inspired health promoting interventions with positive impact. Furthermore, interventions aimed at promoting health and learning among schoolchildren should preferably include ICT based on the schoolchildren's reality, actions to stimulate participations of parents and be school based. To achieve sustainable change it is essential to engage the end users in decision making, which the Swedish team has acknowledged. The findings indicate that an empowerment approach that includes forming partnerships with schoolchildren is a promising avenue for developing interventions in schools to increase health and learning.

The ArctiChildren InNet publication has been produced with members from the pilot schools and is free of charge to all the teachers, school staff and school officials in the Barents region as well as to the entire world as it is published on internet. The knowledge received through the results of the project will be used at the university level in courses for teacher training and the Health Guidance programme suggesting educational empowering e-Health program developed during the ArctiChildren InNet project.

#### University of Tromsø

In Norway target groups in the region has been the pilot schools, teachers, parents and local authorities. The situation for the pilot schools is that two of them had to decrease their activities due to extended sick leaves among staff in 2013 and 2014. At the same time, the pilot schools have had changes in their administration and been understaffed as a rule. One pilot school has followed the project all through, and they gradually implement elements from the project in their local plans.

In our region, it has been a continuing contact with the local partners in the project period. First of all this contact was concerned about re-allocating data from the research project and interpreting results from the project. In workshops and small seminars with the teachers in the pilot schools, we have discussed subjects like health promotion, bullying, school environment and the overall situation for the schoolchildren in the local society. Of special interest for the pilot schools, were the discussions about a critical view on existing web side used by pupils, i.e. Facebook, twitter and other social media. The questions were; What do schoolchildren know about media with regard to leaving electronic tracks? Who can collect information about them? Why is this information of interest for someone? What might be the consequences? How can pupils protect themselves? The other questions were as follows: What is the difference between information and advertising? What is the role of advertising? How does advertising influence young people? Those questions have great significance for young people who might not be fully aware of all consequences of their activities on digital media. The school plays an important role with regard to implementing a qualified and critical attitude towards media development among the schoolchildren. Teachers and parents have developed an understanding of inadequate computational literacy among themselves and the children.

The schools and/or municipalities use in their own web sites to communicate with pupils and parents – most common are "Fronter" or "Its Learning". This open up for discussing such questions with parents as well.

The ACInNet project has an action-research design, which is a way to develop a research-working culture in the school and it might develop individual skills for the participating teachers. Collection of data is similar to other research, which means using questionnaires, interviews and other sources in the process. For the school is this a tool for their own development. Information about activities in the other participating schools and countries has been introduced in the workshops. As a result, there is a growing interest in the pilot schools to meet participants from other pilot schools to exchange experiences and get inspired about their activities.

The most accessible results of the project are the project web site and the joint publication. The contributions to the publication comes from many different researchers, teachers and experts, all connected to the project. The articles represent a broad specter of different subjects. Common to them are that they are part of the same within theme same project, ArctiChildrenInNet. A number of the articles are deeply rooted in ongoing research and theoretical approach. Because of the broad approach to different subjects, the publication should be an inspiring source for further development among different readers.

At the same time, the project has established a cooperating cross border network suitable for the development of common competence and future research project.

#### Murmansk State Humanities University

1. Designed electronic model of school e-health at the theoretical and practical level;
2. Analyzed methodological basis of the problem of e-health;
3. Created techniques and technologies that contribute to the effective implementation of the model;
4. Sustainable cooperation between universities and pilot schools of the project;
5. Using ArctiChildren web page; for example delayed online guidance between LUAS students and pupils of the Kandalaksha and Lovozero pilot schools
6. Material producing for the ArctiChildren web page with Murmansk #5 and LUAS students
7. Published textbook in Russian and English.

The results of progress suggests that gradually the regional model of school e-health develops, which will be enriched with new techniques and technologies after the project.

#### 2.6 Materials

List all materials (and number of copies) produced during the Action on whatever format (please enclose a copy of each item, except if you have already done so in the past).

##### Lapland University of Applied Sciences

AC InNet web pages [www.arctichildren.fi](http://www.arctichildren.fi) ; [www.arctichildren.com](http://www.arctichildren.com) and [narfu.ru/ArctiChildren](http://narfu.ru/ArctiChildren) with multimodal materials  
 Articles in the ArctiChildren InNet publication in English, also an electronic version (bought altogether 540 publications for LUAS)  
 Research reports and articles (also as part of the material of the web pages)  
 Thesis of the LUAS students

##### University of Lapland

Art-based Multimodal teaching material was produced for the project webpages. The material package consists of guided lecture

plans for teacher under 5 themes of youths' health and well-being relevant to the goals of the project. The art-workshops completed during the project are part of the package. The material was produced both in Finnish and English, and is being translated partly to Russian.

The articles (6) for the project publication and (3) master theses.

Luleå University of Technology

1. The brochure in Manhemsskolan sent out to all parents and teachers (approx. 50) it was also translated to English and Russian, and published at the AC home page. 1. 2.
2. Bergmark, U. & Kostenius, C. (2014) Creating opportunities for diversity and unpredictability: inviting children to be co-researchers. Oral presentation at symposium Beyond viewing children as 'beings' or 'becomings' – appreciating plurality, difference, and unpredictability in education and research. Childhood Conference, 7-9 maj, Oulu, Finland. (approx. 20)
3. Grape, M., Hertting, K. & Törfalk, C. (2015) "We did it together!" – A teacher's experiences of using interactive technology in the classroom in O-M. Johansen, C. Kostenius, M. Merivirta, I. Ryzhkova & E. Sohlman (Eds.) AC publication name. Rovaniemi: University of Applied Sciences.
4. Kostenius, C. & Bergmark, U. (2014) ArctiChildren project – A good example of giving voice and space to schoolchildren in an international cross-border network. Oral presentation at Student Voice network conference, 24-26 Juni, 2014, Cambridge, England. (approx. 30)
5. Kostenius, C. & Hertting, K. (accepted for publication 2015). Health promoting interactive technology : Finnish, Norwegian, Russian & Swedish schoolchildrens' reflections. Health Promotion International. Abstract.
6. Lindqvist, A-K. & Kostenius, C. (2015) Active@school – Promoting physical activity with interactive technology by empowering schoolchildren in O-M. Johansen, C. Kostenius, M. Merivirta, I. Ryzhkova & E. Sohlman (Eds.) AC publication name. Rovaniemi: University of Applied Sciences.
7. Lindqvist, A-K., Kostenius, C. & Gard, G. (2014) Fun, feasible and functioning: Schoolchildren' experiences of a physical activity intervention. European Journal of Physiotherapy. <http://informahealthcare.com/eprint/ZMsiFXazF6SGfcyJUfkm/full> (approx. 50)
8. Lindqvist, A-K., Mikaelsson, K., Westerberg, M., Gard, G. & Kostenius, C. (2014) Moving from idea till action: Promoting physical activity by empowering adolescents. Health Promotion Practice. <http://hpp.sagepub.com/content/early/2014/05/30/1524839914535777> DOI: 1524839914535777. (approx. 20)
9. Lindqvist, A-K., Kostenius, C. & Gard, G. (2012) "Peers, parents and phones" - Swedish adolescents and health promotion. Journal of Qualitative Studies of Health and Well-being, 7:1776 – <http://dx.doi.org/10.3402/qhw.v7i0.17726>. (approx. 50)

University of Tromsø

Material consisting of Power Points, reports, graphs and pictures have been distributed to pilot schools as electronic files. This material has been preliminary and has not been produced paper copies.

Murmansk State Humanities University

500 copies of the training manuals, reflecting the Russian-Finnish cooperation were published.

2.7 Awarded contracts

### 2.7 Awarded contracts

List all contracts (works, supplies, services) above 10.000 euros awarded for the implementation of the action since the last interim report if any or during the reporting period, giving for each contract the amount, the award procedure followed and the name of the contractor.

Not contracts above 10.000 euros.

### 2.8 Envisaged continuum of the Project

Describe the follow-up activities and sustainability of the Action if they will continue after the support from the Programme has ended.

Lapland University of Applied Sciences

Discussing maintenance of the ACInNet web page with the regional school administration / the pilot schools in Lapland  
Dissemination activities at LUAS for using ChatSimulation for training university students and working life representatives in online guidance (<http://www.lapinamk.fi/fi/Opiskelijalle/Opinto-opas,-AMK-tutkinto/Oppimisymparistot/ChatSimulaatio>)

Luleå University of Technology

The planned follow-up of the project consists of meeting with the representatives from the participating municipalities including the Head of Schools, Educational Controllers, principals, teachers and schoolchildren. In order to disseminate the results for all the participants we are offering additional information and the link to ArctiChildren InNet publication. All the schools and participating contributors of the publication will in addition to the link receive a paper back copy of the book. In addition the project staff will be offering local administrators, politicians and the public lecturers to share the project results.

University of Tromsø

Participating in development process the pilot schools have got new information, knowledge and experiences on different subjects relevant for the schools work on empowering schoolchildren. This has inspired the schools to follow up the project by adjust and implement elements from the project in their local plans. This is especially about health related issues promoted through digital media and the work against bullying.

Murmansk State Humanities University

As noted above, the sustainable development of the project will be achieved through the gradual introduction of educational and social practices of school techniques and technologies, reflected in textbooks. MSHU collaborates regularly in the framework of a variety of projects and programs, a steady network of professionals highly motivated to continue the work on the project with all the pilot schools of the project. In addition, the issue of e-health of BEAR students is identified as one of the leading scientific directions of the Department of Social Sciences of MSHU. Subject coursework and Master thesis is built based on the results of the project activity.

### 2.9 Cross-cutting issues

Explain how the Action has mainstreamed cross-cutting issues such as promotion of human rights, gender equality, democracy, good governance, children's rights and indigenous peoples, environmental sustainability and combating HIV/AIDS (if there is a strong prevalence in the target country/region).

Lapland University of Applied Sciences

The internet provides innovative and all the time more versatile opportunities for schoolchildren such as its potential for learning, enhancing social relations, searching information as well as delivering health interventions. The internet with its different eHealth applications are increasingly being used also in social and health care. A distinct advantage of the internet is reaching communities

in providing eHealth services, including hard-to-reach populations, e.g. schoolchildren in rural settings. Also, the traditional sources of health information are no longer satisfying the needs of the youth. The ArctiChildren web pages are good example how to increase children's rights for healthy life by empowering methods in the Barents region.

#### Luleå University of Technology

A recent press release sent out to media in Sweden was largely covered in media such as TV, radio and newspapers locally in the northern part of Sweden as well as nationally covering media. See examples under the heading Attachments. Children's rights, health equality, empowerment, democracy and the connection between health and learning are cross-cutting issues offered by the ArctiChildren InNet project.

#### University of Tromsø

Children's rights are an important issue for the schools. In Norway, it has been focus on children's rights with regard to a safe environment, which in its consequence means absence of bullying. This is crucial for the children's development both personal and academically.

#### Murmansk State Humanities University

The Sami component of the project was supported through the participation of school in Lovozero. The specifics of working with children of Sami schools is reflected in the article by N.Kuropteva. All the conversations that took place between researchers and projects were built according to the principle of equality and openness. When conducting research on project children's rights have always been strictly observed. Facts of gender discrimination have not been identified.

### 2.10 Monitoring and evaluation of the activities

Introduce how and by whom have the activities been monitored/evaluated? Summarise the results of the feedback received, including from the beneficiaries.

#### Lapland University of Applied Sciences

LUAS have had in close collaboration with the pilot schools. About all development activities have been discussed first with pupils and teachers of the schools. They have given ideas for the frameworks planned by the students. Self-assessment of the project network has been closely done during the project.

#### University of Lapland

The University of Lapland has evaluated the activities with the method of action research.

#### Luleå University of Technology

During the process of the ArctiChildren InNet project the Swedish team has received continuous feedback as a result of evaluations and in daily contact with the pilot schools.

Following are examples of feedback received and addressed:

- According to the school officials the pilot schools felt overwhelmed by the workload and due to strained staff situations with teacher they were unable to partake in extra assignments in the ArctiChildren InNet project. These assignments consisted of development work at the classroom level necessary for the success of the project. The solution was to meet this need by letting the project staff in the Swedish team at Luleå University of Technology takes over part of these assignments. An adjustment was made to transfer funds making this work load switch possible. Evaluating this feedback and the solution the Swedish team can conclude that it was beneficiary for the project.
- A number of real life meetings and feedback received from the local EU officials helped with keeping on track with the action plan.
- A number of information meetings were held at the pilot schools to communicate with parents, teachers and other school staff. At these meetings the project team received feedback concerning timing of the project activities, the way activities were to be carried out and how to use the results. This feedback was taken into consideration and shown to be very helpful.

#### University of Tromsø

In the Norwegian part of the project, there has not been a formal evaluation neither from the partners nor from the university. There are however verbally responses from the pilot school that focus on the importance of cross border project and the possibilities for local school development that grow up afterwards.

#### Murmansk State Humanities University

On the level of MSHU we regularly conduct internal monitoring of the project. I.Ryzhkova, the coordinator, reported regularly on the results of the project to the rector of MSHU and sent reports to the regional Ministry of Education and Science. The results of project research have received high praise from both MSHU management, and from the Regional Ministry. In addition, in accordance with the requirements of the program MSHU sent all the reports to the Finnish side regularly and on time. Evaluation of the project was also performed at the level of the pilot schools. The results of their project activities have been analyzed in detail by researchers of the project team MGGU.

### 2.11 Lessons learned

Introduce what has your organisation/partner learned from the Action and how has this learning been utilised and disseminated.

#### Lapland University of Applied Sciences

Although the ArctiChildren InNet project has been demanding with its challenging goals, the project network has been in the frontline of most innovative approaches in developing new eHealth approaches by strengthening the learning and health connection through multimodalities and ICT – not only in the Barents region but in whole Europe. Web pages in Finnish, English (and Russian developed by NaRFU) with great material, and ChatSimulation – an online guidance learning environment – are great examples of achieving project goals.

Students at the LUAS have been interested in developing new eHealth applications with pupils at the pilot schools. Lesson learnt is that schoolchildren and students are really experts and enthusiastic in their work for developing new ICT applications and practices. They are already now living in the future.

#### Luleå University of Technology

Following are examples of lessons learned in the ArctiChildren InNet project:

The research and development work in the in the ArctiChildren InNet project echo existing research and praxis showing where children and youth are participating in changing their life situation positively effecting their health and ability to learn in school. To enhance learning and support healthy behaviors ICT has become new tools for e-learning and e-health. As the ICT approach is fairly new there also exists a need to evaluate ICT tools in praxis as well as conduct research in the area, which the Swedish team has successfully undertaken.

Read more under the heading 2.4 Assessment of the results (Result 5) about how the lessons learned are disseminated through research publications and in the ArctiChildren InNet publication.

One challenge to overcome was the lack of time and resources in the pilot schools described under the heading 2.10 Monitoring and evaluation of the activities. This has taught us that sometimes the development work in a project can be carried out by project staff in collaboration with the teachers and school staff insuring its quality and presenting an opportunity for "creative space" enhancing a project instead of letting the schools doing it all by themselves. It seems to be of value that the project staff was in charge of the planning and organization and the enabler of development work in the pilot schools.

The publication process resulting in the ArctiChildren InNet publication was a learning experience for all authors involved in the Swedish Team. The lessons learned are that the in real life meetings were important for discussing the definitions and organization of texts. Having one editor in each country, one experienced main editor as well as a well-organized peer-review system helped the publication process greatly.

#### University of Tromsø

Challenges working in the cross-border projects are often located in cultural differences. Therefore there are different ways to carry out research and reporting, to formulate work programs, different ways on running projects and differences in the society in general. Staff changes in the participating universities happen also from time to time. The international project has no influence on such issues but in worst case, the project has to start all over again. Another challenge is common interpretation of central concepts. One lesson learned, after our opinion, is to develop a "project dictionary". We think this will prevent some misunderstandings. All these challenges are time consuming and it is a good investment to discuss those questions on beforehand. On the positive side those challenges have brought our organization and partners on the Norwegian side a deeper knowledge and understanding across the borders and further easier communication between universities and schools in the Barents region.

#### Murmansk State Humanities University

The problem of e-Health is a completely new and unexplored in the Russian scientific field. The researchers of the project had the opportunity to learn from their foreign counterparts, with significant experience, both theoretical and practical study of this problem. The important point was the organization of direct communication between Russian, Finnish, Swedish and Norwegian students. A steady cooperation between Russian and Finnish teachers must be mentioned.

### 3. Final report indicators

-- This page is filled automatically from the interim reports. --

#### Programme level result indicators

INDICATOR	CUMULATIVE FINAL RESULTS	EXPECTED FINAL RESULTS
<b>Sustainable development</b>		
Number of operative cross-border networks on environmental issues to be planned	0	0
Number of adopted environmental technical solutions to be planned	0	0
Number of activities to be carried out to further adaptation to climate change	0	0
<b>Youth</b>		
Number of males/females < 29 yrs of age that will participate in activities	(828) 347 481	(220) 110 110
<b>Gender equality</b>		
Number of males/females that will participate in activities	(566) 263 303	(308) 154 154
<b>Development of Competence</b>		
Number of people that will participate in educational activities	(339) 108 231	(308) 154 154
Number of scientific reports or studies to be published	0	6
Number of educational programmes to be implemented	0	1
<b>Implementation of the programme/Participation to the programme</b>		
Number of people that will participate in a) long-term activities	(0) 0 0	(308) 154 154
b) conferences, seminars, education etc	(237) 54 183	(68) 34 34

#### Priority 2: Common challenges

INDICATOR	CUMULATIVE FINAL RESULTS	EXPECTED FINAL RESULTS
Number of plans, agreements or activities and operational models that will be actively executed	1	1
	6	6

**Priority 2: Common challenges**

Number of information activities about common challenges (seminars, brochures, internet-pages etc)

Number of published materials concerning environmental issues	0	0
Hectares of restored		
a) water system areas	0	0
b) land areas	0	0
Number of initiated activities in monitoring of the state of the environment	0	0
Number of implemented plans consisting environmental aspects	0	0
Number of educational and information exchange activities between border authorities	0	0
Number of border authorities that will participate in activities	0	0
Number of activities shortening the time spent crossing the border	0	0

**Other, own indicators****INDICATOR****FINAL RESULT****4. Final report partners and other cooperation****4.1 Cooperation between the project partners**

Introduce the level of co-operation by providing specific information for each partner organisation participating the action.

**Lapland University of Applied Sciences**

In Finland have besides LUAS collaborated Faculty of Education and Faculty of Arts and Design at the University of Lapland in the project. Also three municipalities have participated with the pilot schools: Inari municipality / Ivalo secondary school, Salla municipality / Sallatunturi school and Rovaniemi city / Rantavitikka school. As a lead partner co-operation have been implemented between project coordinators of four countries, between all university actors in four country and between the pilot schools. Every project coordinator has been the main person in contacting and collaboration with the pilot schools.

**Luleå University of Technology**

In Sweden, the project has in total been collaborating with two municipalities and three pilot schools. In Luleå municipality the project has been collaborating with Mandaskolan, and in Kalix municipality Manhemskolan and Töreskolan has been project partners. In addition, one of the school officials from Luleå municipality was part of the steering group for the whole ArctiChildren InNet project.

**University of Tromsø**

In the region we have cooperated with the pilot schools on the classroom level, teacher level and administrative level. Together with the international project partners we have participated in common conferences, videoconferences and in the editorial board. In the beginning this contact focused on project planning. Later this contact developed into discussions of research results, discussions about best practices, how to promote health to schoolchildren, developing the web page and to prepare the common publication.

**Murmansk State Humanities University**

There is sustained cooperation at three levels: University-University; University School; School-school. The most intensive contacts of MSHU were with Finnish manager and Finnish project partners. I should note very fruitful, intensive contacts with Mynttu as an editor of the book.

**4.2 Continuation of the partnership**

Present the partnership continuum or explain the reasons why the partnership ends.

**Lapland University of Applied Sciences**

On April 30, 2015 there was submitted an 'Arctic Apps' preparatory project application to the Northern Peripheria and Arctic programme. Luleå University of Technology and probably the University of Tromsa will be as partners. The invitation has also sent to MSHU and Narfu.

**Luleå University of Technology**

In Sweden, the schools have been very interested and committed to engage in the project. This has also been supported by the school officials. However, we have found it difficult to engage school officials in meetings along the project. Lack of time has been the main cause, not lack of interest in the themes of the project. So, with that in mind the question about continuation is still open. However, we are planning meetings with school officials to discuss a future collaboration.

**University of Tromsø**

The partnership ends because of time of termination of the present project. The ArctiChildren projects have existed more than 10 years, and the lead partner together with participating universities has decided to close the project. However, this cross border research network continues, and the participants are open for planning new projects together.

Murmansk State Humanities University

Partnership between MSHU and foreign universities participating in the project is long-term and stable. Given the fact that the education system in the region has used techniques and technologies developed by the project participants, we can talk about sustainable development of the project and its high efficiency

#### 4.3 Co-operation with State Authorities

Assess the relationship between your organisation and State Authorities in the Action countries. Explain how this relationship affected the Action.

Lapland University of Applied Sciences

The conditions to implement the project at the Lapland UAS have been good all the project period.

The relationship with Lapin liitto and Lapin AVI have been very fruitful. LUAS have had lot of contacts and few meetings with them.

Luleå University of Technology

Contact with the local County Council (Länsstyrelsen i Norrbottens Län) has been made and a first meeting was held in February 2015 discussing cooperation in dissemination of the project results as well as possible venues for continued cooperation in upcoming projects. A second meeting will be held in the end of March 2015.

University of Tromsø

Co-operation with the Norwegian Sami Parliament. They have co-financed the project. Besides this one of their employees from Department of Education has contributed to the project as an expert.

Murmansk State Humanities University

Reports on the project during the implementation period were regularly forwarded to the Ministry of Education and Science of the Murmansk region. Support from the Ministry has been especially significant during the events in the schools of the city and the region.

#### 4.4 Other organisations

Where applicable, describe your relationship with any other organisations involved in implementing the Project:

Associate(s) (if any):

Lapland University of Applied Sciences

Not collaboration with the University of Manitoba because a lack of funding in the Canadian university.

University of Tromsø

The target groups have been pupils in comprehensive school, their teachers and parents. The main goal was to empower schoolchildren and learn them to manage their digital environment. Provided, the project has contributed to such results, there is a lifelong beneficiary for the children.

Sub-contractor(s) (if any):

-

Final Beneficiaries and Target groups:

Final beneficiaries are the schools (pupils, parents and school staff) in the Barents region. Target groups are school - and social and health care administrations and the universities in the Barents region.

Other third parties involved (including other donors, other government agencies or local government units, NGOs, etc):

-

#### 4.5 Contracting Authority evaluation

Assess the relationship between your organisation and Contracting Authority.

Lapland University of Applied Sciences

Relationship between Contracting Authority has been appropriate and flexible.

Murmansk State Humanities University

Relationships are formed on the basis of dialogue and mutual understanding

Project KO375

## 5. Final report visibility and synergies

### 5.1 Visibility

Introduce the visibility actions

Lapland University of Applied Sciences

Altogether four web pages that have been used informing the project and project results in the ArctiChildren InNet project: 1) [some.lappia.fi/blogs/acthree/](http://some.lappia.fi/blogs/acthree/), 2) [www.arctichildren.fi](http://www.arctichildren.fi), 3) [www.arctichildren.com](http://www.arctichildren.com) and 4) [www.narfu.ru/arctichildren](http://www.narfu.ru/arctichildren).

Lounais-Lappi 4.6.2014: Yhä nuoremmat käyttävät nuuskaa (Kehittämistoimintaa Rantavitikan koululla)

[http://www.lounaislappi.fi/cs/Satellite?c=AMArticle\\_C&childpagename=LKA\\_Hetki\\_minisite%2FAMLayout&cid=1194905007279&p=1194628004695&packedargs=packedargs%3DAMArticleCommentThreadDetails%25253AmaxPosts%253D50&pagename=LKA2Wrapper](http://www.lounaislappi.fi/cs/Satellite?c=AMArticle_C&childpagename=LKA_Hetki_minisite%2FAMLayout&cid=1194905007279&p=1194628004695&packedargs=packedargs%3DAMArticleCommentThreadDetails%25253AmaxPosts%253D50&pagename=LKA2Wrapper)

Lounais-Lappi 13.3.2014: Opinnot purkkiin nettisivuston avulla (Opiskelijan kokemuksia ArctiChildren InNet - hankkeen kehittämistyöstä)

<http://www.lounaislappi.fi/Uutiset/1194883807887/artikkeli/opinnot+purkkiin+nettisivuston+avulla.html>

YLE1 UUTISET 25.4.2014: Nuorille jaetaan terveystietoa elokuvien avulla

[http://yle.fi/uutiset/nuorille\\_jaetaan\\_terveystietoa\\_elokuvien\\_avulla/7204911](http://yle.fi/uutiset/nuorille_jaetaan_terveystietoa_elokuvien_avulla/7204911)



A newspaper article about Rantavitikka's camp school in Kemi in Pohjolan Sanomat.

ArctiChildren InNet webinar to the Lappish experts working with schoolchildren.

Luleå University of Technology

The following are ways that Team Sweden has made the project visible and disseminated results to stakeholders as well as the public. Information meetings during the project:

1. The first phase – starting up – included information about the project plan to obtain informed consent from participants as well as invited school officials, teachers and other school staff as well as schoolchildren to have a say in activities in order to develop these.
2. The second phase – the action plan – ArctiChildren InNet projects home page was offered for schoolchildren, teachers and parents to use and to contribute text and pictures to promote health and learning.
3. The third and last phase – dissemination of the project results – included holding meetings and presentations for schoolchildren, parents, teachers and other school staff, spreading the ArctiChildren InNet publication to all participants in the project. The publication was spread to school officials for further use to continuing education for teachers and school staff as well as to regional and national authorities. In addition the publication will be used at the university level in courses for teacher training and the Health Guidance programme suggesting educational empowering e-Health program developed during the ArctiChildren InNet project. The empowering school e-Health model was disseminated at the university web site and in the local and national media. Two members of the Swedish team participated in an International conference in the UK to disseminate results from the project. One member of the Swedish team held a public lecture about some of the results of the project which revived great media attention. The results from the ArctiChildren InNet project were covered by TV, radio, local newspapers as well as national magazines (see below in attachments). The Swedish team participated in the closing seminar with 6 presentations sharing results, good practices and experiences of the development work at the pilot schools. Scientific articles disseminating the results have been published in international journals, and in addition one Doctoral thesis as well as one Licentiate thesis has been produced and will be publically defended at Luleå University of Technology during spring 2015.

Examples of media converges in Sweden of the ArctiChildren InNet project:

<http://www.svt.se/nyheter/regionalt/nordnytt/barn-riskerar-kortare-liv>  
<http://sverigesradio.se/sida/artikel.aspx?programid=98&artikel=6100993>  
<http://sverigesradio.se/sida/artikel.aspx?programid=110&artikel=6100579>  
[http://www.svd.se/nyheter/inrikes/smarta-telefoner-ska-bekampa-ohalsan\\_4352851.svd](http://www.svd.se/nyheter/inrikes/smarta-telefoner-ska-bekampa-ohalsan_4352851.svd)

University of Tromsø

The project is made visible through presentation to different departments at the university, to authorities of participating municipalities and for the Sami Parliament. Visibility manifests itself through relevant logos used in correspondence with the environment as well.

Murmansk State Humanities University

2 articles have been published in HAC publications:

1. Ryzhkova I.V., Petoshina S.I., Tegaleva T.D. Mezhdunarodnyj proekt kak zona social'no-pedagogicheskikh innovacij (na primere srednih obshheobrazovatel'nyh uchrezhdenij Barenceva Evro-Arkticheskogo regiona) // Jelektronnyj zhurnal «Sovremennye problemy obrazovaniya i nauki» 2014g. - № 2 URI: <http://www.science-education.ru/116-12343>
2. Ryzhkova I.V., Petoshina S.I., Tegaleva T.D. Psihosocial'noe blagopoluchie shkol'nikov Barenceva Evro-Arkticheskogo regiona (na materiale mezhdunarodnogo nauchno-issledovatel'skogo proekta «Deti Arktiki v Internet-seti: vnedrenie modeli jelektronnogo zdorov'ja shkol'nikov v BEAR) // Integracija obrazovaniya 2014g. - № 3(76) s.99-108.

## 5.2 Synergies with other projects

Where applicable, outline any links and synergies you have developed with other projects.

Lapland University of Applied Sciences

There have been collaboration with the other ICT projects at the Lapland UAS, for example Hytekla project.

University of Tromsø

It is reason to mention that this project ArctiChildren InNet, closely relates to the former ArctiChildren projects. Psychosocial wellbeing for young people was the main theme in the former projects, ArctiChildren I and ArctiChildren II. In the ArctiChildren InNet project, this theme continued with the emphasis on eHealth promotion. Accordingly, there is a clear link between the ArctiChildren projects.

## Attachments

Title	File
Final consolidated report	f20150615115234122-Final Consolidated Financial report 31.10.2014.xls
UiT Costs of the final report	f20150615115315075-Tamplate_Cost of the final report UiT The Arctic University of Norway.pdf
UiT Auditing invoice	f20150615115348590-Invoice_Audit_KPMG.pdf
UiT Signed final report	f20150615115454918-Signed_Final consolidated financial report_UiT The Arctic University of Norway.pdf

( Lock + Save = Send )

Lock the Final Report

- - The Final Report was locked and sent to the JMA. - -

**NOTE: Select "Change to print mode" at the page Description and print the paper document. Submit the signed Final Report and a copy of it to Managing Authority.**

Date: 18.6.15 Signature: Elli Sallinen

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Approved by:  
Date:  
Comments: