



Practices in Health and Well-Being Promotion 1 / 2024

Icehearts

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Peer review of the practice: Tomi Mäki-Opas, Elina Hasanen & Tiina Turkia

Evaluation of evidence-based practices for health and well-being promotion

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Evaluation of evidence-based practices for health and well-being promotion

The evaluation of evidence-based practices for health and well-being promotion is an open knowledge-based management service for decision makers and professionals, which development began at THL in 2019. The service provides peer-reviewed information on evidence-based practices, which are published in the Practices in Health and Well-Being Promotion publication series.

The evaluation includes evidence-based practices for health and well-being promotion in different fields that promote well-being, health, safety, social inclusion, equity, equality and fairness, and prevent health and well-being inequalities, exclusion and loneliness, and promote socially, economically and ecologically sustainable development.

Practices in Health and Well-Being Promotion publication series

Since 2019, the evaluations of evidence-based practices have been published in the publication series. Each practice goes through a systematic evaluation process that is carried out using commensurate criteria. The evaluations are based on a description of the practice by its representative and a statement by at least two reviewers. The evaluation is carried out using a scale of 1–5 (poor–excellent). The evaluation focuses on the effectiveness, practical applicability and evidence of the practices. The evaluation aims to improve the practice.

Independent experts and experts by experience may act as peer reviewers. The method is open peer review, which is a means of quality assurance and development. The reviewer can choose whether to conduct the evaluation anonymously or openly.

The publication contains a description of the practice prepared by a representative of the practice and a summary of the reviewers' statements.

The languages of the publication series are Finnish, Swedish and English. Each evaluation is published as a separate PDF file on the thl.fi website and archived in Julkari.

Summary

Name of the practice: Icehearts

Objective: The aim of the Icehearts activities is to prevent social exclusion of children and young people, promote well-being and inclusion, and complement the services provided by society.

Background: The Icehearts activities were launched in 1996.

Need: The activities respond to the social and psychosocial problems of children and young people and to families' need for support. The activities support the service structure by guiding children and young people to appropriate services at the right time. The practice prevents social exclusion.

Use of the practice: In 2023, the practice is in use in 14 Finnish municipalities and five other European countries have started to apply it. The activities involve more than 1,000 children and young people requiring special support.

Target groups: Children and young people between the ages of 6 and 18 who require special support.

Method: The practice is based on supporting the children and young people for a period of 12 years. The same adult supports the child through childhood and youth. Each mentor has a group of about 20 children that serves as a growth community. The mentor supports the children at school, in hobbies, in their free time and in meetings with the authorities. The mentor also supports the child's family. The activities are holistic and based on the principles of salutogenic promotion of health.

Ethics: The activity is linked to the UN Convention on the Rights of the Child and to national legislation.

Monitoring and evaluation: The organisation has several monitoring and evaluation instruments of its own. The impacts of the activities are monitored with different methods and in cooperation with the Finnish Icehearts Ry in several municipalities.

Results and impacts: A lot of research has been conducted on the Icehearts activities. Finnish Institute for Health and Welfare currently has two ongoing monitoring studies lasting 13 years. Two doctoral dissertations on the activities are under way and more than 50 theses have also been completed on them.

Effectiveness: There is no research of the long-term impacts of the activities. According to the organisation's own reports, the children who have participated in the Icehearts activities have become socialised members of society.

Cost estimate: One Icehearts group costs EUR 50,000–70,000 per year.

Cost-effectiveness: According to the cost-effectiveness calculation carried out in 2017, one Icehearts team saves the resources of society by a minimum amount of EUR 2.8 million during the 12 years of activities.

Further development: The activities undergo continuous development in cooperation with the mentors and the municipalities. The development is based on best practices and research data. The Icehearts Europe project develops the activities together with European social-sector organisations and universities.

Keywords: child welfare, prevention, well-being, school attendance, social inclusion, family work

Theme areas: Inequality, Hobbies, Health and welfare inequalities, Bullying, Education, Physical activity and sport, Inclusion, Family well-being, Social functional capacity, Parenthood, Peer support and voluntary work, Equality, Communitarity, Friendship and social relationships.

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Reviewers of the practice: Tomi Mäki-Opas, Elina Hasanen and Tiina Turkia

National website: www.icehearts.fi

Evaluation category: The practice has been in use nationally for a long time (over 10 years)

General evaluation: 5/5 excellent

The practice systematically utilises experiential and expert knowledge and research data. There is diverse national data on the effectiveness of the practice. Other corresponding practices do not exist. The long history of the practice, its rapid spread and the broad-based evidence of its effectiveness are in favour of even more extensive implementation of the practice. As development measures, it would be important to draw up a more extensive risk assessment plan and a plan for the instillation of the activities, and to invest in external communication and multi-method monitoring.

Date of publication: 16th November 2023 (in Finnish), 29th February 2024 (in English)

Tiivistelmä

Toimintamallin nimi: Icehearts

Tavoite: Icehearts-toiminnan tavoitteena on ehkäistä lasten ja nuorten syrjäytymistä, edistää hyvinvointia ja osallisuutta sekä täydentää yhteiskunnan palveluita.

Tausta: Icehearts-toiminta käynnistyi vuonna 1996.

Tarve: Toiminta vastaa lasten ja nuorten sosiaalisiin ja psykososiaalisiin ongelmiin sekä perheiden tuen tarpeeseen. Toiminta tukee palvelurakennetta ohjaamalla lapsia ja nuoria oikea-aikaisesti tarkoituksenmukaisten palveluiden piiriin. Toimintamalli ennaltaehkäisee syrjäytymistä.

Käyttö: Vuonna 2023 toimintamalli on käytössä 14 Suomen kunnassa ja sitä alettu soveltamaan viidessä muussa Euroopan maassa. Toiminnan piirissä on yli 1000 erityistä tukea tarvitsevaa lasta ja nuorta.

Kohderyhmä: Erityistä tukea tarvitsevat 6–18-vuotiaat lapset ja nuoret.

Menetelmä: Malli perustuu 12 vuoden mittaiseen kanssakulkijuuteen. Sama kasvattaja kulkee lapsen rinnalla läpi lapsuuden ja nuoruuden. Kasvattajalla on noin 20 lapsen ryhmä, joka toimii kasvuyhteisönä. Kasvattaja on lasten tukena koulussa, harrastuksissa, vapaa-ajalla ja viranomaistapaamisissa. Hän myös tukee lapsen perhettä. Toiminta on kokonaisvaltaista ja pohjaa salutogeenisen terveyden edistämisen lähtökohtiin.

Etiikka: Toiminnan lähtökohdat kiinnittyvät YK:n lapsen oikeuksien sopimukseen ja kansalliseen lainsäädäntöön.

Seuranta ja arviointi: Järjestöllä on useita omia seuranta- ja arviointi-instrumentteja. Toiminnan vaikutuksia seurataan useissa kunnissa erilaisin menetelmin ja yhteistyössä Suomen Icehearts Ry:n kanssa.

Tulokset ja vaikutukset: Icehearts-toimintaa on tutkittu paljon. THL:ssä on meneillään kaksi 13 vuotta kestävästä seurantatutkimusta. Toiminnasta on tekeillä 2 väitöskirjatutkimusta. Lisäksi toiminnasta on tehty yli 50 opinnäytetyötä.

Vaikuttavuus: Toiminnan pitkäaikavälin vaikutuksista (yli 10 vuotta) ei ole tutkittua tietoa. Järjestön omien selvitysten mukaan Icehearts-toimintaan osallistuneet lapset ovat sosiaalistuneet yhteiskuntaan.

Kustannusarvio: Yksi Icehearts-ryhmä maksaa 50 000–70 000 euroa/vuosi.

Kustannusvaikuttavuus: Vuonna 2017 tehdyn kustannusvaikuttavuuslaskelman mukaan yksi Icehearts-joukkue säästää yhteiskunnan varoja minimissään 2,8 miljoonaa euroa 12 toimintavuoden aikana.

Jatkokehittäminen: Toimintaa kehitetään jatkuvasti yhteistyössä kasvattajien ja kuntien kanssa. Kehittämisen perustana ovat hyvät käytännöt ja tutkimustieto. Icehearts Europe -hankkeessa toimintaa kehitetään yhdessä eurooppalaisten sosiaalialan järjestöjen ja yliopistojen kanssa.

Avainsanat: lastensuojelu, ennaltaehkäisy, hyvinvointi, koulunkäynti, osallisuus, perhetyö

Teema-alueet: Eriarvoisuus, Harrastukset, Hyvinvointi- ja terveyserot, Kiusaaminen, Koulutus, Liikunta ja urheilu, Osallisuus, Perheiden hyvinvointi, Sosiaalinen toimintakyky, Vanhemmuus, Vertaistuki ja vapaaehtoistyö, Yhdenvertaisuus, Yhteisöllisyys, Ystävyys ja sosiaaliset suhteet

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Toimintamallin arvioitsijat: Tomi Mäki-Opas, Elina Hasanen ja Tiina Turkia

Kansalliset verkkosivut: www.icehearts.fi

Arviointiluokka: Kansallisesti pitkään käytössä ollut toimintamalli (yli 10 vuotta)

Kokonaisarviointi: 5/5 (erinomainen)

Toimintamalli hyödyntää systemaattisesti kokemus-, asiantuntija ja tutkimustietoa. Toimintamallin vaikuttavuudesta on monipuolista kansallista tietoa. Vastaavia toimintamalleja ei ole. Toimintamallilla on pitkä historia, nopea levinneisyys ja laaja-alainen vaikuttavuusnäyttö puoltavat toimintamallin implementoimista laajemminkin. Kehittämistoimenpiteinä olisi tärkeä laatia kattavampi riskien arviointi ja juurruttamissuunnitelma, sekä panostaa ulkoiseen viestintään ja monimenetelmälliseen seurantaan.

Julkaisupäivä: 16.11.2023 (suomeksi), 29.2.2024 (englanniksi)

Sammandrag

Praxisens namn: Icehearts

Mål: Målet med Icehearts verksamhet är att förebygga marginalisering bland barn och unga, främja välbefinnande och delaktighet samt komplettera samhällstjänsterna.

Bakgrund: Icehearts verksamhet inleddes 1996.

Behov: Verksamheten svarar på barns och ungas sociala och psykosociala problem samt familjernas stödbehov. Verksamheten stöder servicestrukturen genom att hänvisa barn och unga till ändamålsenliga tjänster i rätt tid. Praktiken förebygger marginalisering.

Användning: År 2023 används praktiken i 14 kommuner i Finland och den har börjat tillämpas i fem andra europeiska länder. Verksamheten omfattar över 1 000 barn och unga som behöver särskilt stöd.

Målgrupp: Barn och unga i åldern 6–18 år som behöver särskilt stöd.

Metod: Modellen baserar sig på 12 års mentorskap. Samma vuxen följer barnet genom barndomen och ungdomen. Fostraren har en grupp på cirka 20 barn som fungerar som en uppväxtgemenskap. Fostraren stöder barnen i skolan, i hobbyer, på fritiden och vid möten med myndigheter. Fostraren stöder också barnets familj. Verksamheten är övergripande och grundar sig på utgångspunkterna för främjandet av salutogen hälsa.

Etik: Utgångspunkterna för verksamheten har anknytning till FN:s konvention om barnets rättigheter och den nationella lagstiftningen.

Uppföljning och utvärdering: Organisationen har flera egna uppföljnings- och utvärderingsinstrument. Effekten av verksamheten följs upp med olika metoder i flera kommuner och i samarbete med Suomen Icehearts ry.

Resultat och effekter: Det har gjorts många undersökningar om Icehearts verksamhet. Vid THL pågår två uppföljningsundersökningar som varar i 13 år. Två doktorsavhandlingar om verksamheten pågår. Dessutom har det gjorts över 50 lärdomsprov om verksamheten.

Effektivitet: Det finns inga forskningsdata om verksamhetens långsiktiga effekter (över 10 år). Enligt organisationens egna utredningar har de barn som deltagit i Icehearts verksamhet integrerats i samhället.

Kostnadsberäkning: En Icehearts-grupp kostar 50 000–70 000 euro/år.

Kostnadseffektivitet: Enligt en beräkning av kostnadseffektiviteten som gjordes 2017 sparar en Icehearts-grupp samhället minst 2,8 miljoner euro under 12 verksamhetsår.

Vidareutveckling: Verksamheten utvecklas kontinuerligt i samarbete med fostrarna och kommunerna. Grunden för utvecklingen är god praxis och forskningsdata. Inom projektet Icehearts Europe utvecklas verksamheten tillsammans med europeiska universitet och organisationer inom det sociala området.

Nyckelord: barnskydd, förebyggande, välfärd, skolgång, delaktighet, familjearbete

Tema-områden: Ojämlighet, Hobbyer, Ojämlighet i hälsa och välfärd, Mobbning, Utbildning, Motion och idrott, Delaktighet, Familjernas välfärd, Social funktionsförmåga, Föräldraskap, Kamratstöd och frivilligarbete, Jämlikhet, Gemenskap, Vänskap och sociala relationer

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Granskare av praxisen: Tomi Mäki-Opas, Elina Hasanen och Tiina Turkia

Nationell webbplats: www.icehearts.fi

Utvärderingsklass: Praktik som använts länge på nationell nivå (över 10 år)

Helhetsbedömning: 5/5 (utmärkt)

Praktiken utnyttjar systematiskt empirisk kunskap, expertuppgifter och forskningsdata. Det finns mångsidig nationell information om praktikens effektivitet. Det finns inga motsvarande praktiker. Praktiken har en lång historia, sprider sig snabbt och de omfattande bevisen för att praktiken är effektiv talar för att den bör implementeras även i större utsträckning. Viktiga utvecklingsåtgärder är att utarbeta en mer omfattande plan för riskbedömning och förankring samt att satsa på extern kommunikation och multimetodisk uppföljning.

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1 DESCRIPTION OF THE ICEHEARTS

1.1 Impact chain of the practice

Objective, background and target group

Objective

Icehearts activities are preventive, long-term and comprehensive child welfare work. The aim of the activities is to prevent the exclusion of children and young people and to promote well-being and inclusion. The aim of the activities is to comprehensively support the growth and development of Icehearts children so that the children in the target group become full members of society and individuals with functional capacity and competence. The kind of adults that Icehearts children and young people themselves want to grow up to be.

The crosscutting mentality of Icehearts activities is to see the good in all children, even if they have major challenges. In addition to practices, this mentality plays a key role in Icehearts activities. The objective of the activities is to provide children and young people with a positive growth community and an experience of caring adults — To create paths for children and young people to adulthood. The aim is also to support and strengthen the families of Icehearts children.

The Icehearts model is based on a 12-year journey alongside a child and comprehensive support for the child and their family. The mentor travels the same path as the child and guides them, so they can be referred to as a “travel companion” or a “fellow traveller”. They provide support during the time the child is at school and during part of their leisure time and when they have contact with the service system. The support will allow a child who needs special support and is symptomatic to be able to function in their own living environment and become an engaged member of the school and recreational community. The purpose of Icehearts activities is to prevent the development of exclusion among children and young people, prevent them from becoming outsiders.

Background

The Finnish Icehearts Association was established in 1996 as a non-governmental organisation whose activities have comprised preventive and comprehensive child welfare work since the beginning. The Icehearts model has developed and grown considerably since its early years. The original concept of a social sports club has become a comprehensive operating and mentoring model, in which leisure time activities are only one part of a larger entity.

At the turn of the millennium, there was one group or team involved in Icehearts activities. Ten years later, there were five groups, of which 3 were in the Helsinki Metropolitan Area and one in Ulvila. At the end of the 2010s, there were already more than 40 groups and the activities took place in several cities. In 2023, there are 70 groups in a total of 14 cities. The number of children involved in the activities has increased to more than 1,000 in the 2020s.

The basic principle of the activities, which includes social strengthening, support in school work, group activities, support for families and taking care of children's affairs - a reliable adult relationship and a fellow traveller on a child's journey - has remained similar from the very beginning. Since the mid-2010s, the activities have been developed with research and research data (see Salasuo, 2022). In 2015–2016, sociologist Mirka Smolej (2017a; 2017b) carried out research and development work in the organisation. Around the same time, the Finnish Institute for Health and Welfare started a 13-year follow-up study on Icehearts activities (see THL, 2023). In 2019, another longitudinal study on Icehearts activities was launched at Finnish Institute for Health and Welfare when the cost-effectiveness of Icehearts activities was monitored as part of the Lapset SIB project (see LapsetSIB, 2023).

The Icehearts-Europe project to which the European Commission granted EUR 5 million was launched in 2023. The project is managed by Danish ISCA (see ISCA, 2023). The Icehearts-Europe project implements Icehearts activities in a total of 19 EU countries. As part of the project, the evidence-based practice will be developed together with Finnish and international researchers both in Finland and in the target countries.

The "uniqueness" of Icehearts activities is based on the fact that the mentors operate in a long-term manner, the education work is comprehensive and the mentor operates across the boundaries of administrative branches. There is no similar long-term and comprehensive evidence-based practice in use in Finland and these are also rare internationally. Studies indicate that the longevity of activities, the permanence of the mentor and frequency of mentor work are the most effective way to support children in need of special support. (For example, Lakind, Eddy & Zell, 2014; Eddy & Schumer, 2016).

The primary objective of Icehearts activities is the prevention of social exclusion, the background factors of which are widely known. In this respect, the objective of the evidence-based practice is not directly based on a specific theory, but rather on knowledge and understanding on how supporting the child comprehensively throughout the challenging years of childhood and youth, will help prevent the accumulation of problems over 12 years and exclusion later on in life (see Lakind, Eddy & Zell, 2014; Eddy & Schumer, 2016; Eddy et al., 2017; THL, 2023).

Indirect theoretical starting points include work to strengthen inclusion, agency and social capital. The activities are based on the salutogenic model to health promotion (e.g. Antonovsky, 1979), which means "influencing factors that produce health and strengthen behaviour that is positive for health. Factors (salutogenic factors) that strengthen the coping and health of the individual and community include a sense of coherence and an experience of meaningfulness and purpose". (Koskinen-Ollonqvist et al., 2007.)

Need

Children's and young people's growth environment has a significant impact on their psychosocial well-being. In Finland, an increasing number of children have social and psychosocial problems. The number of child welfare interventions has increased rapidly since the late 1990s. There are now in more cases of in particular institutional care and placement. The number of children taken into care has also increased.

Research data shows that behavioural problems in childhood and youth can have long-term social and economic impacts. They become concrete in adulthood, as difficulties in finding employment, as problems with the legal system and as difficulties in social relationships. Together, these factors can lead to social isolation and exclusion (e.g. Paananen et al., 2012).

Some children need special support. They may have behavioural or developmental disorders, difficult family conditions, learning difficulties or social problems. The problems are manifested as being unable to adjust to society, social challenges and a lack of prospects for the future. Icehearts activities support children so that, in spite of their challenges, they can attend school, work in a group, participate in leisure activities and have meaningful experiences. Supported by Icehearts activities, children are able to live and function in their own living environment.

In an Icehearts group, the child experiences inclusion. The mentor offers a reliable and safe adult relationship. In Icehearts activities, the child's self-efficacy develops when they learn to act in spite of and with challenges. During the long-lasting Icehearts path, the child's future image is built to be positive.

Icehearts activities support the families of the children involved in the activities. There are many types of problems in the target group's families. One of the starting points for Icehearts activities is that supporting the child's life is most successful when there is also positive development in home conditions. The mentor's confidential and permanent relationship with the family is an educational partnership, in which the child and the child's future are at the centre.

Prevention of social exclusion is one of the key objectives of Finnish society in the 2020s. It is a key objective in promoting well-being and non-discrimination and, for example, internal security. Icehearts prevents social exclusion, prevents children from being outsiders. In this way, the activities meet the objectives of society's different sectors. A cross-administrative Icehearts mentor helps young members of society find, use and utilise the services provided by society that they need.

Icehearts activities are an important arena for civic education and socialisation for children in need of special support. Children learn to act in social situations, in groups and in society. Icehearts activities implement Finland's National Child Strategy, the aim of which is a society that respects the rights of the child.

Icehearts activities take place as "part of" everyday life. It is not a separate intervention or institution, but is based on living, experiencing and growing together with other children and young people. Peer learning and socialising are a key part of the activities. Icehearts is flexible, dynamic and adaptable and does not require a separate physical framework. Research (e.g. Hilli 2017) has shown it to be a cost-effective practice instead of just additional work by officials.

Icehearts activities is the de facto promotion of the well-being and health of children and young people. A salutogenic approach to health promotion is a key starting point for comprehensive activities. The activities are expressly intended for children and young people who are facing challenges and who are experiencing health and well-being related symptoms.

Security is often seen in a very different light in the scope of Icehearts activities. It is understood as the lack of basic security, which in itself creates a risk of everyday insecurity and psychological problems for the child. On the other hand, security is seen as part of the child's symptomatic behaviour, in which case the child may be a safety risk to themselves and their surroundings. In the framework of internal security, security means the prevention of exclusion and lack of prospects. The child's subjective sense of security is also important. An Icehearts mentor is a trustworthy adult for a long period of time, and a child can always turn to them in all situations.

The group plays an important role in Icehearts activities. In the group, each member learns to experience feelings of inclusion and meaningfulness. The group helps strengthen social skills and abilities that support the child's inclusion in other areas of life. The mentor consciously strives to strengthen each child's social skills and their abilities for social interaction, which promotes the child's ability to participate in school, leisure time and other areas of life. The mentor strives to help children and young people feel that they are a full member of society and an important individual in the same manner as other people.

The ethical principles and values of Icehearts activities are based on the UN Convention on the Rights of the Child. The ethical principles are also closely linked to national legislation (including the Youth Act, Non-Discrimination Act and Sports Act), in which fairness, equality, multiculturalism and sustainable development are listed as the premises for the activities of publicly funded organisations. In Icehearts activities, each child is equally valuable and no one is valued or rated for any characteristic or ability.

The well-being and health of children are part of comprehensive educational work in Icehearts activities. These are key objectives of the activities. The mentor supports choices that promote the well-being and health of children and young people. The mentor helps the child and their family navigate the service system to find services that promote health and well-being that meet the needs of the child. The flexibility and longevity of the activities make them an ideal instrument for supporting well-being and health.

An objective of Icehearts activities is to prevent exclusion, which is the primary aim of comprehensive work and a broad framework for all Icehearts activities. The activities also aim to prevent the feeling of loneliness experienced by children. This is effectively realised in group and peer activities.

Icehearts activities strengthen children's social skills and capabilities and reduce the background factors of loneliness. Long-lasting and relationship-based approaches enable an understanding of the child-specific the root causes for exclusion and loneliness and allow for active intervention in these.

Icehearts mentors guide and support children and families in the complex service system. The mentor often has the best overall picture of the child's situation, so the mentor is an important resource for the authorities when assessing the child's support needs. The mentor is a "consultant" when making decisions concerning the child (e.g. social services network negotiations) and provides authorities with "tacit" knowledge about the child, their family and situation. For the family, the mentor acts as a "interpreter" and "guide" in social and welfare services and in understanding them.

Target group

Icehearts activities are intended (selection already in pre-primary education) for children and young people aged 7 to 18 who need special support. The need for support may include behavioural, developmental or emotional disturbances, difficult family conditions or poverty, learning difficulties or social problems. The activities are suitable for supporting the growth and development of children facing all kinds of challenges.

Children's suitability for Icehearts activities is assessed on a child-specific basis, together with professionals, pupil welfare, early childhood education and care and social welfare. Children's challenges and vulnerabilities vary. Many children have a variety of problems that have accumulated, while others have individual challenges that are the criteria for joining the activities. The suitability of the activities is extensive. The activities are suitable to support a wide range of social challenges, symptoms and problems. Icehearts activities are not suitable for children with the strongest symptoms who are unable to work in groups (e.g. Kekkonen et al., 2022).

Icehearts activities start in pre-primary education, which involves the mentor visiting the day-care centres in their area to determine the need for support for local children. The actual group will start in the following autumn when the children start school. The activities continue until the age of 18. The aim is for all children selected for the activities to participate in the Icehearts path throughout the 12-year period.

Age of the target group

<input type="checkbox"/> 0 to 2 years <input type="checkbox"/> 3 to 5 years <input checked="" type="checkbox"/> 6 to 12 years <input checked="" type="checkbox"/> 13 to 17 years	<input type="checkbox"/> 18 to 29 years <input type="checkbox"/> 30 to 64 years <input type="checkbox"/> 65 to 74 years <input type="checkbox"/> 75 years or older <input type="checkbox"/> The whole population
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Gender of the target group

- Female
- Male
- Other

Methodology and means

Planning

When Icehearts activities are launched in a municipality, there is a ready framework based on previous practices, experiences and activities (see Smolej, 2017a; see Figures 1 and 2). The municipality defines a more specific area for activities (e.g. district) based on its own statistics and the concerns of professionals.

The organisation's operating framework is usually known to municipal decision-makers, and the Icehearts organisation communicates to the municipality about the details, impacts and researched effectiveness of its activities. The municipality and the Icehearts organisation conduct an in-depth initial discussion so that both have a common understanding of the need for action, its possibility of having influence and the details of implementation. Monitoring is also agreed on together. The partnership agreement between Icehearts and the municipality defines the activities and funding in more detail.

The scope, implementation schedule and targeting of the activities will be agreed on from these starting points. The Icehearts organisation is responsible for both the selection and recruitment of mentors as well as their induction and training. In general, Icehearts mentors are familiar with the special features of their own area and such things as the culture of leisure and hobbies, which makes it possible to adapt the activities to the living environment of children and young people and local needs.

A steering group will be set up in each area where Icehearts activities are implemented, with representatives of the organisation's support services, mentors, representatives of different sectors in the municipality/well-being services county and possibly other experts in education and child welfare.

Icehearts in a nutshell

Icehearts was established in 1996 in Vantaa, Finland. Icehearts uses team sports as a tool for engaging children with social work. The model provides consistent long-term support for vulnerable children at a time where children with special needs, and their families are often met by numerous professionals. Each team is led by a mentor who supports the selected children at school, after school and at home for 12 years.

Children who require special support and who have been recognised as being at risk of social exclusion early on are selected to a team. Children are selected in co-operation with pre-school, school and social service professionals. The child's caregivers ultimately decide if the child will participate in the team activities and accept the support offered.

Icehearts prevents social exclusion, enhances social skills and promotes the well-being of vulnerable children.

Icehearts in schools

The mentor of the team supports the children in their studies. The capacity in which the mentor is involved is negotiated locally with school officials. The mentor can participate in class as an assistant or teaches children individually or in small groups according to the directions of the teacher. Mentor is an extra adult resource for the school and with his/her presence supports and stabilises the whole class and school activities.

After school the mentor helps the children of the team to do their homework and organises afternoon activities. During the afternoon the players of the team spend time together, practise and play together and have excursions with their mentor.

The mentor introduces older players of the team to various educational paths and career opportunities.

Team sport

Players of the team are selected step by step at the age of 6 to 12. The chosen team sport is selected in collaboration with the mentor and the children. Different sports are tested in a wide range depending on the local opportunities.

Teams practice after school and participate in normal games and tournaments of the local amateur series.

Icehearts gladly co-operates with local sport teams and organises friendly games and tournaments.

As part of team activities, summer and winter camps are organised. At these events, in addition to practising the teams chosen sport, the children practice how to work together and how to do daily chores.

Social work

The mentor helps the children of his/her team and their families by supporting them in problems arising in everyday life. The mentor takes part in meetings concerning the well being of the child when necessary. The mentor works closely with social, health and educational services.

Significant tool for doing social work is team sports. Children with special needs are easily left outside of teams and healthy friendships where usually the social roles of conduct with peers are learnt.

The mentor provides the children of the team and their families comprehensive and long-term support whenever and where-ever needed.



www.icehearts.fi

Figure 1 Icehearts' methodology



Figure 2 Icehearts in a nutshell

Implementation

Once the area where Icehearts activities will be carried out has been decided on together with the municipality acting as the contractor, the activities will start with the so-called mapping of children. The mentor visits pre-primary education facilities in the selected area and, together with municipal experts (early childhood education and care, pupil welfare and social welfare/child welfare), selects children.

The municipality informs the area's actors and community about the launch of the Icehearts activities and makes the first contacts with the families of the proposed children. The activities will begin for these selected and participating children the following autumn when the children start school. The premise for the activities is that the mentor works with the children selected to the group for 12 years.

Icehearts activities are implemented by establishing an Icehearts group for children aged 6 to 7. First, a core group consisting of 6-10 children in need of special support is selected. The selection of children is carried out in close cooperation with the social welfare and education services and according to the professionally identified need for support. The core group is established at the same time as the children start school. The size of the group will be increased to approximately 15-25 children in need of special support in the fourth year of operation.

At the beginning of the activities, a large part of the mentor's work and support for children takes place in school and afternoon activities. The mentor participates in the children's schooling. In the afternoons, the group meets to do homework, eat a snack, engage in hobbies, exercise and spend time together. The children choose the forms of hobbies that the Icehearts group spends their free time doing.

Afternoon activities change over the years into hobbies and shared leisure time activities. The role of the mentor in supporting school work and studies will change as children move from comprehensive school to further studies and different educational institutions. Work with the children will continue, but the focus will shift more to leisure time activities and individual support.

Family welfare is part of Icehearts activities. The Icehearts mentor establishes a relationship early on with the child's family. They strive to build a confidential relationship and, if necessary, acts as support, assistance and a resource for the family in matters concerning the child.

Camps, excursions and various events provide experiences for children and families. They strengthen socialisation and the experience of inclusion and provide a place for attachment to positive memories. At family events, parents meet their peers.

An Icehearts mentor builds networks with parties working for the benefit of children. They act as a link and trustee in networks that are important for the child's growth. The mentor guides the child and the family to the necessary services and assists in navigating the service system. The mentor also helps parents to adopt the capital needed in the service system. The mentor has information about the child and an overall picture of how to get the right services. They ensure that the child's best interests are realised through services.

Meaningful hobbies and taking part in hobbies are important educational elements throughout the 12-year Icehearts path. Meaningful hobbies strengthen participation and prevent social exclusion. In Icehearts activities, hobbies are used to promote group formation and socialisation as well as the building of peer relationships. They also help in strengthening children's social skills. Participation in hobbies takes place in a safe community and environment. Icehearts activities aim to promote children developing a physically active lifestyle. Hobbies are selected and organised according to the wishes of the children and are based on compliance with the UN Convention on the Rights of the Child (see Ministry of Social Affairs and Health, 2023).

The Icehearts mentor's handbook (Smolej, 2017a) identifies six key phases of activities in the 12-year path: formation of a core group, starting school, selecting hobbies, moving to secondary school, completing comprehensive school and becoming independent and completing the activities. Each stage affects the content, nature and objectives of the educational work. The phases have been modelled and good practices have been created for each phase to support educational work.

Instillation

Icehearts activities are implemented in such a way that they are a part of the children's everyday lives. Children do not adapt so much to Icehearts activities, but the idea behind travelling together through Icehearts activities is specifically to support the child in their own living environment, social relationships and networks. It can be thought that the aim of Icehearts is to adapt to the child's life. Instead of being an activity that can be established separately, Icehearts activities become part of the child's social worlds, at school, at home and during leisure time.

From the perspective of social rooting, the mentor's relationship with the children plays a key role. Trust in the mentor and a safe "travel companion" enables the child to function as a full member of society and within social structures. In the school world, an Icehearts mentor is an additional adult who does not take up space from teaching work or basic school activities, but brings added value for the use of the school and teachers through its presence. In schools, the mentor's role is to fit into the existing structures and practices, which does not require new or abnormal operating methods from the school.

Municipalities have seen easy introduction and flexibility in relation to local needs, situations and conditions as the greatest strength of Icehearts activities. Launching Icehearts activities does not cause additional work for stakeholders, such as schools or social services. Instead, it is first and foremost an additional resource for existing services and structures. The greatest challenge in embedding the practice may lie in finding the mentor's position as a cross-administrative actor and an expert and representative of the child's issues moving across administrative boundaries -For the system to learn to understand the role of the mentor as a child's "travel companion".

Monitoring and evaluation

The monitoring and evaluation of Icehearts activities is continuous and versatile. It is done both within the organisation and by several external parties. The organisation's own monitoring consists of several parts. Qualitative monitoring takes place in local Icehearts teams and involves educators and support service representatives. Quantitative monitoring is carried out by means of a child-specific evaluation carried out every six months with the Jääsydän (Iceheart) function, which has a detailed monitoring battery for each child involved in the activities. Jääsydän produces data on both child-specific development and changes at the municipal level and the national development of Icehearts activities. Jääsydän has a separate evaluation by the mentors and an evaluation by the child themselves. This means that also the child's voice is heard.

Information is collected annually from the parents of children participating in Icehearts activities on their children's development and the impacts of the activities on families. An annual survey is also sent to stakeholders on the impacts of the activities and the effectiveness of cooperation. These surveys are used in the evaluation and development of the activities and their impacts. The data generated from the monitoring are also available to researchers.

The work of mentors is monitored by means of working time monitoring, the composition and priorities of the work, and different areas of work quality.

Docent in Economic and Social History Mikko Salasuo monitors, studies and evaluates the Icehearts' qualitative and quantitative activities. He conducts interviews with mentors, participates in observations and compiles research data that is directly and indirectly related to Icehearts activities for the organisation's use. He also publishes written items and articles on Icehearts activities.

The Icehearts monitoring team got a reinforcement in March 2023 when youth researcher Kai Tarvainen started as coordinator of the Icehearts-Europe project. His work includes the evaluation and monitoring of Icehearts activities. Tarvainen participates in the implementation of Finnish Institute for Health and Welfare's follow-up study and, at the same time, collects monitoring information for the organisation to develop its activities.

In addition to systematic follow-ups, Icehearts activities are often monitored and assessed in various ways. Instruments for monitoring include theses (more than 50), individual academic studies (e.g. Smolej, 2017b), the organisation's own thematic reports on different areas of the work and evaluations and reports put together by municipalities. During the period 2020–2023, the ITLA assessed the family work entity of Icehearts activities, and the results will be published in 2024. (See also Salasuo 2022).

External monitoring is carried out at the Finnish Institute for Health and Welfare. Two 13-year-long follow-up studies continuously produce new information and understanding on the activities and their impacts. The Lapset SIB project measures the cost-effectiveness of the activities by using e.g. register data. As part of Finnish Institute for Health and Welfare's monitoring of Icehearts activities, two doctoral dissertations are underway, one of which concerns Icehearts school work and the other social support for families. In 2017, researcher Petri Hilli (2017) prepared a cost-effectiveness calculation for the activities.

In the Icehearts-Europe project (2023-2025), the University College of Cork and the University of Cassino and Southern Lazio assess the activities, their implementation and their suitability for different European countries and cultures. The Finnish Institute for Health and Welfare will also participate in this expert work.

Digitality

Digitalisation plays a minor role in the activities themselves, as the activities are based on encounters, presence and developing emotional skills. The support services utilise social media, and in 2023, the organisation introduced a digital learning environment for training and developing mentors. Digitalisation of course plays a key role in the organisation's administration.

Management

Planning, organisation, and coordination

Icehearts activities are managed nationally by Icehearts Finland. Local activities are carried out by local Icehearts associations. Local associations have a cooperation agreement with Icehearts Finland, which in practice sees to the administration of Icehearts activities in Finland and acts as a support organisation. Icehearts Finland is responsible for training, planning, recruitment, research, development and international cooperation. Administrative work is carried out by listening to and involving mentors. The distance between the administration and the field is "short" and Icehearts Finland can be said to have a flat hierarchy.

The organisational structure is "light" and the administration only accounts for a small part (4 persons) of the activities. In addition, a support team with 6 employees operates under Icehearts Finland. The support team supports and promotes the professional competence, development and coping of mentors. One person will work in the Icehearts-Europe project in 2023-2026. 92 mentors work as educational staff in Icehearts activities nationwide.

One of the main ideas in the administration of Icehearts activities is that "we know when we do not know something or are unable to do something". This is why, the organisation engages in continuous and active cooperation with researchers, organisations and public sector experts to develop various administrative and operational issues. A small administration does not mean "limited" when appropriate services and expertise can also be purchased from outside. These include support for communications, financial management, monitoring and legal services.

Communication

Icehearts Finland has built a multi-channel digital information architecture for communications. This internal communication package includes forums and information sharing places for all personnel, smaller groups and between mentors. Communications chiefly take place on multi-purpose (voice, text and recordings) digital platforms, such as Teams, Whatsapp and email. In 2023, the learning environment Skhole.fi will be introduced, offering tools for both internal and external communications. All key information on the organisation and its activities, educational work and good practices as well as, such things as information on related legislation and the Child Strategy will be collected in the learning environment. The learning environment will also enable the training of educators.

The organisation's external communications have been built to be light. All key information has been collected on the organisation's website (Icehearts.fi). The organisation communicates on social media about events, news, publications and such things as recruitments. In Icehearts activities, social media is primarily understood as a forum for providing information, not an intrinsic value or an active discussion forum.

The leading idea of external communications is to communicate "as needed" about activities or related issues. The main focus of Icehearts activities is on promoting children's well-being and the work of mentors, so the organisation does not communicate about itself or systematically strive to strengthen its brand through communications - resources are used to the maximum extent to promote the well-being of children who take part in activities. On the other hand, the philosophy of

communications is to communicate appropriately about issues important to the organisation and, for example, to report on the results of the Icehearts activities follow-up studies. The organisation does not attempt (for no reason) to "toot its own horn", but if others do so, the organisation will happily share the message. The communication philosophy is also underpinned by practical reasons related to small (4 persons) governance.

The Liana Monitor provides the organisation with an instrument for media monitoring. A newsletter is sent via the instrument twice a year to explain the activities of the spring and autumn periods.

Ethics

Ethical factors

The ethical principles of Icehearts activities are based on international human rights conventions and national legislation. The UN Convention on the Rights of the Child, ratified by Finland, ensures every child the right to such protection and care as is necessary for his or her well-being. The UN Committee on the Rights of the Child has imposed four obligations as general principles of the Convention, which must be taken into account in the interpretation of the Convention: Principle of non-discrimination, Principle of right to life, survival, and development, Principle of doing what is in the best interest of the child, Principle of meaningfully engaging and respecting children's views (Finnish Federation for Child Welfare, 2023).

The crosscutting ethical principles of Icehearts activities are also based on national legislation. According to Finland's Constitution, no one shall, without an acceptable reason, be treated differently from other persons on the grounds of their sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person. In addition, the Constitution takes a stand on the position of the child: children must be treated as equal individuals, and they must be able to influence matters concerning themselves in a manner consistent with their development.

In addition to the Constitution, the ethical premises for Icehearts activities are strongly linked to the Non-Discrimination Act (2014), the Youth Act (2016), the Sports Act (2015), the Child Welfare Act (2007), the Compulsory Education Act (2020) and the Social Welfare Act (2014).

Icehearts activities are implemented and developed in accordance with the ethical policies and objectives of the National Child Strategy (2022). A society that respects the rights of the child is the common thread that runs through both the National Child Strategy and Icehearts activities. The key message in the Government report A Child's Time. Towards a National Strategy for Children 2040 is consistent with the premises for Icehearts Activities: "Preventive support especially vulnerable children and young people and families in need of assistance that will help towards equal well-being, learning and inclusion is a productive investment in the future of society" (Finland's Government, 2021, 10).

The ethical and moral criteria for Icehearts activities are stated in numerous materials describing the organisation's activities. The first sentence of the Finnish Icehearts Association website summarises the organisation's moral premise: "We exist so that no child is left alone. We help each child see the good in themselves and in others." The Icehearts education ideology upholds that every child is valuable, no one is excluded and everyone deserves an opportunity. Icehearts activities are characterised by a positive attitude towards children and young people and their potential.

At the grassroots level of Icehearts activities, ethical issues play a key role, as mentors work with children and young people in need of support and their families. In the scope of their work, mentors encounter situations, receive information and work together with the authorities on matters that fall within the scope of privacy and confidentiality. The work of mentors is particularly sensitive and this has been heavily taken into account in the induction and training of mentors. Each mentor completes training on a professional and ethical approach and work. The work of mentors includes studying the LapsenOikeudet365 materials package and identifying the above-mentioned legislation.

The organisation engages in continuous discussions on both general and grassroots ethical principles and premises, and the topic is involved in almost every training in different ways.

Statement from ethics committee

The Icehearts activities follow-up studies have undergone an ethical evaluation by the Finnish Institute for Health and Welfare.

Resources

Experts and stakeholders

The expertise on Icehearts activities can be divided into the organisation's own experts and external experts.

The organisation has built its activities with an emphasis on practical educational work, good practices and continuous development of expertise. Mentors are the foremost experts in practical mentoring and good practices. Their educational capital has been strengthened and promoted through education, peer learning and continuous internal dialogue. The organisation has invested in the continuous learning, training and development of mentors. The mentors are encouraged to strengthen their expertise during the 12-year path as Icehearts mentor. The organisation supports and promotes the participation of mentors in different types of training and the completion of their vocational qualifications. In 2023, a digital learning environment will be introduced to strengthen the expertise of mentors, which will include a number of different learning and study modules related to the growth and development of children and young people.

The organisation's own expertise includes constant critical reflection on the evidence-based practice based on researched data. Such an approach has been developed systematically and together with partners. The organisation's administration and development work involves experiential expertise on Icehearts mentoring from the health and social services care sector and the academic field. Between 2015 and 2016, the staff included a researcher involved in participatory observations, who organised development workshops for personnel and stakeholders based on their observations. The organisation's internal expertise is roughly divided so that mentors are experts in education and good practices. The administration and support services have three persons whose expertise concerns the organisation's history, practices, education, administration and evaluation. In addition, the administration and support services have strong academic competence through the expertise of two persons with a research background (a docent in economic and social history and a youth researcher).

Dialogue between experiential and academic expertise is continuous, intensive and development-oriented in the organisation. Expertise in financial administration is the task of one person who is currently in further education, developing their expertise.

External expertise consists of several parts. The Finnish Institute for Health and Welfare is currently conducting two 13-year-long follow-up studies on Icehearts activities. Researchers involved in these projects are key experts in the development, monitoring, effectiveness and cost-effectiveness of the activities. Two qualitative dissertations on the activities are underway in connection with Finnish Institute for Health and Welfare's follow-ups, and the researchers of these projects will build their expertise on Icehearts.

The health and social services sector and the education sector have a substantial amount of Icehearts-specific expertise, as more than 50 Bachelor's and Master's theses concerning the activities have been completed at universities of applied sciences and universities.

In 2023, two foreign universities (University College of Cork & University of Cassino and Southern Lazio) will participate in the evaluation, development and monitoring of Icehearts-Europe activities. International expertise on Icehearts activities will also emerge with this project. External expertise is also available from experts and implementing partners in different fields involved in the Lapset SIB project. In the SIB model, experts from the Central Union of Child Welfare coordinate the cost-effectiveness of Icehearts activities and the timeliness of its preventive support.

Icehearts activities are based on openness in terms of expertise. The activities are evaluated, studied and developed extensively, continuously and together with several different actors. The Finnish Institute for Health and Welfare (THL), ITLA, ARVO – the Finnish Association of Social Enterprises, universities, universities of applied sciences and many other professional organisations in the production of information have been involved. Municipalities also play an important role in expert work and actively participate in the production and development of information.

Icehearts stakeholders have strong expertise in child welfare, school and leisure activities. Steering groups operating in municipalities include representatives from the school, youth and social services, and their expertise is reflected in the activities of each area.

Resources

The basic cost of the Icehearts activities and group to the municipality is approximately EUR 55,000 per year. The sum includes the mentor's personnel costs and, to a small extent, operational and administrative costs.

A share of administrative, development and support services costs is covered centrally through the national umbrella organisation Icehearts Finland from Stea grants.

The operating costs of the Icehearts groups (hobby, equipment, excursions and camps) are covered by foundation grants, public grants applied for and donations received from businesses and private individuals. The calculated share of administrative, development and support service costs for one group is approximately EUR 10,000 a year.

The total annual costs of one Icehearts group vary depending on the infrastructure in the area of operation and the number and age of the involved children. The average cost is approximately EUR 70,000/group/year. (excluding administrative and support services).

Total costs

EUR 70,000 per year.

Funding

The main funding for Finland's Icehearts Association is AY and AK grants from Stea. Funding for the operating areas is provided as grants from municipalities. Local organisations receive municipal grants. Donations to the Icehearts activities as a whole (Icehearts Finland and local organisations) amount to about 150,000 euros annually. In addition, the organisation continuously applies for additional funding from public funding channels (e.g. Regional State Administrative Agency) and foundations (e.g. Urlus-säätiö foundation). Icehearts Finland or its local organisations have no conflicts of interest with business operators.

Outcomes

Short-term effects

Icehearts activities run for a period of 12 years. There is both experiential knowledge and research data on the short-term impacts of the activities.

On the basis of the biannual evaluation by mentors (see Appendix 1: Extracts from Icehearts follow-ups) there are a large number of short-term impacts for individuals. Mentors' evaluations emphasise that the work promotes the child's peer relationships, the child's experience on the availability of support and assistance, and the child's experience of inclusion. The mentors assessed that comprehensive work would allow children to live in their own living environment, which would be very difficult or even impossible without support.

According to a survey conducted for parents, Icehearts activities have improved the child's school satisfaction, their willingness to do their homework and a positive attitude towards school. The results of the parents' survey emphasise the impacts of the activities on the child's mental well-being. More than two-thirds of parents who responded to surveys fully agreed with the statement "Icehearts activities have a positive impact on my child's mood". If the responses in which respondents partially agreed are included, more than 9 out of 10 parents agreed fully or partially with the statement (Appendix 2: Basic report on the survey for parents).

According to the children's feedback surveys conducted once a year, the Icehearts activities have made it possible for children to engage in hobbies, they have made good friends, children and young people have learned to speak with mentors about many even difficult subjects, children know that help is available when necessary, and children recommend the activities to their friends (see Appendix 3: Feedback from children).

According to a survey sent to stakeholders, Icehearts activities are very important and complement the basic services provided by municipalities. The battery of questions sent to stakeholders consists of six statements with an answer scale of 0-5. In the 2022 survey, the average score for all responses was 4.8. For example, when asked about the societal effectiveness of Icehearts activities, 9 out of ten respondents fully agreed with the Effectiveness statement (Appendix 4: Basic report network survey).

More than 50 theses at different levels of education have also been completed on Icehearts activities. The examination period in these is typically short in duration. The theses have examined, among other things, social strengthening in Icehearts activities (Pölkki, 2011), social capital (Silonsaari, 2016; Sarimaa, 2017), the experiences of children and parents (Flink & Larsen, 2017; Hyvärinen, 2019; Varsamäki, 2015), suitability of the activities for girls (Haukkovaara, 2013), the role and significance of the mentor (Mustonen & Breccia, 2013), how a group is put together (Takkinen & Hiilinen, 2014), children's social starting points (Mattila, 2014), family work (Sauranen 2017), the views and experiences of mentors (Luoma, 2014) and Icehearts activities as part of school (e.g. Sillman & Strömdahl, 2011; Kärki & Kärki, 2015; Salmelainen, 2015).

In 2015 and 2016, Researcher Mirka Smolej (2017a) compiled a handbook for the Icehearts mentor and published an article in scientific journal Janus (Smolej, 2017b). The handbook documents the Finnish Icehearts Association's operating philosophy, mission, vision, and the principles of its activities and a description of the evidence-based practice. The handbook also describes the content of the Icehearts, the work involved and its implementation and provides instructions for the implementation of different areas of education. The Icehearts Mentor's handbook (Smolej 2017a.) can be described as research based on good practices, an educational guide and tool for standardising Icehearts practices.

13-year-long follow-up studies on the Icehearts were launched in 2015 and 2019. Numerous research reports and articles have been published on these. Key observations have been collected in one review article published in 2022 (see Salasuo, 2022). Here are some key findings from the follow-up studies.

The first publications on follow-up studies were published in 2016. Among other things, the research-initiated articles published in Finnish Institute for Health and Welfare's blog and in the Haaste and Tesso journals describe Icehearts activities and describe the launch and implementation of the follow-up study (Appelqvist-Schmidlechner & Kekkonen, 2016; Känkänen, 2016; Känkänen et al., 2016; Kekkonen et al., 2016). The researchers involved in the follow-up research project also presented Icehearts activities and, above all else, its research at international science conferences.

The first actual research publication on the follow-up study was the Jääsydämet report published in 2017. Icehearts-toiminnassa aloittavien lasten psykososiaalinen hyvinvointi ja arviot toiminnan vaikuttavuudesta yhden vuoden seurannassa. (Appelqvist-Schmidlechner et al. 2017). It examines the psychosocial well-being of 6-8-year-old Icehearts children at the start of the activities. Based on the results of the report, Icehearts activities specifically reach those children who have a need for early support due to their family situation or background. Icehearts children are from single-parent families, families with divorced parents and blended families as well as families with health and mental health problems and financial concerns more often than their peers. Icehearts children have emotional and behavioural symptoms more commonly than the control group. They also say they tire easily and more than half of the children say that other children irritate them. In the study, teachers made similar observations. According to researchers, the findings show that Icehearts activities reach the desired target group.

In 2018, Finnish Institute for Health and Welfare researchers published the article Icehearts – sosiaalisesti tiedostava urheilutoiminta haastaa maskuliinisuuden ideaalin (Wessman et al. 2018). It examines the possibilities of team sports being able to offer gender-sensitive and responsible support to boys at risk of exclusion. Similarly, the research focuses on how Icehearts activities challenge the masculinity of traditional team sports. According to the results, above anything else the Icehearts team offered boys a meaningful community, security, caring and a feeling of being valued. The team created support structures for the everyday participation of boys and provided a growth environment based on equality and care.

In 2018, another article on Icehearts activities was published from the Finnish Institute for Health and Welfare's longitudinal study (Kekkonen et al. 2018). The article *Icehearts koulun kumppanina*, published in the *Nuorten elinolot -vuosikirja* yearbook, examined how school teachers, principals and other staff view the activities of Icehearts mentors and their significance in the school's everyday life. The article also examined how Icehearts activities benefit the school's activities in supporting children's school work and what the role of the Icehearts mentor is as the school's educational partner. According to the results, schools benefit from Icehearts activities. The mentor helps the Icehearts child learn and how to work in a peer group and how to remain a member of the school community. Icehearts activities contribute to promoting inclusion, trust, communality and dialogue in the school environment.

According to Appelqvist-Schmidlechner and Kekkonen (2020a), mentors have assessed that the need for individual support needed by children had dropped to half of what it was and the share of small group activities had increased during the first four years the researched groups participated in Icehearts activities. Icehearts activities increase physical activity and develop social skills, and brings friendships, adds self-esteem and improves the mood of the majority of children at least to some extent. The research material also included children whose situation has not improved as desired. Instead their problems worsened despite the support. According to researchers, negative development resulted from such things as family crises and failed school changes.

According to the same study (2020a), Icehearts activities are comprehensive and, as a result, there are many benefits even in the short term. Children, families, the school, teachers, other pupils, the municipality, authorities and many other parties benefit from the activities. For example, the mentor identifies the services needed by the child and "guides" the child to services, which produces important and positive impacts on the child and the family in the short term.

In issue 6 of the same research series, researchers (Appelqvist-Schmidlechner & Kekkonen, 2020b) examined changes that took place in the behaviour and emotional lives of children participating in Icehearts activities during the first year of activities. A statistical analysis of the parents' assessment shows that the emotional symptoms and general external symptoms of children who have participated in Icehearts activities have reduced in cases where the children's symptoms were not clinically abnormal before they started taking part in activities. Researchers have summed up that "Individuals whose symptoms are already more abundant but not (yet) covered by mental health services are a particular challenge in Icehearts activities". At the same time, they point out that the activities last 12 years for many children, and monitoring for a one-year period does not yet provide answers to how abundantly symptomatic children may benefit from Icehearts activities in the longer term.

In 2021, an article written by Kaija Appelqvist-Schmidlechner, Mervi Haavanlammi and Marjatta Kekkonen titled *Benefits and underlying mechanisms of organized sport participation on mental health among socially vulnerable boys* was published in the *Sport in Society* journal. A qualitative study on parents' perspective in the sport-based Icehearts programme. The article examines the benefits of Icehearts activities for the mental well-being of children and the mechanisms affecting it as assessed by the parents. According to the results, the activities affect children's self-esteem and self-confidence, the regulation of emotions, anti-social behaviour, courage and mental state.

The most recent publication of the follow-up study was published in the *Janus* magazine in 2022. In the article *Icehearts-toiminta vanhempien sosiaalisena tukena – ”Se pieni kysymys, että mitä sulle kuuluu, miten sä jaksat”* Kekkonen et al. (2022) examined the experiences of parents concerning the social support received from Icehearts activities and its impacts. Group interviews are used as

material. According to the conclusions of the article, the Icehearts evidence-based practice supports families in a comprehensive way, in the long term and in their daily lives according to changing needs. The mentor's role is important as they prevent the child from being marginalised by guiding the child in school attendance and by maintaining the child's right to be involved in team activities and the school community.

Between 2020 and 2022, the Icehearts activities implemented "Ihmeelliset vuodet" activities, which comprised peer group work for parents of vulnerable children. These activities were monitored and evaluated at the University of Turku Research Centre for Child Psychiatry (University of Turku, 2023). The results of the follow-up will be published in 2023.

The impacts of Icehearts activities have been studied and examined comprehensively. The comprehensiveness, longevity and the permanence of the same mentor are the activities' greatest strengths, which has also been noted in international studies (e.g. Lakind, Eddy & Zell, 2014; Eddy & Schumer, 2016).

Based on existing experience and research data, Icehearts activities produce the desired results. The impacts apply to children, families, the school community and the service system involved in the activities. Based on studies and reports, the key elements of the activities are school, hobbies, family, networks and targeted support measures that are appropriate operating environments and promote the achievement of the objectives of the activities.

There is a lot to explore and research in the comprehensive Icehearts activities. A fairly comprehensive study carried out so far has only reached parts of the activities, and follow-up studies will still continue for years. Based on the findings of the studies, it can be said that the basic framework for Icehearts activities works and produces the desired impacts - improving the well-being of children and young people, preventing social exclusion, improving learning outcomes, improving the situation of families, promoting network cooperation and strengthening children's self-esteem: reduced misery and increased well-being.

Many questions concerning the impacts of Icehearts are still open from the point of view of research. Based on experiential knowledge, children who have participated in the activities for 12 years are considerably better prepared to cope with life, social relationships and society than their peers. The future horizon is positive, former participants now have few contacts with authorities and young people have found employment. However, there is no research or register monitoring on the time following Icehearts activities, so there is a limited amount of detailed understanding on "life after Icehearts activities" or at least experiential knowledge on this.

As the activities are comprehensive and long-term social activities, it is not even possible to identify every social and psychological mechanism. In this respect, Icehearts activities strive to utilise the models, theories and hypotheses produced in studies, which explain what is effective according to reference studies. In this respect, the comprehensiveness, longevity, the permanence of the same mentor and adequate frequency of encounters between the mentor and the child creates a solid framework for the activities of the researched framework (e.g. Lakind, Eddy & Zell, 2014; Eddy & Schumer, 2016). In this context, the activities and their details are continuously developed and modified on the basis of new research data.

The organisation's own monitoring has observed the identification and sharing of good practices as particular areas of development. As is the enhancement of the professional capital of mentors. The expression, utilisation and dissemination of the tacit knowledge that mentors have accumulated is challenging, as it is often left unspoken as its name suggests. Experts in the organisation with a research background map and identify tacit knowledge and verbalise it for use by the mentors.

Long-term effectiveness

The most important indicators of the impacts and effectiveness of the activities are follow-up studies based on Finnish Institute for Health and Welfare's register data. The follow-up studies launched in 2015 and 2019 examine the impacts of the activities in a broad sense both in the short and longer term. There is no research data on long-term impacts yet, as follow-up work has not been carried out for long enough for the evaluation of such impacts.

The Icehearts organisation's own systematic indicators on activities were created in 2018, and they have been prepared taking into account the questions posed by Finnish Institute for Health and Welfare's follow-ups. The indicators reach children's and parents' experiences and, assessed by mentors, children's development. The indicators are used to monitor the child-specific, municipality-specific and national impacts of the activities. The indicators have been produced in accordance with the objectives of the activities, and they are used to monitor social, mental, health-related and overall development and well-being. As monitoring was launched in 2018, it does not yet provide information on the long-term impacts or effectiveness of the activities.

At the University of Texas, Professor Mark Eddy and his working group (e.g. Eddy, Dishion & Stoolmiller, 1998; Lakind, Eddy & Zell, 2014; Eddy & Schumer, 2016) have studied the impacts and effectiveness of social mentoring comprehensively for over 25 years. Research by Eddy et al. constantly produces information and understanding of the long-term and short-term effectiveness and impacts of social interventions such as Icehearts. Mark Eddy himself (2022) uses Icehearts activities as an example of research data-based and effective activities during international lectures.

Based on experiential knowledge and observations, hypotheses and modelling in international studies, comprehensive, intensive and long-term educational work promotes long-term physical, psychological and social functional capacity. These also promote well-being and health and prevent social exclusion. Based on existing knowledge and evidence (above), Icehearts activities have a positive impact on both individuals and society in the long term. The activities promote e.g. the objectives set out in the National Child Strategy: to strengthen the target of a child-friendly society. According to Petri Hill's cost-effectiveness calculation (2017), over a period of 12 years the activities will save a minimum of EUR 2.8 million in public resources for each group (see also Hilli et al., 2017).

One key idea of Icehearts activities is to socialise children into a mobile and physically active lifestyle, which promotes well-being and health in both the short and long term. Those involved in Icehearts activities participate actively in exercise and physical activity organised by mentors – Icehearts children are physically active. A lack of physical activity among children and young people is one of the major concerns of the 21st century and results in huge costs to society (e.g. Vasankari et al. 2018).

Strengthening social functional capacity lays the foundation for the well-being and psychological health of children and young people now and later in life. Icehearts mentors teach children a regular rhythm of life and socialise children to have regular and healthy meals. This is known to have significant health-promoting impacts in the long term (THL, 2021).

From the perspective of society, comprehensive support for children in need of support and children who are acting out will prevent social exclusion in the long term, reduce inequalities and strengthen social cohesion. Work by mentors acting as a child's representative and assistant between various sectors will increase the likelihood that the correct services are selected according

to the child's needs and the child will not be bounced around the service system. A child's positive experience of services will strengthen their experience of belonging to society. In the long-term, these impacts will be reflected in the child's well-being and, through appropriate services, in the carrying capacity of society's services.

The work of mentors in schools and during lessons promotes children's learning and helps them gain an education in accordance with the requirements of modern society. Icehearts school work also promotes the learning and development of other children. When mentors work in schools, they support all children by being an additional adult in the classroom, which promotes the well-being of the entire school and strengthens the experience of security. This strengthens the children's sense of security and social skills in both the short and long term.

Cost-effectiveness

In 2017, researcher Petri Hilli (2017) prepared an investment calculation for Icehearts and the team. The calculation was carried out as part of a project funded by the Finnish Innovation Fund Sitra, in which a model on the profitability of investments targeting children and young people was developed in cooperation with the Finnish Institute for Health and Welfare's experts from Hämeenlinna and Tampere. According to the calculation (see Appendix 5: Icehearts team's investment calculation), the expected direct financial impact of one Icehearts group is at least EUR 2.8 million.

As part of the Lapset SIB project (2018–2031), the Finnish Institute for Health and Welfare research team monitors the cost-effectiveness of Icehearts activities in Hämeenlinna. The social impacts of the activities in the municipality, their impacts on local government finances and on service needs are evaluated on the basis of register data.

Consistency

Over the years, the model has been developed into a coherent and systematic entity. The grounds and societal need for it clearly exist and have been identified. Longevity, the permanence of the same mentor and comprehensiveness as a method is based on research evidence, and the model can be transferred to different environments. The activities are coordinated nationally and locally. Ethical premises closely follow national legislation, human rights conventions and the policies of different sectors. The resources for the practice enable the implementation of the model as planned and taking local conditions into account. Experiences have shown that 12 years of travelling together meets the needs of children in need of special support and enables children and young people to live in their own natural environment. The model forms a coherent entity in which the need, objective, method and results are well aligned and work appropriately.

Summary of the impact chain

There is a societal need for the activities. It meets the needs and set objectives. The activities are well linked to existing structures, bringing immediate added value to the promotion of well-being and health. The activities are designed to be light, flexible and adaptable. They are easy to launch at a new location. There is strong research evidence on the impacts of the activities. The development of activities is continuous, as the needs of children, young people and society live and change. Research data on the model is also increasing, which guides the direction and need for developing the model.

1.2 Implementation of the practice

Transferability

Applicability to Finland

The Icehearts was created in Finland for Finnish use. The activities are actively and comprehensively monitored, and the information obtained is utilised in the development and targeting of the activities. The activities are implemented in the daily life of children and families in close cooperation with professionals of basic services, which means that the suitability of the practice to real life is continuously reflected on. The evidence-based practice is not tied to geographical location or such things as population density. The evidence-based practice is flexible, dynamic and easily rooted in local conditions.

According to statistics, approximately 3–10% of young people have accumulated risk factors related to exclusion. The risk of exclusion increases as risk factors accumulate and a young person's ability to manage their own life decreases. Research has shown that Icehearts activities are an effective way to influence the accumulation of risk factors and improve the young person's ability to manage their own lives. Icehearts activities are an effective and cost-effective way of preventing exclusion, which has been recorded as a goal in Finland's Government Programme and in numerous other national strategies and operational and policy programmes. Prevention of social exclusion has also been recorded as a key objective of the Internal Security Programme. Icehearts activities have a preventive and corrective impact on social exclusion. The activities are cost-effective (Hilli, 2017), and they are easy to launch in municipalities, as the activities do not require separate facilities, but take place as part of children's and young people's normal daily lives.

Icehearts activities are suitable for almost all children with social challenges or problems. The activities are flexible and, with the exception of children with very strong symptoms, they are suitable for children with behavioural or developmental disorders, difficult family conditions, learning difficulties, living in poverty or other social problems. The study has shown that Icehearts activities are an effective way to reach the target group (Appelqvist-Schmidlechner et al., 2017).

Suitability for current structures

Icehearts activities first and foremost support and strengthen existing structures. The activities mend gaps in the service system and make it easier to get the right kind of services. Access to services in accordance with children's needs and in a timely manner reduces the strain on the service system and facilitates the work of the authorities. In schools, the activities make the work of teachers easier and provide additional resources for classrooms and recesses in the form of a trusted adult. Icehearts activities are specifically intertwined with existing structures and help both children and their families to act in structures.

Half of the results indicators of the municipal health and welfare coefficient apply to children and young people, meaning that from the perspective of health and well-being activities, the Icehearts activities' target group is important and correct. The aim of the Icehearts activities is to strengthen experiences of inclusion, coping and well-being among children and young people in need of support, and to help them engage in studies and socialise them in a healthy and physically active lifestyle. All these objectives are at the core of health and well-being activities. The long-term, comprehensive and cross-administrative nature of Icehearts activities also strongly supports the objective of municipal health and well-being activities, which require extensive and cross-administrative cooperation.

According to law, well-being services counties must cooperate with municipalities and organisations in health and well-being services activities. Icehearts activities are comprehensive, preventive child welfare work that is strongly at the interface between municipalities and wellbeing services counties. At their best, Icehearts activities can be used to strengthen cooperation between basic education, leisure time and social welfare/child welfare to support the good growth of children, young people and families.

Availability of materials

Materials and literature on the activities are easily and widely available. The Finnish Icehearts website contains comprehensive literature and materials on the organisation free of charge. Research data on Icehearts activities (Salasuo, 2022) has also been collected on the organisation's website so that the original research publications can easily be found there. In 2023, the organisation will transfer all material concerning the activities to a digital platform (Skhole.fi), which will improve availability and accessibility.

Training

The Mentor's handbook (Smolej, 2017a) is available from Finland's Icehearts free of charge, as is the work Icehearts – koulun kyljessä (Vartiamäki & Niemelä, 2010), which discusses Icehearts school work and the experiences gained from it. These works can also be found in the library collections of several vocational institutions. A new digital learning environment (Skhole.fi) was established for Icehearts in 2023. It contains training materials and the amount of information in the environment is constantly growing. The digital learning environment is primarily intended for use by the organisation's mentors, but its key materials are open to all interested parties. Openly available materials include publications on activities that will be digitised into the learning environment.

Distribution

Stage of distribution in Finland

Use of the evidence-based practice started in 1996, and the evidence-based practice has been studied since 2015.

In 2023, the evidence-based practice is in use in 14 municipalities: Helsinki, Vantaa, Espoo, Tampere, Lahti, Riihimäki, Ulvila, Hämeenlinna, Pori, Lappeenranta, Joensuu, Turku, Kerava and Seinäjoki. They have a total of 70 groups and approximately 1,000 children and young people.

Stage of distribution in Europe

In 2022, the European Commission allocated EUR 5,000,000 for the dissemination of Icehearts activities as part of EU4Health. The project is based on the status/designation given by the EU to Icehearts activities in 2021 as a "good practice in health promotion". The Icehearts-Europe Project is managed by Danish association ISCA. The project will be officially launched in April 2023.

Starting in 2023, the model will also be used in the following countries: Estonia, Italy, Spain, Slovenia and Denmark.

Stage of distribution outside Europe

No use.

Table 1. Use of the practice in Finland and internationally

	Areas of use
In Finland	Helsinki, Vantaa, Espoo, Tampere, Lahti, Riihimäki, Ulvila, Hämeenlinna, Pori, Lappeenranta, Joensuu, Turku, Kerava, Seinäjoki.
in Europe	Estonia, Italia, Spain, Slovenia, Denmark.
Outside Europe	-

Participation

Participation of the target group

The children in the target group are involved in the activities for 10-12 years or some for up to 13 years. On average, a child begins taking part in the activities at the age of around 8, which means that a larger group will be built around the core group step by step. Most of the children participate for the entire duration of the Icehearts path, which is 12 years, but some drop out earlier.

The activities are child and needs-based. All activities are based on the group’s and individuals’ need for support. The mentors carry out their work child-specifically so that each child is a full member of the group and involved in all activities.

Icehearts groups act in such a way that their action plan is reviewed twice a year on the basis of the results of child-specific monitoring. The action plan is drawn up according to the children's needs and in a needs-based manner. The emphasis and individual targeting of different elements of Icehearts activities (e.g. school, hobbies, networking, family and support work) are based on a child evaluation and needs.

The premise for the activities is the UN Convention on the Rights of the Child.

Participation of the experts and stakeholders

When operations begin, Icehearts Finland’s support team will be closely involved in the process. This applies to the recruitment and induction of employees and to the construction of Icehearts networks. The support team also plays an important role in child selections, which are carried out in cooperation with stakeholders. The organisation’s experts participate in the beginning of the activities, ensuring that the evidence-based practice is kicked off and proceeds in accordance with the framework of the Icehearts model: comprehensively, in a long-term manner, taking all elements into account and, above all else, in line with the children’s need for support.

All mentors are part of their area's Icehearts team. Teams meet regularly. In teams, mentors and experts discuss their work, learn from each other, develop activities and assess the evidence-based practice. The mentors implement the evaluation of their own work and child-specific evaluations together with the support of team mentors in each area. A new mentor's work with a team begins as soon as they start working in the organisation and continues throughout the 12-year "path".

Each Icehearts operating area has its own steering group in which representatives of the municipality/wellbeing services county hear about the work and share their needs, experiences and views. The steering group also includes experts in education, youth work and social services who monitor the activities and support mentors. One of the objectives of the steering group is to embed Icehearts activities in the area's, municipality's or wellbeing services county's structures.

Mentors interact daily with teachers, social workers, parents and other stakeholders.

All Icehearts mentors participate in the Mentors' Conference twice a year. This event is an important forum for developing activities. At the Mentors' Conference participants listen to presentations by external experts and the competence of mentors is developed by the organisation's own experts. The Mentors' Conference is an important forum for strengthening the professional identity of mentors and sharing the community's common values.

The administration of Icehearts organises "personnel briefings" four times a year. All mentors take part in these, and the content is based on the speeches of administrative experts as well as the mentors' own experiences. Personnel briefings are an important arena where mentors meet administrative staff.

A great deal of research and monitoring is carried out on Icehearts activities, and the mentors meet researchers and other experts in quite a varying manner. In groups where doctoral researchers make participatory observations, the researcher is present on a daily basis, whereas in some groups researchers visit occasionally to make observations and carry out interviews. The Icehearts organisation's own academic experts visit different parts of Finland to interview mentors. The Icehearts organisation's executive director, support team leader and financial manager visit each mentor individually once a year.

The mentors have their own learning and peer forums, such as the so-called "player association", where each regional Icehearts team is represented. The group seeks good practices for developing activities.

In addition, the organisation has several more random forums where mentors meet one another, administration and other stakeholders.

Continuity and sustainability

Implementation

The implementation of Icehearts activities is efficient, as the mentor works in the children's natural living environment – for example, in school, the school's facilities, their leisure time environment – and there is no need for a separate space or environment for the activities. The mentors adapt their work and activities to the children's living environment and school culture as well as the needs of families. The activities can be flexibly implemented in different cultural environments, such as municipalities, schools and communities of different sizes. The mentor is an instrument for educational work that adapts the activities to local needs and conditions.

Challenges of implementation include language issues, as communication with foreign-language parents is challenging. Children with an immigrant background and children from different religious communities are involved in the activities, which, especially at the beginning of the activities, may make it more difficult to implement the activities. The challenges of implementation mainly apply to the first year of activities and the formation of the group, but after that the activities are efficient and embedded deep in local culture.

When implementing activities, it is also important to ensure that the partners (school, social services and other parties) have a sufficient amount of information on them. For example, at school a mentor is an additional adult for the children in their own group and for all children in the school - no special arrangements need to be made for them. The mentor assists the children in their group and teachers and is an additional resource. In order to ensure effective implementation, the mentor must be able to communicate their role to different parties.

Risks

The risks and challenges of implementation are related to the long-term commitment of mentors (12 years). The children's trust in their mentor and educational work built around that trust rely on the long-term relationship between the mentor and child. In other words, the permanence of the mentor, their commitment and coping are key to the continuity of work.

So far, the turnover of mentors in the organisation has been very low, as only four mentors have interrupted the 12-year mentoring path. One died in an accident, and in the case of two others the transition was carried out gradually. The mentors did not quit immediately. Instead a new mentor worked alongside them for a long period of time, allowing the children to become accustomed to them and allowing time for trust to be built before the previous mentor withdrew from the activities. One mentor's departure was linked to the misuse of finances, but the resource worker working alongside them continued to activities without interruptions.

Longevity also involves a certain financial risk, as an individual municipality's commitment to the activities may change over a period of 12 years. Financing agreements are often concluded for a maximum of 1-12 years, so the continuity of activities is always uncertain to some extent. This has not happened so far, but 12 years is a long time and societal changes are unpredictable, as the Covid-19 pandemic and the war in Ukraine have shown. If a municipality were to withdraw from the funding of an ongoing group, this would be a very challenging situation both for the children involved in the activities and for the continuity of Icehearts activities in the municipality in question.

The work of an Icehearts mentor is comprehensive and requires strong commitment - strong motivation and a readiness to work in a changing operating environment. There is no education that prepares a person for the work of a mentor, and the work is always built to reflect the competence of the mentor. As Icehearts activities grow, the challenges and also risks will be related to the successful recruitment of mentors. The organisation has a long tradition of recruiting. The organisation's head of training, who has also been a mentor for 12 years is responsible for recruitment. Even so, the recruitment of new mentors is an extensive and challenging process, as the recruited person commits (at least in theory) to a 12-year employment relationship and very responsible work. Each new mentor is required consent for an extract from their criminal record, and the recruiter carefully checks the background of the persons.

Sustainability strategy

Icehearts Finland is preparing a sustainability strategy in 2024.

Further development

Icehearts activities are based on continuous learning and development. The key elements of the activities are school work, one-on-one work, family work, networking and hobby activities, but their priorities and implementation vary according to research data and identified needs. Longitudinal studies continuously produce a new understanding of the impacts and good practices related to the activities, but also of the related challenges. The organisation's own monitoring also produces information on the impacts of the activities. The activities are developed, modified and promoted in continuous dialogue with new knowledge and understanding.

Summary of implementation

The ease of introducing the activities, the flexibility of the activities, interlaced as part of existing structures and their suitability for different operating environments make it a very well-suited model. The Icehearts model is very flexible, based on children's needs and local conditions. The challenges related to the suitability of the activities depend on how service structures respond to the activities. For the most part, the activities have been set in place easily to complement and support structures, but in some areas this "coordination" has taken more time.

1.3 Evidence of the practice

Scientific knowledge

Scientific research has been conducted on the effectiveness of the practice

Yes

No

Scientific research has been conducted on the cost-effectiveness of the practice

Yes

No

A great deal of research has been carried out on the evidence-based practice between 2016 and 2023. There is research on impacts and effectiveness as well as on cost-effectiveness. Extensive research evidence shows that the evidence-based practice is effective. Evidence of longer-term impact will only be obtained when the follow-up studies progress further. Research on social mentoring (e.g. Eddy et al., 2017) has shown that the basic elements of Icehearts activities – its longevity, comprehensiveness and frequency of mentoring – are the most effective operating method for social mentoring.

Two 13-year-long follow-up studies are still ongoing, as is a study carried out in the Icehearts-Europe project on the suitability of the activities in other EU countries. Two doctoral dissertations on Icehearts activities that address Icehearts school work and mental well-being are underway. Docent in Economic and Social History Mikko Salasuo is making an ethnography of Icehearts activities. Professor Mark Eddy and his team (2017) are studying the impacts and impact mechanisms of social mentoring in more general terms, and the results of these studies will provide

a very empirical and methodical basis for Icehearts activities: longevity, comprehensiveness and mentoring that takes place often enough have been identified as the most effective practice.

Extensive research evidence (e.g. Eddy et al., 2017) supports the idea that the Icehearts model – comprehensiveness, longevity and frequency of mentoring – is the most effective way to act. Two Finnish Institute for Health and Welfare follow-up studies and numerous individual studies concerning Icehearts activities (see Salasuo, 2022) consistently demonstrate the impacts of the activities. Cumulative research evidence is in line with experiential knowledge and expert knowledge.

The evidence-based practice is extensive and comprehensive. It is linked to many different disciplines and directions of research. Social work research, child welfare research, youth research, sports research, effectiveness research, course of life research, educational research, social mentoring research, etc. Each of these play a role in different areas of the activities: school work, afternoon activities, hobbies, family work and networking. In 2022 and 2023, the organisation hired two experts with a research background (a docent and a youth researcher) who gathered research data on different areas of Icehearts activities and parallel evidence-based practices. There are no directly parallel models in use in Finland, and they are also rare internationally.

According to an independent estimate by Hilli (2017), Icehearts will save a minimum of EUR 2.8 million in society’s resources over a 12-year period. The cost-effectiveness calculation of Icehearts activities is partly based on other research evidence on Icehearts activities. Evidence of cost impacts is consistent with other evidence, and evaluations on the cost impacts of activities have been given so that savings for society are presented as a "minimum" (Hilli, 2017). Cost impacts can be estimated to be clearly more positive than the stated "minimum" if the examination is also extended to schools, families, the service system and the child's subsequent health and well-being.

Table 2. Amount of scientific knowledge

	Research projects concerning the practice, number	Publications concerning the practice, number
National	4-9	10-20
International	1-3	1-3

Expert knowledge

The effectiveness of the practice has been enquired from the experts

- Yes
- No

The cost-effectiveness of the practice has been enquired from the experts

- Yes
- No

Municipal steering groups repeatedly discuss the local impacts of the activities, and municipal officials have knowledge of the model. Municipalities evaluate Icehearts activities before these are launched in their area. These evaluations are not available to the organisation, but indicate that the activities are effective and cost-effective.

The cost-effectiveness calculation calculated by Petri Hill (2017) is reported on in section Research. The cost-effectiveness calculation is tallied by an external and independent expert and is based on the best existing cost-effectiveness calculation model (see Hilli et al., 2017).

At the beginning of the millennium, external experts issued statements on the activities and their effectiveness. The experts assessed that the impacts were consistent and in line with experiential knowledge and research data.

The activities have been created in Finland, and so far they have only been implemented in Finland, so the results indicate their suitability specifically in Finland. The activities are cost-effective and have the desired impacts.

Experience-based knowledge

The effectiveness of the practice has been enquired from the target group

Yes

No

A large amount of experiential knowledge has been accumulated on the impacts of Icehearts activities. This knowledge has been documented in different ways since 2004. Children and mentors are involved in the activities for 12 years, which makes it possible to identify the impacts of different elements and educational measures. Icehearts activities, school work, afternoon activities, hobbies, family work and networking, have been built on the basis of experiential knowledge. The emphasis on longevity, comprehensiveness and frequency of encounters has also been built through experiences (see Turkka & Turkka, 2008). Later on, research evidence has also been obtained on the effectiveness of these elements.

Experiential knowledge has been documented since the beginning of the activities. Literature on Icehearts activities published the beginning of the millennium was characterised by a time when the main focus of publications was on presenting experiences and the mentoring model, describing mentoring practices and increasing awareness on the mentoring ideology. Entities that address experiential knowledge have been published since 2004. The work *Sosiaalisen nuorisotyön toimintamalleja* (Linnossuo, 2004) published by the Turku University of Applied Sciences in 2004, includes an article on Icehearts activities (Turkka, 2004). In 2009, Icehearts activities were covered in an article in the *Nuorisotutkimus* journal (Turkka, 2009). In the 00s, experiential knowledge was also collected by asking stakeholders for statements on their experiences of cooperation and the impacts of the work.

The work *Icehearts – joukkue kasvun tukena*, published in 2008, was the first work to cover the activities and experiential knowledge comprehensively (Turkka & Turkka, 2008). The work is a description of the activities of the Icehearts teams and a description of how the mentoring model can be used more extensively to support children and young people in hobbies. What works and what doesn't, what are good practices according to experience. The book contains lessons learned from Icehearts activities and instructions for those working with children and young people. It also presents the authors' self-evaluations on the results of Icehearts activities. According to the evaluations, the impacts of the activities are classified under the following themes: tolerance, cooperation, learning to learn, healthy discipline, rules and norms, taking responsibility, resilience to stress, physical and muscle fitness, and motor and sport-specific skills.

A couple of years after this, the work *Icehearts – koulun kyljessä* was published. In it, Teemu Vartiamäki and Miika Niemelä write (2010) about Icehearts school work and the experiences gained from it. The book provides a description of the cooperation between Icehearts mentors and the school, mentoring practices, the challenges and opportunities of child welfare work across administrative branches, and the value base and ideological premises of Icehearts activities. The book is a comprehensive documentation of experiential knowledge on school work.

The third overall presentation on Icehearts activities based on experiential knowledge was published in 2014. Mika Wickström's (2014) book *Lapsia liukkaalla jäälle – Kasvattajaseura Iceheartsin tarina* is above all a memorial report and free-form history on how Icehearts was established, on how the activities were built and on the experiences of the organisation's founders. Proven practices. Impacts and effectiveness of the work. The book is based on interviews with key Icehearts actors and mentors as well as participatory observation.

In 2017, Researcher Mirka Smolej (2017a) compiled a handbook for Icehearts mentors. It was based on the experiences of mentors and knowledge gained from these. The handbook outlines the Finnish Icehearts Association's operating philosophy, mission, vision, operating principles and describes the evidence-based practice. The handbook describes the content of the Icehearts, the work involved and its implementation and provides instructions for the implementation of different areas of education. The Icehearts mentor's handbook can be characterised as a mentoring guide and tool for standardising Icehearts practices that is based on experiences and good practices. It is also a description of extensive experiential knowledge and the good practices built with this.

The systematic documentation and evaluation of experiential knowledge and experience-based effectiveness started in 2018. At that time, the digital *Jääsydän* survey was created for monitoring Icehearts activities. It is used twice a year to collect information on such things as the experiences of mentors and the child-specific development based on them. *Jääsydän* also includes an assessment carried out by the children themselves, in which they assess the impacts, strengths and successes of the activities based on their experiences using emojis to do so. The average score of children's feedback on a scale of 1 to 5 is 4.43, which indicates that the experience is at an excellent level. Children felt that they received help from the mentor when needed with an average score of 4.6 and felt that they are part of the Icehearts community with an average score of 4.6. The average score for the question concerning whether children would recommend Icehearts to their friends was 4.4. Young people assess their own well-being using the 7-section version of a positive mental health indicator (Warwick-Edinburgh Mental Well-being Scale (WEMWBS)).

The experiences of Icehearts children's parents are also mapped using the *Jääsydän* function. Once a year, parents are asked to share their experiences of Icehearts activities, their children's development and the impacts of Icehearts activities. The experiences of stakeholders on the impacts of the activities are also examined every year.

Experiential knowledge has been mapped and collected for more than 15 years, and the activities have been developed accordingly. Experiential knowledge on the impacts of the activities is consistent and the differences between localities are minor. The activities were created in Finland and are suitable for Finnish society.

Summary of the evidence

There is an exceptionally large amount of research data on the evidence-based practice (see Salasuo, 2022). Follow-up studies and analysis of impacts by external researchers are a solid basis for action. Cost-effectiveness has been evaluated separately by an external and independent researcher. More than 50 theses have also been completed on Icehearts activities. There are numerous ongoing studies on the activities in Finland and elsewhere. Existing research data provides an open and realistic opportunity to evaluate the evidence on impacts. Icehearts activities are based on continuous and critical self-reflection in the light of research data, the utilisation of research data in the development of activities and, above all, an open and positive attitude towards research and research evidence.

1.4 Conclusions

Table 3. Impact chain of the practice

<p>Background, objective and target group</p>	<p>The target group comprises children and young people between the ages of 6 and 18 who require special support. The Icehearts responds to the social and psychosocial problems of children and young people and to families' need for support. Icehearts activities are comprehensive, long-term and cross-administrative activities. Icehearts activities help children and young people who would not be able to live normally in their own living environment without support. Icehearts activities enable children to go to school, work in a group, participate in leisure activities and experience meaningful experiences. Icehearts activities support the service structure by guiding children and young people to appropriate services at the right time.</p> <p>The aim of Icehearts activities is to prevent the exclusion of children and young people, of them being outsiders and being shunned. The aim is to comprehensively support the growth and development of children and young people so that the children in the target group become full members of society. The objective is to provide children and young people with a positive growth community and an experience of caring adults - to create paths to adulthood. The aim is to support and strengthen families. The objective of the Icehearts activities is to complement society's services by operating across administrative boundaries and vertically.</p>
<p>Methods and means</p>	<p>Icehearts activities focus on the journey travelled together, meaning the provision of long-term and comprehensive social support. Icehearts activities reach all areas of a child's life. The child receives support in school, their hobbies, from their family, from networks of authorities and according to their individual needs. The Icehearts is not a separate intervention, but comprehensive support that is an integral with the lives of children and families.</p>

Coordination	Icehearts activities are managed and coordinated by Finland's Icehearts Ry. Icehearts is a flat-hierarchy organisation, in which the field and management work closely together engaging in dialogue with the aim of developing their work. Team mentors operating between administration and mentors, which are in constant contact with both administration and mentors. The management model is dynamic and clear. The focus of communications in Icehearts activities is on communications that support and promote the work of mentors. External communications strive to highlight the work of the mentor and, above all else, the voice and experiences of children and young people. The Finnish Icehearts Ry does not have and individual responsible for external communications.
Ethics	The evidence-based practice is very sensitive, and its ethical premises are linked to the UN Convention on the Rights of the Child as well as to national legislation. The activities are needs based and child-based.
Resources	The total annual costs of one Icehearts group are around EUR 70,000. One committed, full-time responsible mentor, who is a professional of the education and social services sector, is responsible for one Icehearts group. The mentor receives support from other mentors in the operating area, who together form a regional team. Part-time resource work is means-tested. The umbrella organisation Icehearts Finland Icehearts ry is responsible for providing support to administration and support services nationally.
Outcomes	There is a great deal of researched data on the outcomes, impacts and cost-effectiveness of the evidence-based practice. There is also an abundance of experiential knowledge on its impacts. According to studies, the Icehearts evidence-based practice reaches the correct target group, supports school attendance, enhances social skills and self-esteem, safeguards the possibility of equal learning, strengthens the relationships between home, school and services, and produces savings for society. Icehearts activities prevent the social exclusion of children and young people and reduce the experience of being an insider and not being allowed to participate.
Summary of the impact chain	The evidence-based practice responds commendably to the need. It achieves its objectives and there is strong research evidence on the impacts of the model. The evidence-based practice is lightweight and flexible, easy to implement and its costs are low. The evidence-based practice requires long-term commitment. The evidence-based practice is monitored extensively and diversely.

Table 4. Implementation of the practice

Transferability	The Icehearts was created in Finland for Finnish use. The activities are implemented in the daily life of children and families in close cooperation with professionals of basic services, which means that the suitability of the practice to real life is continuously reflected on. The evidence-based practice is not tied to geographical location or such things as population density. The evidence-based practice is flexible, dynamic and easily rooted in local conditions. The evidence-based practice is easy to implement. There is extensive research evidence on the activities, which makes it easier to make a decision on deployment in municipalities. Material and literature on the activities are easily and widely available on the Icehearts website. No direct training for the activities is available. The organisation trains its mentors themselves throughout their 12-year-long path as a mentor.
Distribution	Use of the Icehearts began in Finland in 1996. In 2023, the evidence-based practice is in use in 14 municipalities: Helsinki, Vantaa, Espoo, Tampere, Lahti, Riihimäki, Ulvila, Hämeenlinna, Pori, Lappeenranta, Joensuu, Turku, Kerava and Seinäjoki. They have a total of 70 groups and approximately 1,000 children and young people. Starting in 2023, the model will also be used in the following countries: Estonia, Italy, Spain, Slovenia and Denmark.
Participation	Children selected for the activities participate in the activities for several hours on weekdays and on weekends (8–16). In later years, participation is no longer daily, as the work becomes more individual in nature and the entire group meets 1–5 times a week. As the work becomes a part of children's and young people's everyday lives and natural living environments, different stakeholders take part in the activities on a daily basis (teachers), on a weekly basis (recreational activities) or as needed (family and social services, etc.). Work is ongoing in administration and development, and co-operation with various experts is weekly.
Continuity	Icehearts activities strengthen services, so they attach to existing structures easily and do so well. The activities are easy to implement when stakeholders know the purpose of the work. Teachers, social services and others working with children and young people feel that Icehearts activities facilitate and support their work, so the "field" is very positive about the activities. The activities are continuously developed through dialogue with mentors and research. The Icehearts is flexible, and it is relatively easy to adapt with the help of good practices and research data. Dialogue between the parties responsible for the Icehearts's administration and mentors is continuous and a development-based approach to work is a fundamental part of Icehearts activities.
Summary of the implementation	The practical applicability of the activities is excellent, as can be seen from studies, surveys and reports. Icehearts activities that cross administrative branches and complement the service system can easily adapt to local conditions and practices, and produce the desired impacts.

Table 5. Evidence of the practice

Scientific knowledge	Based on international research evidence, the key elements of the Icehearts, its longevity, the permanence of the mentor and the daily nature of the activities, are effective ways to support the target group's children and young people. A great deal of research has been carried out on the evidence-based practice between 2016 and 2023, and the two 13-year-long follow-up studies by Finnish Institute for Health and Welfare continuously produce more data on it. Two doctoral dissertations and other studies on the model are under way, and more than 50 theses have also been completed on it. A research-based calculation has been made on cost impacts. Accumulated research data produces evidence of impacts and effectiveness.
Expert knowledge	The local impacts of the activities are discussed in e.g. municipal steering groups. Municipalities also evaluate Icehearts activities before these are launched in their area. According to an expert evaluation conducted at the beginning of the millennium, the Icehearts is in line with experience and research.
Experience-based knowledge	A large amount of experiential knowledge has been accumulated on the impacts of the Icehearts model. This knowledge has been documented in different ways since 2004. Icehearts Finland collects experiential knowledge using systematic methods, which enables the utilisation of experiential knowledge in the development of the Icehearts.
Summary of the evidence	There is a great deal of research on the evidence-based practice. Evidence is collected systematically and often using various methods. Follow-up studies continuously produce new information on the Icehearts. Its cost-effectiveness has also been studied. There is plenty of information and estimates on the Icehearts's impacts. The Icehearts is continuously developed on the basis of evidence.

1.5 References of the practice

Website and social media of the practice

Website of the practice: www.icehearts.fi

Facebook: <https://www.facebook.com/iceheartsry/>

Twitter: <https://twitter.com/iceheartsry>

Instagram: <https://www.instagram.com/iceheartsry/?hl=fi>

LinkedIn: <https://www.linkedin.com/company/suomen-icehearts-ry/>

Legislation concerning the practice

Non-Discrimination Act 1325/2014

Youth Act 1285/2016

Act on the Promotion of Sports and Physical Activity 390/2015

Child Welfare Act 2007/417

Act on Compulsory Education 1214/2020

Social Welfare Act 1301/2014

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Appelqvist-Schmidlechner, K., Haavanlammi, M. & Kekkonen, M. (2021). Benefits and underlying mechanisms of organized sport participation on mental health among socially vulnerable boys: A qualitative study on parents' perspective in the sport-based Icehearts programme. *Sport in Society* 26(2), 245-262. <https://doi.org/10.1080/17430437.2021.1996348>

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Smolej, M. (2017b). Vapaaehtoistyöstä palvelutuotantoon – kasvava ammatillisuuden vaatimus kolmannen sektorin lastensuojelujärjestö Suomen Icehearts ry:ssä. *Janus* 25(1), 4–20. <https://journal.fi/janus/article/view/57389>

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Smolej, M. (2017a). *Icehearts: Käsikirja*. Suomen Icehearts Ry.

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Mikko Salasuo (2022–2023, in progress) collected materials concerning mentor interviews, Kai Tarvainen (2023, in progress) collected materials concerning children's interviews together with Finnish Institute for Health and Welfare researchers.

As part of the Icehearts-Europe project, Finnish Institute for Health and Welfare will collect information in 2023 on the possibilities of applying the activities in partner countries. Finnish Institute for Health and Welfare researchers list the basic elements of Icehearts activities, and, in their responses, partner organisations describe their operating conditions in their own countries.

Theses about the practice

More than 50 theses have also been completed on the activities. A list of these is available on the [Icehearts website](#). As part of Finnish Institute for Health and Welfare follow-up study, two doctoral dissertations on the practice are underway, of which one concerns Icehearts school work and the other concerns mental welfare.

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Haukkovaara, L. (2013). Entäs tytöt? Projektisuunnitelma Icehearts-toimintamallin soveltamisesta tytöille [thesis, Metropolia University of Applied Sciences]. Theseus. <https://urn.fi/URN:NBN:fi:amk-201304224752>

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Kärki, P. & Kärki, K. (2015). Icehearts-toiminta koulun tukena [thesis, Diaconia University of Applied Sciences]. Theseus. <https://urn.fi/URN:NBN:fi:amk-201505259952>

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Silonsaari, J. (2016). Rakkaudesta lajiin ja paskaan läppään: Icehearts-urheilujoukkue ja poikien sosiaalinen pääoma [Master’s thesis, University of Jyväskylä]. JYX publication archive. <http://urn.fi/URN:NBN:fi:jyu-201605302769>

Patents and inventions about the practice

The Icehearts model and logo are a protected trademark.

Information and communications technology solutions about the practice

In order to monitor the evidence-based practice, the organisation has coded its own [Jääsydän.fi](http://jaasydan.fi) web-based application, which collects data on the effectiveness of the activities and the composition of the mentors' working hours, as well as asks for feedback from the children and young people involved in the activities.

The collected data is analysed and compiled into a presentation using the Power bi software. The www.icehearts.fi website has been produced to serve both personnel and stakeholders. The website has been prepared to contain up-to-date information on the activities, their different elements, follow-up and research. The website also contains specific subpages for families, professionals and decision-makers.

The Jääsydän data collection and analysis tool was created on the Power BI Desktop in 2018.

Audiovisual material about the practice

Finland's Icehearts Association has its own [YouTube channel](#), where video content that is central to the activities is saved. The YouTube channel contains videos on Icehearts' 25th Anniversary webinar held in 2021. The video clips examine Icehearts activities from the perspectives of the young people, parents and mentors involved in Icehearts activities as well as those of researchers and stakeholders (school + child welfare).

Arvo (26.11.2019). Icehearts Vaikuttavuusvideo [video]. YouTube.
<https://www.youtube.com/watch?v=r6HWIOFqNhU>

Icehearts (4.6.2021). Icehearts minuutissa [video]. YouTube.
<https://www.youtube.com/watch?v=DT07h-qKahs>

Training material about the practice

Icehearts.fi and Skhole.fi (closed learning environment).

Smolej, M. (2017a). *Icehearts: Käsikirja*. Suomen Icehearts Ry.

In 2023, Danish association ISCA will create an EU-funded training package on Icehearts activities. The training material will first be added to the digital learning environment and will later be available to the public.

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2 PEER REVIEW OF THE ICEHEARTS

Evaluation of the impact chain

Impact chain of the practice	Evaluation	Score (1-5)
Objective	The main objective of the evidence-based practice is to prevent the social exclusion of children and young people and to promote their well-being and inclusion. The evidence-based practice's objectives are realistic and clearly defined, and they can be monitored and measured. The evidence-based practice is based on the so-called "third path" approach of promoting health and well-being, which strengthens the individual's own resources, such as independence, social capital, empowerment and emotional intelligence. The evidence-based practice has been in use for over 25 years, during which time an abundance of evidence has been accumulated, which supports how realistic and credible its objectives are. The evidence-based practice is innovative for the proposed target groups (children and families) and partners, e.g. teachers, social workers in child welfare.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
History	The evidence-based practice's background has been described extensively, and it has also been documented throughout the long history of the activities. The long-term commitment of the mentor and their continuous presence in the lives of children and families bring added value to the evidence-based practice. There are currently very few alternative evidence-based practices that are specifically committed to long-term activities.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Need	The evidence-based practice meets the needs of individuals and target groups in need of special support as well as those of society from several perspectives. The evidence-based practice provides long-term support for the most vulnerable children and families. The evidence-based practice brings security to a child's life in the form of a safe adult who commits to building childhood and youth together with the child and their family. In addition, mentors will become partners in a multidisciplinary and multiprofessional network.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Need from the health and well-being promotion perspective	The evidence-based practice is defined as excellent from all aspects of health and well-being. Equality is strengthened and inequalities, exclusion and loneliness are prevented, in particular, through physical activity. The promotion of inclusion empowers, strengthens and promotes a sense of belonging and a sense of community. The evidence-based practice takes into account the UN Convention on the Rights of the Child and national legislation on non-discrimination.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor

Target group	The target group is children and young people and their parents. The activities are adapted to the needs of the group members and are based on a child-centred approach.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Stages and methods	The phases are consistently linked to the phases of the child's school path and the institutions they will have to encounter. The long-lasting and comprehensive companionship on life's journey adds support to various areas of life on the basis of individual needs. The evidence-based practice has been in use for more than 25 years, which means that during these years there has been diverse assessment and monitoring in the form of both self-evaluation and external evaluation of the activities. The activities do not include actual embedding; rather, during the support activities, the aim is to embed its impacts in the target group and partly in the actors surrounding them.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Monitoring and evaluation	The monitoring and evaluation of the activities is versatile. Long-term monitoring is currently being carried out for the first time as external research work.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Management	Management and administration combine very different actors nationally and locally. The actors support implementation, for example, the support team supports the mentors in their work. The administrative structure is described as having flat-hierarchy. The responsibilities are clearly described.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Communication	Internal communications support the implementation of the evidence-based practice. Resources for communications are also limited, so the focus is on internal communications. If necessary, communications support can also be purchased. Only a limited amount of resources have been used for external communications and the dissemination of the evidence-based practice. The learning environment introduced in 2023 is believed to strengthen not only internal but also external communications.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Ethics	The evidence-based practice is based on the principles of the Convention on the Rights of the Child, which are observed in all activities. The principles are reflected in all descriptions and evaluations of the evidence-based practice. The evidence-based practice also implements the National Child Strategy, for example by strengthening the objectives of a child-friendly society. Common principles that emerge from the Convention on the Rights of the Child provide a good basis for international activities.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor

<p>Experts and stakeholders</p>	<p>Within the activities, experts and stakeholders have been selected very carefully and with good justifications. External experts and stakeholders also have important roles in the different phases of the activities. External experts have evaluated the role, operating methods and impacts of Icehearts actors. The implementation of the evidence-based practice involves a very large number of external experts whose role is significant but there is very limited knowledge on this. Municipalities have been highlighted among stakeholders, e.g. from the perspective of the financing of the activities. In the description, the municipalities' short-term decision-making on financial support for activities is seen as a risk.</p>	<p><input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Resources, budget, funders and affiliations</p>	<p>It was more difficult to assess this entity in a broad-based manner, as the data were at a very general level and also "split" into several parts of the description of the evidence-based practice. The resources and budget are presented in general terms. The mentor's personnel costs and part of the operating and administrative costs are covered by the municipality's funding agreement, and all other costs are covered by grants and donations. There is a great deal of commitment to grants and donations. It does not include volunteer work. Administrative and research services may also be purchased from elsewhere.</p>	<p><input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Short-term effects</p>	<p>Based on several evaluations, the impacts on children and young people in the direction of the objectives are significant. The impacts of the entire evidence-based practice have been documented very little. In particular, the all-encompassing nature of work and support, their longevity and the permanence of the mentor as well as flexibility in accordance with the everyday needs of the target group contribute to impact. The activities rely largely on permanent mentors. The strengthening of mentors' professional capital and identifying and sharing good practices have been identified as a development target.</p>	<p><input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Long-term effectiveness</p>	<p>No research data is yet available on the long-term effectiveness on the target group. Based on experiential knowledge, the activities have impacts that extend to the time after participation and are in line with the objectives. The activities have been found to develop characteristics (e.g. social functional capacity) that promote well-being and functional capacity after participation in the activities has come to an end.</p>	<p><input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Cost-effectiveness</p>	<p>Based on one calculation, cost-effectiveness is significant. In addition, the Lapset Sib project has monitored cost-effectiveness in one city. The evidence-based practice aims to shift the focus of services to preventive work, which allows for savings in expenses. Icehearts' activities have been found to be economically effective, for example, they will save at least EUR 2.8 million in society's resources over a period of 12 years.</p>	<p><input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>

<p>Consistency</p>	<p>The elements of the evidence-based practice are consistent with one another. It responds to the need and, on the basis of evidence, achieves its very short-term objectives. The evidence-based practice is well documented and based on reliable research data and/or expert knowledge as well as on the experiential knowledge of the target groups.</p>	<p><input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Overall evaluation of the strengths and weaknesses in the impact chain</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - The evidence-based practice is long-lasting and embedded in local activities and it can be adapted to the needs of the target group. - The evidence-based practice is consistently developed on the basis of monitoring and evaluation data. - The evidence-based practice is easy to comprehend, e.g. launch, progress of work and completion of activities. - The value base and ethical standards of the evidence-based practice that are conveyed in all implementation. <p>Weaknesses:</p> <ul style="list-style-type: none"> - A more comprehensive description of the risks is needed - The evidence-based practice relies on the permanence and professional skills of educators, and the need for development related to professional capital has been identified. - Resources should be described more comprehensively in order to form an overall picture of the resources required by the evidence-based practice and how these requirements can be met. - More emphasis should be placed on external communications that would support the dissemination of the evidence-based practice. 	<p><input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>

Evaluation of the implementation of the practice

Implementation of the practice	Evaluation	Score (1-5)
Applicability to Finland	The evidence-based practice has been developed for the conditions of Finnish cities and their service systems, and there is an abundance of information available on it in Finland, which means that its applicability is excellent.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Applicability to different target groups	The evidence-based practice has a relatively extensive target group. It is found to be applicable to children facing different social challenges or problems, with the exception of children with very severe symptoms. The evidence-based practice is best applied to children in need of special support and their families.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Suitability to the existing health and well-being promotion structures	The evidence-based practice has been developed to work as part of Finnish public services – basic education, social services/child welfare, leisure time – in different operating environments. It also complements third-sector sports club activities by offering team sports activities that are applicable and suitable for the target group. On the other hand, the current financial structures of municipalities and wellbeing services counties are not optimal for the long-term financial support of the activities.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Availability of materials	Some training material for disseminating the evidence-based practice is openly available in books and other publications. The organisation's mentors will have access to more material in a new digital learning environment, which will also draw attention to interaction and the dissemination of tacit knowledge. There is a handbook in use for the evidence-based practice.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Training	There is no specific education for Icehearts mentors. Instead, the work is always built around the mentor's competence. All Icehearts mentors take part in the Mentors' Conference twice a year and staff briefings four times a year. These internal training events are important for strengthening professional development and competence.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Distribution and stage a) in Finland	The evidence-based practice has been in use for over 25 years. Currently, there are 70 Icehearts groups in a total of 14 cities. The number of children involved in the activities has increased to more than 1,000 in the 2020s. The activities have expanded considerably in recent years.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor

b) in Europe	In 2023, the Icehearts-Europe project was launched, in which Icehearts activities are to be implemented in 19 EU countries. Two universities are also participating in the evaluation, development and monitoring of the activities.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor <input type="checkbox"/> 0 doesn't apply to the practice
c) outside Europe	There are no activities outside Europe.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor <input checked="" type="checkbox"/> 0 doesn't apply to the practice
Participation of the target group, experts and stakeholders	Within the activities, experts and stakeholders have been selected very carefully and with good justifications. External experts and stakeholders also have important roles in the different phases of the activities, including in the evaluation of the activities.	<input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Implementation	The evidence-based practice is long-lasting and it has been embedded in local activities. More emphasis should be placed on external communications that would support the dissemination of the evidence-based practice.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Risks	A more comprehensive description of the risks would be necessary to make it possible to better prepare for them.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input checked="" type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Sustainability strategy	Practical applicability is enhanced by the flexibility of the evidence-based practice and its adaptation to local conditions as part of cross-administrative preventive child welfare work.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor

<p>Further development</p>	<ul style="list-style-type: none"> - The evidence-based practice relies on the permanence and professional skills of educators, and the need for development related to professional capital has been identified. - Resources should be described more comprehensively in order to form an overall picture of the resources required by the evidence-based practice and how these requirements can be met. -More emphasis should be placed on external communications that would support the dissemination of the evidence-based practice. - Also the use of methods other than those based on evidence from ”ihmeelliset vuodet” as work methods for the evidence-based practice 	<ul style="list-style-type: none"> <input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
<p>Overall evaluation of strengths and weaknesses in the implementation</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - The need for, functionality and usefulness of the evidence-based practice are described comprehensively. - Based on existing data, the evidence-based practice seems to increase the well-being of an important health and well-being promotion target group and to support the service system. - A key aspect of the Icehearts is permanent support throughout the various stages of childhood and youth. - Research data on the impacts is continuously accumulated. Development and application are continuous, and attention is paid to the documentation and dissemination of observations. <p>Weaknesses or development areas:</p> <ul style="list-style-type: none"> - Development of a learning environment for mentors, which can promote the accumulation of professional capital. - Lack of clear training requirements -No significant investments have been made to support the embedding of the evidence-based practice, but new resources have recently been invested in it. - The funding involves some annual uncertainty, even though the activity groups are planned to last for 12 years. -The permanence and professional capital of mentors as well as cross-administrative cooperation are key, so more development measures could be targeted at these in the future. 	<ul style="list-style-type: none"> <input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor

Evaluation of the evidence of the practice

Evidence of the practice	Evaluation	Score (1-5)
Amount of the scientific evidence a) Nationally	Extensive data on the evidence-based practice has been collected for a period of over 25 years. Studies, articles and literature on the evidence-based practice have been published. Literature and articles have been comprehensively listed. In addition, the evidence-based practice has a handbook based on experience, good practices and researched data. The quantity and quality of evidence-based and experiential knowledge is excellent.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
b) Internationally	The activities are currently being implemented and research data is being collected in the Icehearts-Europe project, but evidence-based data is not yet available.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor <input checked="" type="checkbox"/> 0 doesn't apply to the practice
Level of scientific evidence	The evidence-based practice is indirectly based on scientific theory and observations. Evidence on effectiveness is based on different methods on the basis of which scientific articles and research papers have been produced. Development of the evidence-based practice based on long-term monitoring is possible once the results of ongoing studies are available.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input checked="" type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Effectiveness and cost-effectiveness based on scientific evidence	Evidence on effectiveness with regard to young people's well-being is based on data produced using a validated indicator. Research data-based evidence on the effectiveness of the evidence-based practice is excellent. More than 50 theses, numerous studies and expert reports have been produced on Icehearts' activities. Research activities will continue both nationally and internationally.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor
Other scientific evidence supporting the practice	Several disciplines have been identified in which the produced data and methods support the development of the evidence-based practice. There is very little data on parallel evidence-based practices, and this has not yet been applied.	<input type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input checked="" type="checkbox"/> 1 poor
Level of expert evidence	Based on an expert's calculation, the evidence-based practice is cost-effective. Estimates by municipalities are not available.	<input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor

<p>Effectiveness and cost-effectiveness based on expert evidence</p>	<p>Expert knowledge-based evidence on the effectiveness of the evidence-based practice is strong, very extensive and expert. Many parties have participated in the production of expert data, including ITLA, Sitra, Finnish Institute for Health and Welfare, educational institutions and the Central Union for Child Welfare.</p>	<p><input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Level of experience-based evidence</p>	<p>The experiential knowledge indicates that the practice's effectiveness is excellent. The evidence produced by the target group is consistent. The views of children, parents and mentors are systematically collected twice a year using the Jääsydän survey. Experiential knowledge is covered, for example, in the Icehearts Mentor's handbook (Smolej 2017), which provides guidance on good practices based on extensive experiential knowledge.</p>	<p><input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Effectiveness and cost-effectiveness based on experience-based evidence</p>	<p>Evidence based on experiential knowledge has been collected for a long time from the parties responsible for the activities, including mentors, stakeholders and partners, and from the children and their parents within the scope of the activities. On the basis of experiential knowledge, the evidence-based practice is considered very useful. The Jääsydän survey was introduced in 2018, at which time experiential knowledge was systematically collected from mentors twice a year. Jääsydän also includes an assessment carried out by the children themselves, in which they assess the impacts, strengths and successes of the activities based on their experiences.</p>	<p><input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>
<p>Overall evaluation of the strengths and weaknesses of the evidence</p>	<p>The presentation of the evidence-based practice is extensive and includes multiple perspectives. A comprehensive overview is available on evolution of the evidence-based practice. Experiential knowledge, expert knowledge and research data are systematically taken into account in the development of activities.</p>	<p><input type="checkbox"/> 5 excellent <input checked="" type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor</p>

Evaluation category

- New evidence-based practice (under 4 years)
- Evidence-based practice in use (5 - 10 years)
- Evidence-based practice in long-term use (over 10 years)

Overall evaluation

Overall evaluation	Score (1-5)
<p>The evidence-based practice has been described in a very comprehensive manner, and it provides excellent information on the utilisation of experiential knowledge, expert knowledge and research data. Information on the effectiveness of the evidence-based practice is easily and diversely available nationally. Activities similar to those of the evidence-based practice are not used in preventive child welfare, so it is not possible to compare them with similar activities. The evidence-based practice has a long history, and its rapid spread in recent years and the broad-based evidence of its effectiveness support the implementation of the evidence-based practice in a broader sense, both nationally and internationally. As future development measures, it would be important to prepare a more comprehensive risk assessment that will take financial risks into account. In addition, an embedding plan should be drawn up and investments must be made in external communications. The most important points in embedding and spreading an effective evidence-based practice, is taking into account the application of the practice in local conditions (including the utilisation of different forms of physical activity) and the varied needs of the target group, and monitoring the quality of the systematic evidence-based practice (importance of strengthening education), taking into account how to maintain effectiveness and cost-effectiveness with multiple methods.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 5 excellent <input type="checkbox"/> 4 very good <input type="checkbox"/> 3 good <input type="checkbox"/> 2 satisfactory <input type="checkbox"/> 1 poor

APPENDICES

Appendix 1.

Otteet jääsydän seurannasta



Liite 3. Toiminnan hyödyt kasvattajan arvioimana

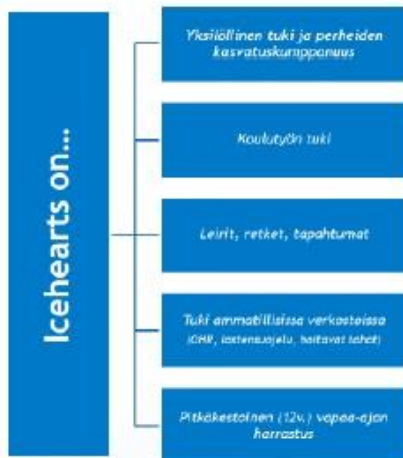
Lasten antamat palautteet



Nuorten itsearviointi positiivisen mielenterveyden mittarilla



Icehearts toimintamallin keskeiset toimintaelementit

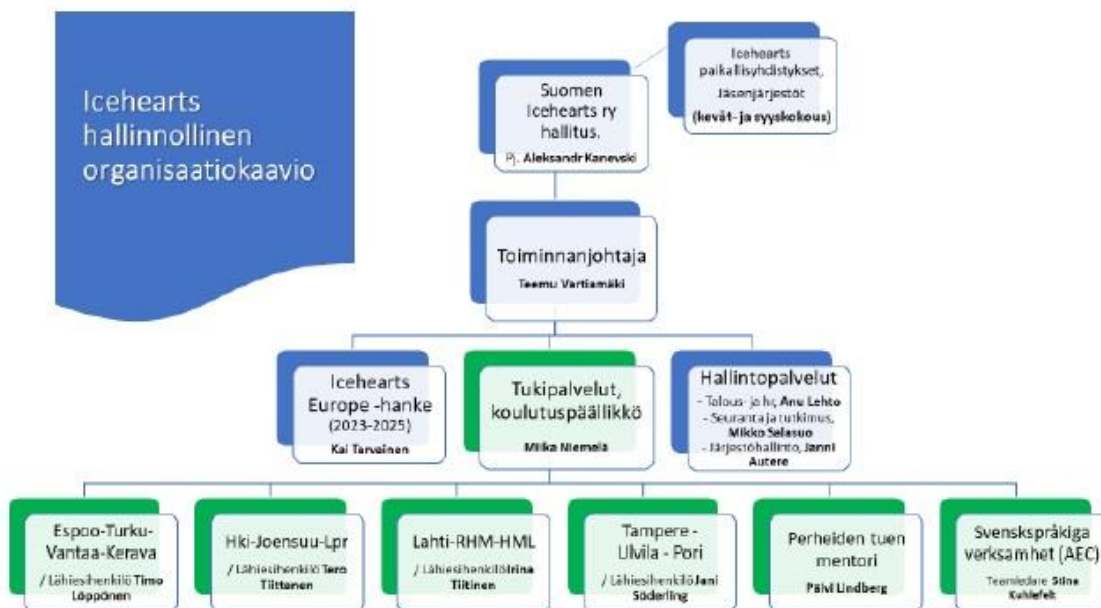


Iceheartsin keskeiset toimintaelementit:

1. Perheiden **kasvatuskumppanuus**. Pysyvä rinnalla kulkija. Keskeistä tietää mistä ja millaisista olosuhteista lapsi aamulla tulee. Tarvittaessa tiivis yhteistyö alueellisten perhekeskusten kanssa ja ammattitaito palveluohjata oikea-aikaisiin palveluihin sekä kannatella palveluiden välissä.
2. **Koulutyön tuki** (vrt. SKY, Sitouttava kouluyhteisötyö -toimintamalli), erityisenä huomiona nivelvaiheet
3. **Yksilöllinen (ja pienryhmä) kasvun tuki**, kasvu hyvinvointia ympärilleen tuottavaksi yhteiskunnan jäseneksi. (vrt. ammatillinen tukihenkilötoiminta)
4. Pysyvä kasvuyhteisö (**harrastus**), jonka painopiste on Harrastamisen Suomen mallin mukainen kutsuva harrastustoiminta. Harrastustoiminta sisältää joukkueliikunnan, retket, leirit ja tapahtumat, joilla on yhteiskuntaan integroiva tavoite.



liite



liite 8, organisaatiokaavio

Appendix 2.

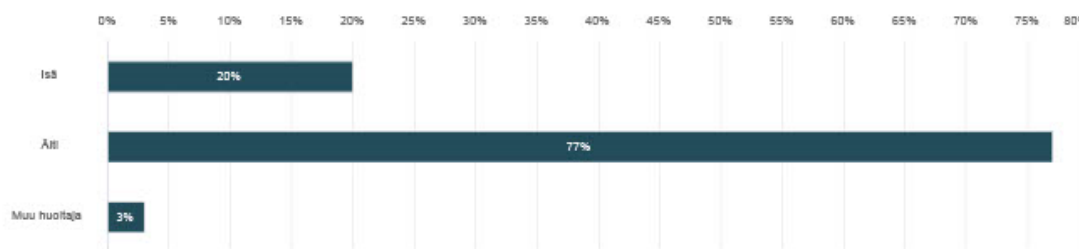
Perusraportti

Icehearts vanhempien kysely 2022

Vastaajien kokonaismäärä: 280

1. Vastaja

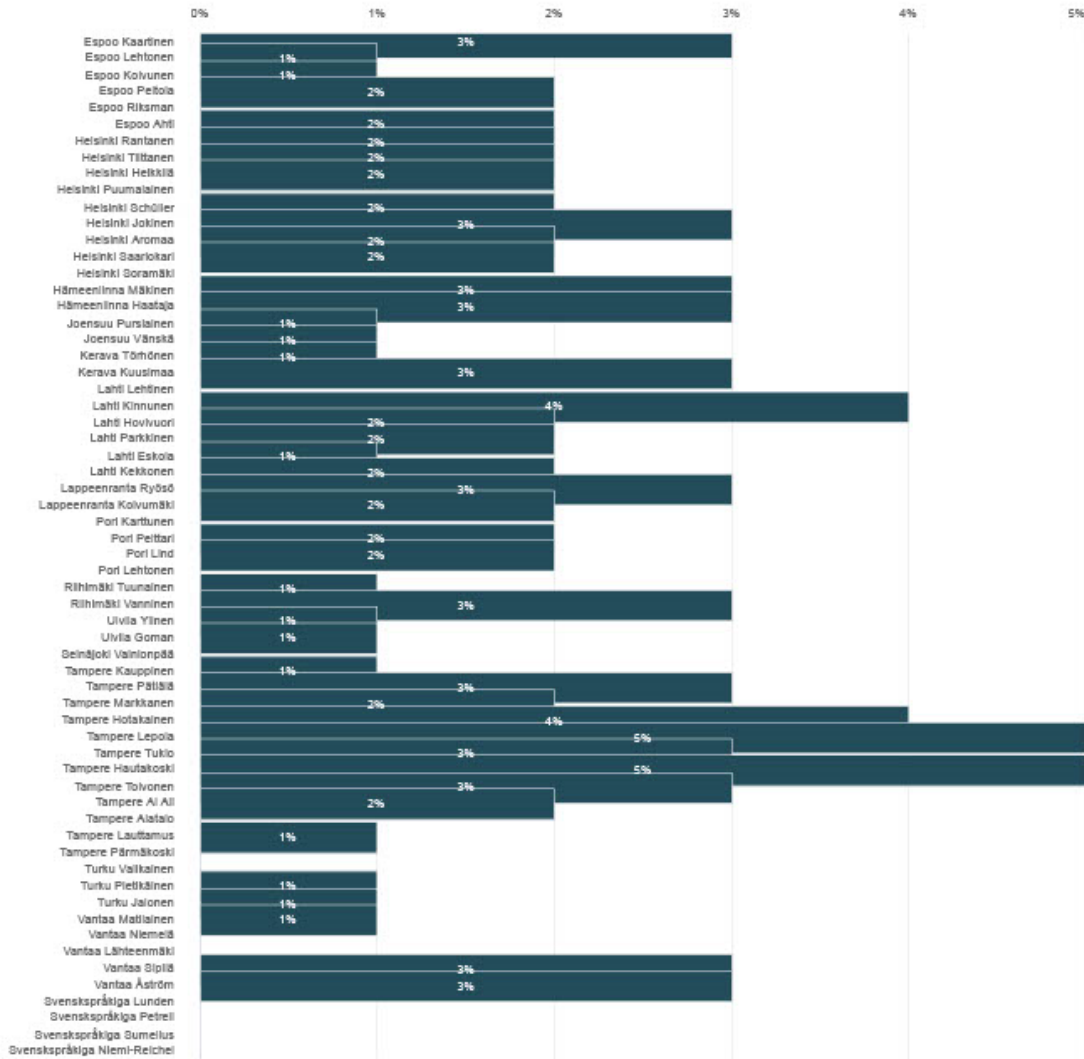
Vastaajien määrä: 280



	n	Prosentti
Isä	56	20,0%
Äiti	216	77,1%
Muu huoltaja	8	2,9%

2. Lapsen / nuoren joukkue

Vastaajien määrä: 280

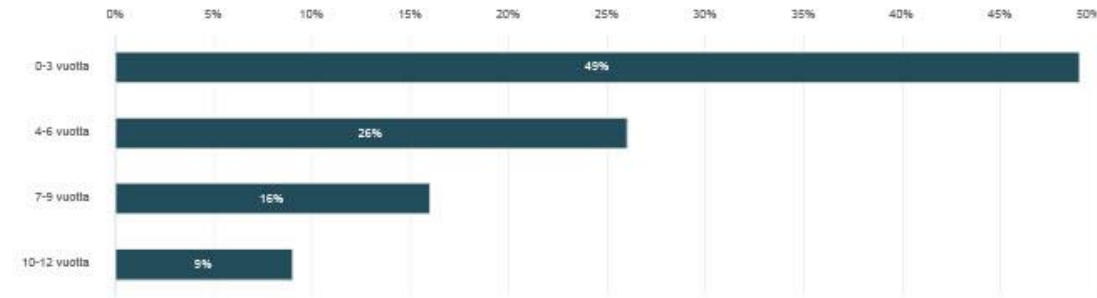


	n	Prosentti
Espoo Kaartinen	8	2,9%
Espoo Lehtonen	3	1,1%
Espoo Kolvunen	3	1,1%
Espoo Peitola	5	1,8%
Espoo Riiksmäki	1	0,4%
Espoo Ahti	4	1,4%
Helsinki Rantanen	5	1,8%
Helsinki Tittanen	4	1,4%
Helsinki Helkkilä	6	2,1%
Helsinki Puumalainen	1	0,4%
Helsinki Schüller	5	1,8%
Helsinki Jokinen	8	2,9%
Helsinki Aromaa	4	1,4%
Helsinki Saarikari	5	1,8%
Helsinki Soramäki	1	0,4%

	n	Prosentti
Hämeenlinna Mäkinen	9	3,2%
Hämeenlinna Haataja	9	3,2%
Joensuu Pursiainen	3	1,1%
Joensuu Vänskä	3	1,1%
Kerava Törhönen	3	1,1%
Kerava Kuusimaa	7	2,5%
Lahti Lehtinen	0	0,0%
Lahti Kinnunen	10	3,6%
Lahti Hovi vuori	6	2,1%
Lahti Parkkinen	6	2,1%
Lahti Eskola	4	1,4%
Lahti Kekkonen	5	1,8%
Lappeenranta Ryöstö	8	2,9%
Lappeenranta Kolvumäki	6	2,1%
Pori Karttunen	1	0,4%
Pori Peltari	5	1,8%
Pori Lind	6	2,1%
Pori Lehtonen	1	0,4%
Riihimäki Tuunainen	2	0,7%
Riihimäki Vanninen	8	2,9%
Uusikaupunki Ylinen	3	1,1%
Uusikaupunki Goman	4	1,4%
Selkämäki Vainionpää	0	0,0%
Tampere Kauppinen	2	0,7%
Tampere Pääkkönen	9	3,2%
Tampere Markkanen	6	2,1%
Tampere Holakainen	10	3,6%
Tampere Lepola	13	4,6%
Tampere Tukio	9	3,2%
Tampere Hautakoski	15	5,3%
Tampere Toivonen	8	2,9%
Tampere Al Ali	6	2,1%
Tampere Alatalo	1	0,4%
Tampere Lauttamus	3	1,1%
Tampere Pääkköskoski	1	0,4%
Turku Valkainen	1	0,4%
Turku Pietikäinen	3	1,1%
Turku Jalonen	2	0,7%
Vantaa Matilainen	3	1,1%
Vantaa Niemelä	0	0,0%
Vantaa Länneenmäki	1	0,4%
Vantaa Sipilä	8	2,9%
Vantaa Åström	7	2,5%
Svenskspråkiga Lunden	0	0,0%
Svenskspråkiga Petrell	0	0,0%
Svenskspråkiga Sumelius	0	0,0%
Svenskspråkiga Niemi-Reichel	0	0,0%

3. Kuinka monta vuotta lapsi/nuori on ollut mukana Icehearts toiminnassa?

Vastaajien määrä: 280

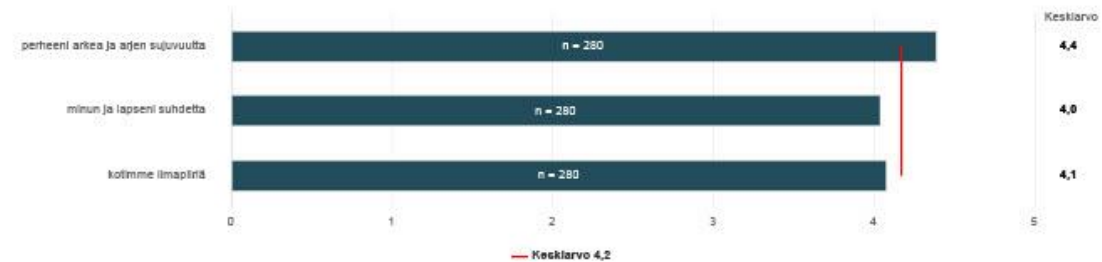


	n	Prosentti
0-3 vuotta	137	49,9%
4-6 vuotta	74	26,5%
7-9 vuotta	44	15,7%
10-12 vuotta	25	8,9%

4. Vastaa mitä mielestä olet väittämästä

Icehearts toiminta on parantanut

Vastaajien määrä: 280

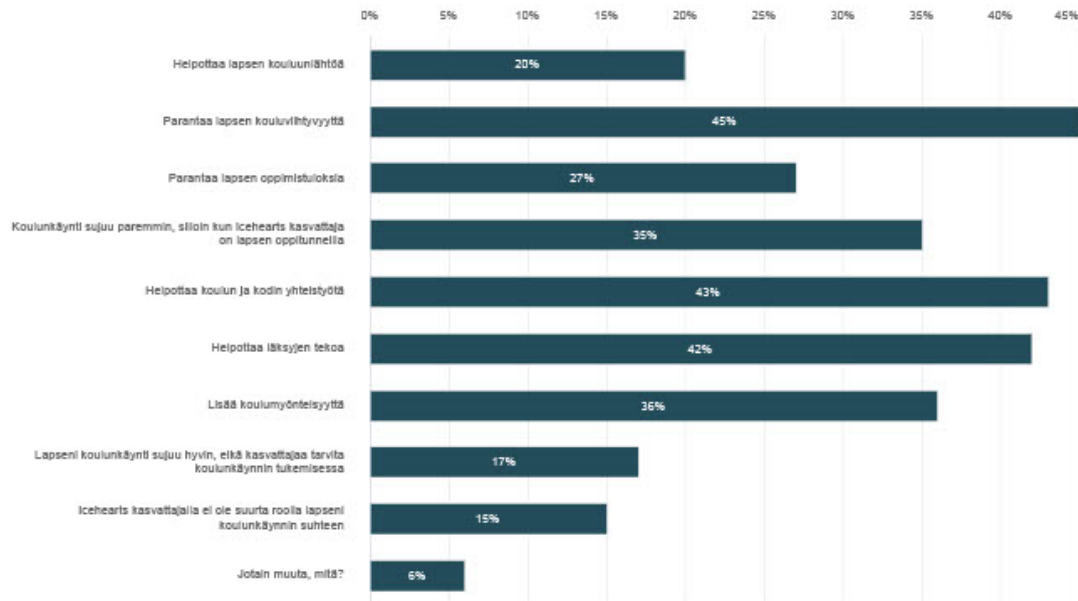


	Täysin eri mieltä	Ositain eri mieltä	En osaa sanoa	Ositain samaa mieltä	Täysin samaa mieltä	Keskiarvo	Mediaani
perheeni arkea ja arjen sujuvuutta	3,6%	2,5%	8,2%	23,2%	62,5%	4,4	5,0
minun ja lapseni suhdetta	2,9%	4,3%	20,7%	30,7%	41,4%	4,0	4,0
koimme ilmapölyä	2,2%	3,9%	18,9%	33,9%	41,1%	4,1	4,0

5. Vastaa kysymykseen mielestäsi sopivin/ sopivimmat vaihtoehdot - voit valita useamman

Miten Icehearts toiminta /Icehearts kasvattaja helpottaa lapseni koulunkäyntiä?

Vastaajien määrä: 280 , valittujen vastausten lukumäärä: 800



	n	Prosentti
Helppottaa lapsen kouluunsihtöä	56	20,0%
Parantaa lapsen kouluvihtyvyyttä	127	45,4%
Parantaa lapsen oppimistuloksia	76	27,1%
Koulunkäynti sujuu paremmin, silloin kun Icehearts kasvattaja on lapsen oppitunnella	98	35,0%
Helppottaa koulun ja kodin yhteistyötä	120	42,9%
Helppottaa läksyjen tekoa	117	41,8%
Lisää kouluyhteistyötä	100	35,7%
Lapseni koulunkäynti sujuu hyvin, eikä kasvattajaa tarvita koulunkäynnin tukemisessa	47	16,8%
Icehearts kasvattajalla ei ole suurta roolia lapseni koulunkäynnin suhteen	41	14,6%
Jotain muuta, mitä?	18	6,4%

Lisätekstikenttään annetut vastaukset

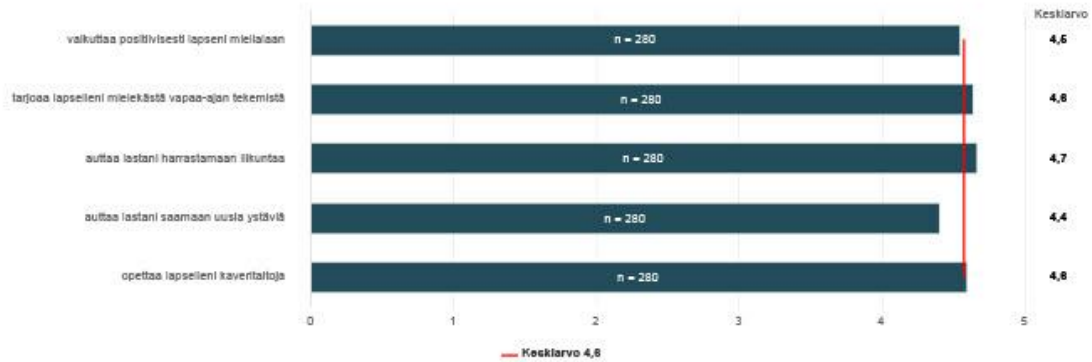
[Näytä kaikki](#)

Vastausvaihtoehdot	Teksti
Jotain muuta, mitä?	Saa enemmän positiivista palautetta
Jotain muuta, mitä?	On tuki ja turva
Jotain muuta, mitä?	Icehearts kasvattajalla ei ole roolia lapsen koulunkäynnin suhteen.
Jotain muuta, mitä?	Icehearts ryhmään kuuluminen on tuonut paljon kaivattuja kavereita koulupöytään.
Jotain muuta, mitä?	Jos lapsi myöhästyy Iceheartsin opettaja vie ja joskus hakke lapsi kotona se helppottaa ja hyvää asia
Jotain muuta, mitä?	Ice hearts on ollut suurena tukena meille ja toiminta on erittäin monipuolista, kiitos siitä
Jotain muuta, mitä?	On auttanut lasta klusaamiseen liittyvissä asioissa.
Jotain muuta, mitä?	Klusaamiseen puuttuminen ja ehkäisy.
Jotain muuta, mitä?	Lapsi äidin luona
Jotain muuta, mitä?	Minulla ei ole mitään käsitystä että miten kasvattaja on mukana lapsen koulun käynnissä.
Jotain muuta, mitä?	Kasvattaja on toisessa koulussa
Jotain muuta, mitä?	Lapset ovat iloisia että on harrastus ja ryhmä toimintaa
Jotain muuta, mitä?	Tarjottu tukea kylä. Tästä kilokset
Jotain muuta, mitä?	Keskustelu kavereita
Jotain muuta, mitä?	Luo luottamusta aikuisiin ja turvallisuuden tunnetta koulunkäyntiin
Jotain muuta, mitä?	Tarvittaessa mukana. Lapsi kulkiossa.

6. Vaatua mitä mieltä olet välttämättä

Icöhearts toiminta

Vastaajien määrä: 280



	Täysin eri mieltä	Oscittain eri mieltä	Ei ole vaikutusta	Oscittain samaa mieltä	Täysin samaa mieltä	Keskiarvo	Mediaani
vaikuttaa positiivisesti lapseni mielialaan	1,4%	3,2%	2,2%	25,7%	67,5%	4,5	5,0
tarjoaa lapselleni mielekkästä vapaa-ajan tekemistä	2,9%	0,7%	3,2%	16,1%	77,1%	4,6	5,0
auttaa lastani harrastamaan liikuntaa	2,9%	0,4%	2,5%	15,7%	78,6%	4,7	5,0
auttaa lastani saamaan uusia ystäviä	2,9%	2,1%	7,5%	27,1%	60,4%	4,4	5,0
opettaa lapselleni kaveritaitoja	2,5%	1,1%	3,6%	20,3%	72,5%	4,6	5,0

7. Lapseni osallistuu mielellään Icöhearts toimintaan

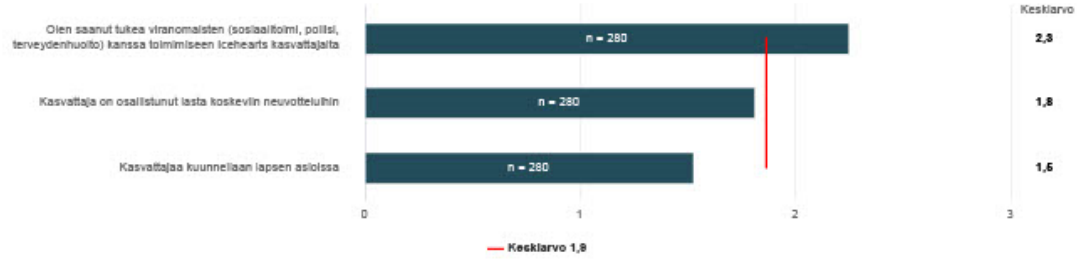
Vastaajien määrä: 280



	n	Prosentti
Kyllä	268	95,7%
Ei	12	4,3%

8. Vaataa kysymykseen

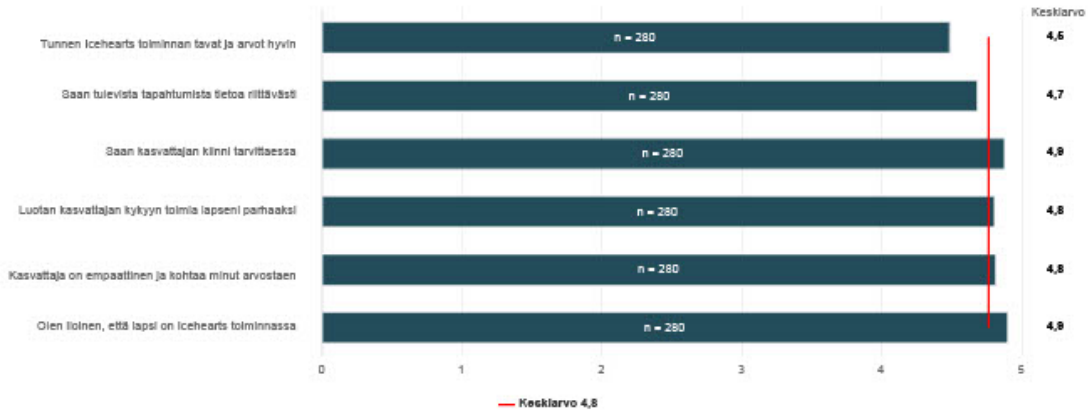
Vastaajien määrä: 280



	Kyllä	Ei	Ei ole ollut tarvetta	Keskisarvo	Mediaani
Olen saanut tukea viranomaisten (sosiaalihoimi, poliisi, terveydenhuolto) kanssa toimimiseen Icehearts kasvattajalta	33,9%	7,2%	58,9%	2,3	3,0
Kasvattaja on osallistunut lasta koskeviin neuvotteluihin	56,8%	5,4%	37,8%	1,8	1,0
Kasvattajaa kuunnellaan lapsen asioloissa	72,8%	1,8%	25,4%	1,5	1,0

9. Vaataa mitä mieltä olet väittämästä

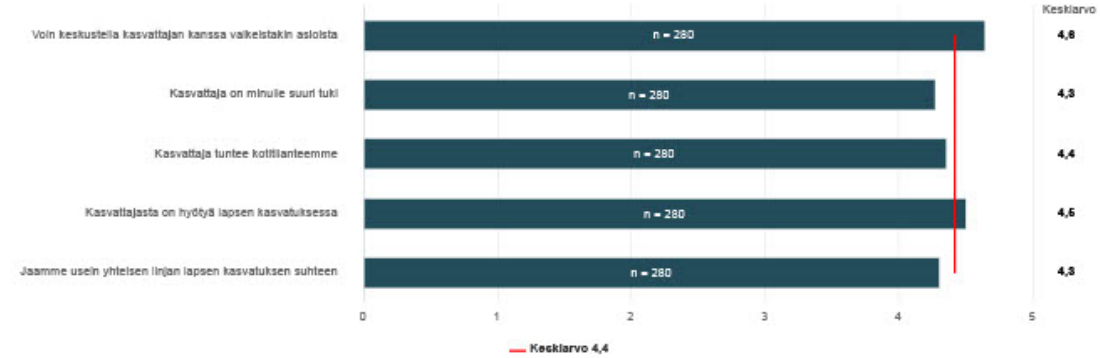
Vastaajien määrä: 280



	Eri mieltä	Ositain eri mieltä	En osaa sanoa	Ositain samaa mieltä	Samaa mieltä	Keskisarvo	Mediaani
Tunnen Icehearts toiminnan tavat ja arvot hyvin	1,1%	3,9%	2,5%	30,7%	61,8%	4,5	5,0
Saan tulevista tapahtumista tietoa riittävästi	1,4%	2,2%	1,4%	16,8%	78,2%	4,7	5,0
Saan kasvattajan kiinni tarvittaessa	0,4%	0,7%	1,1%	6,4%	91,4%	4,9	5,0
Luotan kasvattajan kykyyn toimia lapseni parhaaksi	1,4%	1,1%	2,2%	6,4%	88,9%	4,8	5,0
Kasvattaja on empaattinen ja kohtaa minut arvostaan	1,8%	0,7%	2,1%	5,4%	90,0%	4,8	5,0
Olen iloinen, että lapsi on Icehearts toiminnassa	0,4%	0,7%	1,1%	4,6%	93,2%	4,9	5,0

10. Vastaa mitä mieltä olet välttämistä

Vastaajien määrä: 280

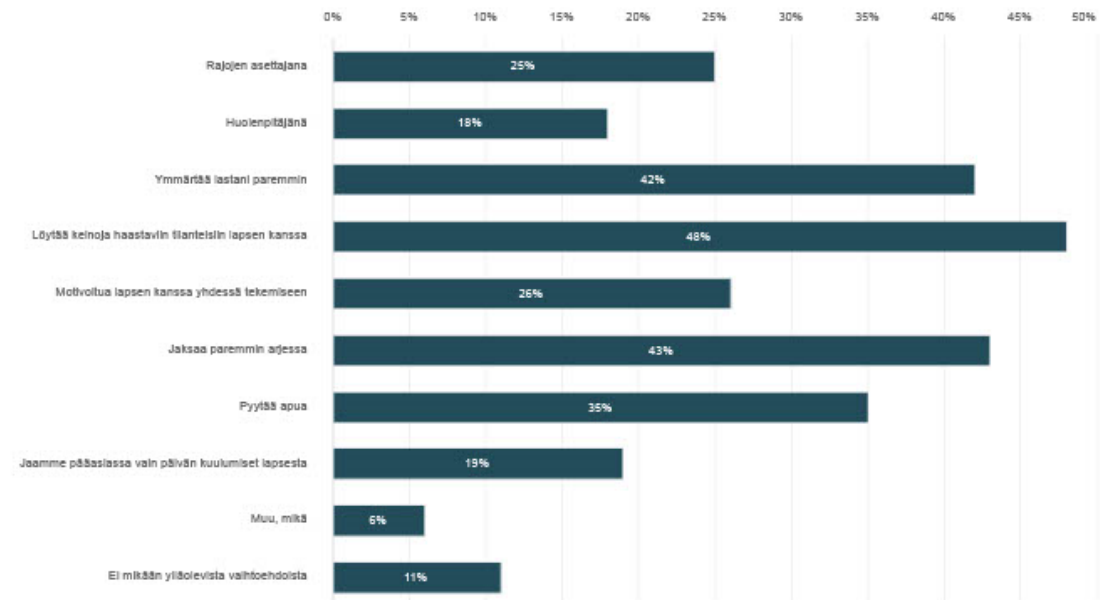


	Eri mieltä	Ositain eri mieltä	En osaa sanoa	Ositain samaa mieltä	Samaa mieltä	Keskisarvo	Mediaani
Voin keskustella kasvattajan kanssa vaikeistakin asioista	2,1%	1,1%	7,5%	8,6%	80,7%	4,6	5,0
Kasvattaja on minulle suuri tuki	3,6%	3,2%	11,4%	26,4%	55,4%	4,3	5,0
Kasvattaja tuntee kotitilanteemme	3,9%	1,4%	10,4%	23,6%	60,7%	4,4	5,0
Kasvatustajasta on hyötyä lapsen kasvatuksessa	2,9%	1,4%	6,1%	22,1%	67,5%	4,5	5,0
Jaamme usein yhteisen linjan lapsen kasvatukseen	2,1%	1,4%	19,3%	18,6%	58,6%	4,3	5,0

11. Valitse alla olevista vaihtoehdoista sopivin/sopivimmat - voit valita useamman

Kasvatustajan kanssa käydyt keskustelut ovat ilänneet kykyäni

Vastaajien määrä: 280 , valittujen vastausten lukumäärä: 762



	n	Prosentti
Rajojen asettajana	70	25,0%
Huolenpitäjänä	50	17,9%
Ymmärtää lastani paremmin	118	42,1%
Löytää keinoja haastaviin tilanteisiin lapsen kanssa	133	47,5%
Motivoitua lapsen kanssa yhdessä tekemiseen	72	25,7%

	n	Prosentti
Jaksaa paremmin arjessa	119	42,5%
Pyyttää apua	97	34,6%
Jaamme pääasialla vain päivän kuuluneista lapsesta	54	19,3%
Muu, mikä	18	6,4%
Ei mikään ylläolevista vaihtoehdoista	31	11,1%

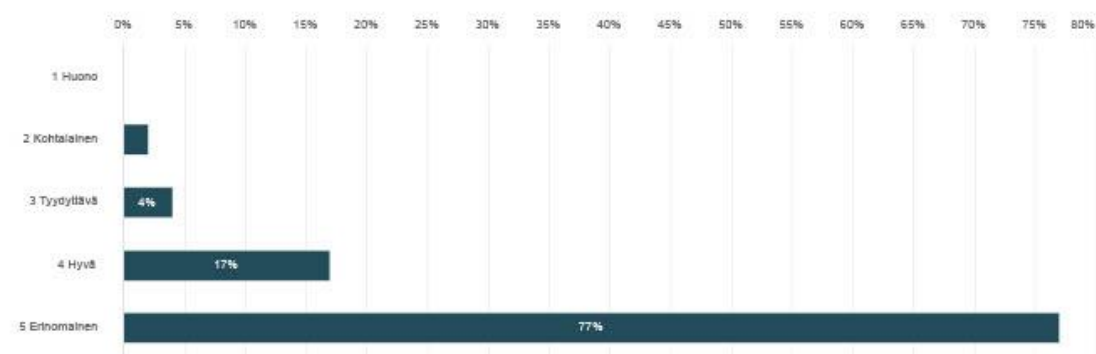
Lisätekstikenttään annetut vastaukset

Näytä kaikki

Vastausvaihtoehdot	Teksti
Muu, mikä	Jaamme tietoa lapsesta kun kumpikin näkee tai kuulee asiolla sekä olemme aina tianteen tarvittaessa yhteydessä sekä soittelimme muutenkin
Muu, mikä	Keskustelua odoteleissa
Muu, mikä	Kaveri suhteiden lisääntyminen
Muu, mikä	Emme juurikaan käy keskusteluja.
Muu, mikä	Empaattisen suhtautumiseen harjoittamisessa
Muu, mikä	Aina saan iso apua Iceheartsin opettajalta
Muu, mikä	Pitää lapsen puolta koulussa.
Muu, mikä	Lapsi vasta aloittanut Iceheartsin
Muu, mikä	Emme ole käyneet mitään keskusteluja
Muu, mikä	Ei ole ollut mitään keskusteluja. Tunteeko hän lasta tai perhettä?
Muu, mikä	Äidin luona lapsi
Muu, mikä	Saadat enemmän tietoa lapsen toimimisesta koulussa ja harrastuksen parissa.
Muu, mikä	Emme ole koskaan keskustelleet kasvatuksen. Muutama viesti olemme lähettäneet lapsen käyttökäsitä
Muu, mikä	Lapseni käy pelaamassa, ei ohjeltoimintaa
Muu, mikä	Olen saanut tarvittaessa neuvoja Icehearts kasvattajalta erilaisissa tilanteissa toimimiseen.
Muu, mikä	Priorisoida arjessa lapsen kanssa vietettyyn aikaan
Muu, mikä	Kasvattaja on luonut luottamusta muihin lasta kasvattaviin tahoihin ja yhteistyölahoihin. En ennen Icehearts kasvattajan mukaantuloa eihdämme luottanut lapseni asioissa kenenkään häntä hoitavaan tahoon.

12. Anna Icehearts yleisötoiminnalle arvosana 1-5

Vastaajien määrä: 280



	n	Prosentti
1 Huono	0	0,0%
2 Kohtalainen	6	2,1%
3 Tyydyttävä	10	3,6%
4 Hyvä	49	17,5%
5 Erinomainen	215	76,8%

13. Mitä palautetta tai toiveita haluaisit esittää kaivattajalle?

Vastaajien määrä: 125

Vastaukset
Teille tärkeää työtä ja olen todella kiitollinen teille.
Kiitos hyvästä ja arvokkaasta työstä.
On toiminut esimerkittäisesti ja auttanut paljon lastani koskevissa asioissa.
Kokonaisuutena Icehearts toiminta on alvan loistavaa, ja mielestäni meidän pojalle Juuri oikeanlaisia, ja mielekkäitä tekemisiä!
Hyvästä mahtava
Alvan uskomaton työtä teette! Otaan todella onnellisia että lapsemme on Ice hearts-toiminnassa mukana!
Kiitos Katja arvokkaasta työstä! 🙏
Lasten kasvaessa pitäisi löytää uusia tapoja yhteiseen tekemiseen.
Hienoa toimintaa ja tosi kivoja leirejä ja tekemisiä!
My child's mentor is the best .thank you for everything you do for my child and our family .
Olet ollut mahtava tuki ja turva!
Kiitos kun olet ja jaksat olla aina luottavainen ja hyväntuulinen.
toivon että ryhmään ei tulisi lisää ns. todella haastavia lapsia. Olen kuullut että nytkin lähes joka kerta joku pojista läkee Iceheartsin aikana jonkun sääntöjen lyönnin tai jonkun muun vastaavan takia.
Jatka samaan malliin.
Hienoa että jaksat valitka pojilla on nyt haastava ikä
Kiitos Pekka tuesta, ymmärryksestä ja tsemppaamisesta!
En mitään, kaikki on Ok 😊
Ville on tärkeä tuki ollut aina. Auttanut isoissa asioissa.
Olet ollut ja olet erittäin iso tuki arjessa ja sinuun voi luottaa aina,vaikka asia ois mikä vaan. Olen erittäin tyytyväinen ja onnellinen että oot olemassa ja lapseni saa olla osa jotain näin Hyvästä. Kiitos!!
Pekka! Olet niin mahtava ihminen ja sinus ei voi kuvaila yhdellä sanalla. Olet meille aina suuri tuki. Kiitos
Tällä hetkellä, en koe että toiminnassa olisi parannettavaa. Kaikki sujuu erinomaisesti
Hienoa toimintaa. Kiitos Toni ja muut aikuiset!
Nyt siuokaila näyttää korostuvan tarve kysyä koulun sujumisesta ja rohkaista sen tärkeydestä jatkoa ajatellen.
Koittakas jaksaa samaan malliin. Hienoa työtä
Kiitos mukattomasta yhteistyöstä!
Hieno toiminta, yhteistyö on sujunut hyvin ja tuki on ollut riittävä, perheissä huomioidaan yksilöllisesti.
Ei ole oikein mitään sanottavaa
Jatkaa pojan tukemista ja auttamista niin oppitunneilla kuin muuallakin. Puhus seksuaalisuudesta jne.
Kiitos kaikesta 🤍 Jaksat aina kuunnella myös vanhemman "tikupotku ravareilla"
Lisää ymmärrystä erilaisia elämäntilanteita ja elintapoja kohtaan. Vanhempi päättää lapsen kasvatuksista ja se on hyväksyttävä vaikka se olisi erilainen kuin jollain muilla, se ei silti ole väärä. Valehtelu omien oletusten silvittämistä lopetettava, asiat pitäisi tarkistaa.
Kiitos kun tarjoatte lapselleni turvallisen ja mieleisen ympäristön.
Hyvin menee ja kiitos
Simon on vaan yksinkertaisesti paras tyyppi ikini! Harvoin tapaa ihmisiä jotka tekee työstään niin sydämeitä kuin hän. Toivon että jatkat samaan malliin, miään en muuttaisi! On valkea seittä sanoin hänen merkitystä Sebastianille, mutta uskon Simonin tietävän sen sanomattakin!
Riitosen synnytyä,nin asia selvitetään kunnolla loppuu asti.
Tiedottaminen voisi olla parempaa. Mahtaako jokainen lapsi/nuori saada samanverran aikaa/huomiota yksilönä?
Harrastus alnoastaan jalkapallo, joka ei montakaan lunnu kiinnostavan. Uusi hyvä juttu. Päättökä toimilla rajoittaa vain ma-to lo. Miksei jostus lo pois ja ilalle mielekkäitä tekemisiä.
Otaa lapset huomioon yksilöinä.
Kiitos kun olet osa polkani elämää!
Ihailen kykyäsi toimia lasten kanssa tasapuolisesti asettumatta erotuomariksi. Olet sillä ansainut aikuisten ja lasten kunnioituksen ja arvostuksen. Ihailen myös Innostavaa ja empaattista lähestymistapaaasi poliisien eri tilanteisiin. Olet heidän vankkumaton ikkilo ja kompassi. Kiitos myös perheiden ottamisesta osaksi toimintaa, sillä on ainakin meidän perheellemme valtava merkitys.
Oon tosi kiitollinen <3
Hän on tosi mukava ystäväniin kiitos että olet minun lapsen elämässä ja annoit hänelle vaihtoehtoja ja autoit minun lapsi ja minua aina olet tosi hyvä.
Kunnioitusta huoltaja kohtaan. Huoltaja päättää lapsen asioista parhaaksi katsomallaan tavalla, siihen ei saa puuttua vain koska itse kuvittelee viiheellisesti olevansa oikeassa.
Toivoin enemmän ja aiemmin infoa toiminnan tavoitteista ja suunnitelmista.
Leirit on kivoja. Toivottavasti niitä tulee jatkossakin.

Vastaukset
Toivoisimme lisää pienryhmä toimintaa, joka olisi tukena kaverisuhteille ja sen haasteille. Ulitti kerran viikossa on ollut erittäin mieleisiä puuhia ja olemme kiitollisia, että lapsemme on osana kerhoa. Kiitos Ville ♥
-
Paras ihminen (ja porukka) mitä me oisimme ikinä pojan kasvun sekä äidin ajoittain ilankin suureksi kasvavan vastuun tueksi voineet toimia ♥
Kiitos. Todella myönteistä ja lapselle mieleistä toimintaa. Lapsi on saanut elämänsä myönteisen ja turvallisen vanhemman. Peikissä hyvää sanottavaa toiminnasta!
Hyvin menee, jatkakaa samaan malliin.
Hämmentänyt Ville on aivan huippu! Olen todella kiitollinen Villelle avusta mitä ollaan saatu ja tuliaan saamaan 😊
Mahtavaa työtä teet
I really appreciate Lotta's support and guidance to understand better Finnish culture and education system. I found positive impact on my child learning skills and communication skills in Finnish language. Thank you Lotta!!
Keep on the good work!
Kiitos kun olet! Olet lapselleni tärkeä ja läheinen, luotettava tuki, kannustava ja lasta hyvin ymmärtävä ja empaattinen rinnalla kuljija. Mitkään sanat eivät riitä kertomaan kuinka suuri luottamus meillä on toimintaan, kuinka kiitollisia ja onnekkaita olemme, että juuri meidän poika on saanut juuri Veikon rinnalleen. Kiitos!
I wish him very well. He has been so good for our family.
Kiitos
Mielestäni on suuri kunnia että lapseni saa olla Iceheartsin toiminnassa mukana olen hyvin kiitollinen siitä . Iceheartsin toiminta on hienoa ja monipuolista! Suuret kiitokset toiminnasta♥
Icehearts on perheellemme loittovoitto. Toiminta on laadukasta ja mieleisää. Iceheartsin kasvattaja on todella tärkeä osa perheemme tukiverkkoa. Tunnu turvalliselta teistä, että me vanhemmat voimme keskustella mistä tahansa lapsen asiasta ja saada uudenlaisia näkökulmaa tai vahvistusta omille ajatuksillemme. Olen kiitollinen siitä, että lapsellani on vanhempien lisäksi koimastin tärkeä, luotettava aikuinen aina saatavilla. Lisäksi Iceheartsin kasvattaja on tärkeä linkki koulun ja kodin välillä, vaikka itse koulunkäynti sujuaikin hyvin.
Jalka samaan malliin 😊
Hyvä että on tämmöistä toimintaa
Kiitos kun jakasitte lounasta polkien kanssa 😊
Tulevasta toiminnasta esim. Loma-aikana voisi mahdollisuuksien mukaan vinkata vähän aiemmin...kaikeeta ihanaa on ollut, jos tietäisi aiemmin itsäsi hyvinvointia ja jaksamista vielä pitempään, kun voisi odottaa ja fiilistellä ennakkoon.
Sinut saa Katja aina kiinni ja olet hyvin yhteydessä jos jokin on tapahtunut tai kuulut jokin esim. Työjen välisistä kikoista tai koulussa tapahtunutta... Puuut hienosti asioihin ja yrität aina parhaasi mukaan selvittää niitä, yleensä asiat selviävätkin. Teette hyvää yhteistyötä Hervannan muiden joukkueiden kanssa esim. Vapaa-aikata tapahtuneen kiusaamis asian selvitys sekä olette järjestäneet yhteistä toimintaa joukkueiden kesken. Kiiva että järjestät myös meille vanhemmille pienen tapahtuman tavata toisiamme ja nähdä sinua.
Mahtavaa työtä. Harmi, kun lapsi ei halua oikein enää osallistua toimintaan.
Very good at your job
Ice hearts viihdyttää lapsia
Koulujen loma-aikojen toiminta ihan parasta!! Peilitapahumia lisää! Monipuolinen toiminta kivaä ettei ole peikkää jaikapalaa.
Toivoisin Isojen puolelta huonoa käytökselle raja. Vähintään joka toinen kerhopäivä kotiin tullessa kerrotaan oli ritaa x lapsen kanssa tai x lapsi haukkui koko ajan että luti mieleen työtä naamaan. Tunnu siitä, että lämpäri on huonoa tai riitaisa.
I wish him more strength and wisdom to continue his great work.
Kiitos hyvästä työstä ja välittämisestä
Ehkä jokin tapaamista vanhempien kanssa, vaikka saada tuikea ihmisistä jota ei yhtään tunne
Hienoa työtä
Lapsemme on ollut vastu hyvin vähän aikaa toiminnassa mukana, joten vielä menossa tutustumis vaihe. Olemme oileet todella tyytyväisiä toimintaan ja kasvattajaan. Lapsi viihtyy hyvin. Uskon, että kasvattajalta saa tarvittaessa tuikea ja apua lapsen kasvatuksessa.
Tunteeko hän oikeasti lasta ja vanhempia? Onko hän oikeasti kiinnostunut lasten hyvinvoinnista ja sitoutunut heihin sydämellä? Huomiodaanki lasten erilaisuus ja tukeminen? Pajon on ollut lupauksia, mitkä ei ole toteutuneet mm. lasten kanssa kahdenkeskiset jutustelututustumiset, vanhempien kanssa yhteistapaaminen... Jos torstai on ainoa päivä kun lasten kanssa ehli vähän kauemmin tekemään jokin, niin miksi esim ulmaan mennään maanantaina, jolloin lapset pääsee klo 14 koulusta kun pots ulmahalusta ollaan jo klo 15? Jos mietti, sinä laitetaan kirjat reppuun, sydään väliapua, kävelään (?) ulmahalle, rannekkeet, vaatteiden vaihto, pesu, niin ei siihen ulmaiseen tyliä aikaa jää...toki tuo torstaiin jää lyhyehköksi, jos on reissu esim leostin tai muuhun vastivaan.
Kiitos vain kaikesta, erityisesti leirit ja ulmahall käynnit ovat aivan huippu juttu!
My child mentor is a great man with respect to each other. He also help me and my child whenever I need help from him.
Icehearts on auttanut perhettäni pajon ja lapsellani on tekemistä ja saanut kaverilla saanut itse varmuutta ja uskalltautuu tuoda omat mielipiteet esille
Olen kiitollinen nikkelle moni asia hän on tukenut pajon minun polkalle
It's fun and good
Teet mahtavaa työtä polkien kanssa ja myös vanhemmat, sekä sisarusket ovat tuleneet oileensa tervetullelta mukaan toimintaan. Ice hearts toiminta ja ja koutsin tapa toimia mm. ritallanleissa ja niiden selvitteilyssä ovat mielestäni itsänneet turvallisuuden tunnetta alueella. Kaunoja ja mielipahaa syntyy vähemmän kun asiat selvitetään nopeasti.
Teet hienoa duunia!
Paras ryhmä
Toivoisin että kasvattaja edes yrittäisi tutustua perheisiin ja polkiin. En tiedä kasvattajasta muuta kuin nimen ja lapseni on ollut iceheartsissa vuoden. Myöskin tuntuu että tämä on vain työ josta saa rahaa ja se ei saisi olla niin. Täälläistä työtä tehdään sydämellä ei rahan takia.

Vastaukset
Kiitos!
Kasvattaja voisi joskus käydä lapsen koululla ja jakaa ajatuksia opettajan kanssa
Jatka samaan malliin, itsestä ei ole mitään vaillantamista ja olen iloinen että poikani ovat saaneet olla mukana toiminnassa ja se on tuonut paljon muuta ajateltavaa heille voikeina aikoina.
Enemmän yhteydenpitoa ja keskustelua lapsen kuulumisista
They should keep on doing the excellent Work they are doing.
Good Work
Haluun vain sanoa lämpimät kiitokset, että olette!
Monipuolisuus ei se, että Iceheartsissa harrastetaan monia eri lajeja, on hieno juttu! Ryhmäkoko on mukavan pieni.
Ihania kun jaksat olla melkein nuorison tukena.
Tärkeä tuki lapsen elämässä
ei mitään
Riku on todella miellyttävä, ammattilainen, hulppu tyyppi
Yhteydenpitoa ei ole koskaan liikaa
Vielä enemmän treenejä jaikapaaloon liittyy. Täivitsinkin ohjeja.
Kiitos Pekka!Arvostan!!!!
Herkempien lasten huomioon ottaminen kurinpitö tilanteissa. Ei liian kovaa äänen käyttöä : aiheuttaa herkille lapsille pelkoa ja pahaa oloa.
I thank him so much
Jatka samaan malliin!
Kiitos kuluudesta vuodesta.
Kiitokset tuesta jota perheeni on saanut.
Tienien kanssa voimia
Viiie jatkaa sama malli ja oot hyvästä kasvattaja ymmärtäväinen
He ovat mukavia
Tosi paljon kiitoksia ja mahtavaa omistautumista työhön. Vaikka lapseni ei tarvitse tukea arkeen normaalia enemässä niin on kuitenkin kiva että voisin varmasti ottaa yhteyttä ja saada apua arkeemme jos tarve olisi ja luotan että Antti tuntee lapseni ja osaa häntä vaimentaa ja kasvattaa tarvittaessa). Lapsi tykkää tosi paljon käydä treeneissä ja peleissä. Hän ei käy muussa toiminnassa.
Kiitos kaikista.
Kiitos, kun jaksat ja välität meistä!
Henikka on iso tuki
Kiitos hienosti työstä poikien kanssa!
Iso kiitos tekemättänne työstä! On todella positiivista, että poikani pääsi heti 1. Luokalta lähtien mukaan Iceheartsin ja toivoin, että nuorempi poikani (-17 syntynyt) voisi myöskin 1.luokan aloittaessaan päästä toimintaan mukaan. Toivottavasti toiminta rekolanmässä siis jatkuu!
Haluuan tiedä ehkä enemmän, mitä mieltä kasvattajat on lapsen toiminnosta ja onko lapsen käyös jotenki muutunut.
Olen todella kiitollinen että on Ice hearts järjestö ja silleitä ihania osaavia, auttavia, ymmärtäviä ihmisiä ja varsinkin Marja Ahti ja Tommi Lehtonen jotka tekevät lapsille ihania asioita ja huolehtivat heistä.
Jatka samaan malliin ja suuret kiitokset kaikista tuista!
Jatka samaan malliin ja teet arvokasta työtä!
Todella hienoa toimintaa. Omalla esimerkillään näyttää hyvää mallia.
Kiitos todella tärkeästä ja merkityksellisestä työstäsi lasteni kanssa. Kiitos kaikesta avustasi lasten ajassa. Kiitos empaattisesta ja lapsimyönteisestä suhtautumisestasi poikiin, he(kin) arvostavat oikeudenmukaista ja lempeän jämäkkää läsnäoloasi.
Olen sanonut tämän hänelle myös kasvotusten, mutta haluan kertoa sen myös mulle. Lapseni elämä oli luisumassa pahasti stuvareille ja ilman Iceheartsia lapseni elämä voisi olla jopa päättynyt. Vanha tuki ja vanhemman kanssa yhteinen toimintatapa edesauttoivat lapseni ohjaamista takaisin oikeaan suuntaan. Olen sanoin kuvaamattoman kiitollinen tästä. Kasvattaja osoittaa aitoa välittämistä eikä ole hylännyt lastani hänen tulla täysi-ikäiseksi. Toiminnassa korostuu empatia ja tuen jatkuvuus. Kiitos. Kiitos. Kiitos.
En tiedä miten voin kiittää Tero Tilttasta hänen ammattilaidostaan ja läsnäoloistaan ja tuestaan lapseni elämässä. Teron vaikutus poikani Klauksen elämässä on suuri. Poikani opiskelee nyt lukiossa ongelmita ja tämä on täysin Tero Tilttasen ansiota, että lapseni ja myös minä kykenemme olemaan osa yhteisöä. Tilanteemme ei ollut aluksi yhtään hyvä. Tero on opettanut, niin pojalleni kuin myös minulle tärkeää yhteistyötälloja olemalla läsnä, olemalla luotettava, sekä turvallinen ja näyttämällä parasta mahdollista esimerkkiä. Elämäntilanteemme ei olisi näin hyvä ilman Ice hearts toimintaa.
Katja on huikea kasvattaja
Oot hulppuytppi. Kiitos kaikista mitä oot antanu vimmalle, olemalla yksi tärkeä aikuinen hänen elämässä.
Kiitos ja jatkaa samaan malliin. On hulppu porukka ja näitä tarvitsisi enemmän:)
Kiitos hyvästä ja, arvokkaasta työstä lasten ja nuorten parissa Hienoa että lapsilla on mahdollisuuksia harrastaa liikuntaa ja saada apua ja tukea tarvittaessa, teette Hyvää työtä

14. Mitä toivoisit lisää Icehearteilta tai miten parantaisit Icehearts toimintaa?

Vastaajien määrä: 66

Vastaukset
Ei tule tässä hetkellä mieleen mitään, mitä asioita voisi parantaa.
Vähemmän ryhmätoimintaa enemmän yksilö
Leirejä voisi olla esim 1-2 lisää vuodessa. Muuten aika mukavan vaihtelevaa heidän toiminta oliut.
Kalkki on ok
Muuttuvan kehon kanssa tukea, meidän perheessä ei ole isä läsnä, joten niitä poikien Juttuja voisi myös ice kasvattaja keskustella. Toiminnan karttolutta hyvissä ajoin
Lisää kasvattajia valvomaan ja auttamaan päivittäisissä toiminta.
Kalkki on hyvin
Vikionloppuisin voisi välillä olla jotain tekemistä... elokuvien menemistä... tai jotain...
Että kaikilla lapsilla ja nuorilla ols mahdollista päästä mukaan toimintaan!!
-
Leirit on kivaja ja tärkeitä. Ne poistavat huolta vapaina loma-aikoina järkevästä tekemisestä, ruoasta antaa mukavaa toimintaa.
Useampi liikuntakeria viikossa.
Tiedottamisen ennakointi tulevista tapahtumista jne. Sama jaikkisilgassa tiedottaminen tulevista peleistä yms.
En osaa sanoa
Oikeaa tukea ja apua
Ehkä enemmän vanhempi mukaan joihinkin toimin, yhteistä tekemistä pienimuotoisesti. Retkiä tms
Minulla ei tule mieleen mitään mitä pitäisi parantaa. Toivon että kalkki jatkuu samalla tavalla!
Pojat ovat edenneet koulussa ja päivät pitenee,niin jos esim.lapsi pääsee kahdeita ja pyöräilee iceen mikä loppuu kolmeita,se aika vain jää todella tyhjeksi..omaa lastani se harmittaa paljonkin.
Tuntuu ettei tavot muutu, vaikka samat ongelmat toistuu päivästä toiseen. Puulutaanko ongelmin riittävästi tehokkaasti?
Toivoisin jotain tunnepuolen kasvatuksa ja sosiaalisten suhteiden/kaverisuhteiden luomista, apujakeinoja saada kavereita..
Icehearts on tukenut perheillämme todella merkittävästi tavalla. Toivoisin lähinnä että hieno työnne saa riittävästi tukea eri tahoilta voidakseen toimia nykyisellä tavallaan kitkattomasti.
Kasvattajia tietää että miten parantaa ja hän tekee koko ajan.

Tiukka jako sukupuolen mukaan ei ole mielestäni ihanteellisin ratkaisu. Joidenkin kasvattajien (ei omamme) kielenkäyttö on ollut arveluttavaa.
Toiveena olisi että toiminnassa olisi enemmän mukana pienissä ryhmissä retkiä, puistolua, uimista, luisteilua, pompillia tms.
Toivoisimme, että kerhossa olisi enemmän pienryhmä toimintaa. Olisi hienoa jos tunnekasvatukseen liittyen voisi järjestää kehon puutteissa vaikka ryhmän.
-
Toiminta on hyvää ja lasta on kuuluu toiminnan sisällön suhteen.
Kalkki sujuu hyvin ja toimii hyvin, ei ole mitään sanottava, kuin vaan että kunniltaan heidän tekemisissä ja tsemppia vaan.
Tunnetaidollista keskustelua lasten kanssa. Joskus vaikka yhteistyötä työntöjen ja poikien ryhmien välillä.
Very great
Mielestäni Icehearts toimii jo nyt hienosti!
Kunpa Iceheartsin toiminta leviäisi jokaiseen kouluun. Aivan mahtava toimintatapa. Jos jollain niin tässä voidaan vielä estää Tukhoiman lähiöiden kaitaisten ongelmien tueminen Suomeen.
Jatkamalla Hyvää työtä!
Continue with your good work
Ei ole parannettavaa se on tarpeeksi hyvä
Toivottavasti puulutaan kirolluun tms epäystävälliseen puheeseen, se on meillä lisääntynyt selvästi, eikä kolona selalsta kielitä kuule, saatlta loki muualtakin koulusta tulla.
I think everything is ok.
Joku varasuunnitelma olisi hyvä ettei nii usein peruuntuisi
En osaa sanoa
Olen lukenut artikkeleita Icehearts kasvattajista ja on ollut upea lukea miten lapsista välittäviä he ovat ja kuinka lapset menee etusjalle ja heidän eteen tehdään "töitä" suurella sydämellä. Tätä samaa asennetta ja halua toivoisin meidän joukkueen kasvattajailta.
Läksyt on järkevät usein tekemässä Icehearts-päivinä ja meillä kun kolona rajoitetaan pelaajia, on sitten Iceheartsissa olessa pelattu, mikä on loki mukavaa sekin mutta vähän tyisää sitten kun meillä pelaaminen aiheuttaa monesti yllykkyneisyttä kolosalla ja se on näkynyt sitten niinä päivinä hieman negatiivisena.
Kuulumisien vaihtoa olisi hyvä olla. Loma-aikoina toiminnan tärkeys korostuu ja silloin sitä voisi myös enemmän olla
For now everything is perfect with the Ice hearts.

Vastaukset
Ehdottomasti tarvitaan lisää ja eri ikäryhmiä Icehearts palveluja ainakin mikkolan kouluun perheessä on useampi lapsi jotka myös tarvitsisi lämmöistä toimintaa
Ei mitään
nothing
IceHearts päivää voisi olla viikossa enemmän kuin vaan 3.
Yksilö ja pienryhmytyö, koska lapsi pystyy osallistumaan nykyään ryhmätoimintaan aiempaa vähemmän
Toimintaa parantaisin niin että "roska" ruuan tarjoaminen (karkit, pizzat, buffa, cokis, välipalakeksit jne) saisi lopettua tai laittaa minimin kun kyse on kuitenkin "erityisapista" joille ei moinen "huono" ruoka yleensä sovi. Vaihdoiksi opelusta terveelliseen ja hyvään ruokaan tutustumista ja tarjoamista niin kuin terveelliseen elämään kuuluu.
Jos he voisivat lisätä myös käsillä, kuten ompelu, olisi myös ollut hyvä
Varsinkin uusille ryhmille vanhempien yhteistä toimintaa.
Ilmaa jalko palon peli
Joskus voisi olla. Joku viikonloppu myös Icehearts
Very good
Säännöllisyyttä ja sitä, että Icehearts-päiviä ei peruuntuisi
En osaa sanoa.
Lisää toimintaa kun on syys loma, talviloma jn leiri, yhdessä mennoja, elokuva teatteri jn
Lapsi toivoo luitelua ja mäen laskua Ice Hearts Joukkueen kanssa
Kalkki on ok.
En osaa sanoa
En osaa sanoa
Olen saanut Iceheartsilla monipuolista tukea vanhemmuuteen ja toivon tietienkin että hyvä yhteistyö jatkuu edelleen. Toivon että yhteiskunnassa osataan arvostaa ja tukea työtä ja tärkeää panostanne pikille lasten elämässä.
En tiedä, loppuuko tuki virallisesti lapsen täytettyä 18, mutta meidän kohdalla näin ei ole tapahtunut. Jos näin on oikeasti, ehdotan "siirtovuotaa", koska koen tärkeänä, että lasta ei "hyötisi" hänen tultua täysi-ikäiseksi. Yhteiskunta olettaa ilan usein, että 18-vuotias kykenee toimimaan kuin aikuinen. Oisi hyödyllistä, että tuki jatkuisi yksilöllisen tarpeen mukaan.
Toivon, että Ice hearts kättäisi paremmin kasvattaja ja ymmärtäisi heidän vaillavan panostuksensa lasten ja nuorten elämään ja palittaisi tästä muutenkin kuin sanallisesti, sillä työ on raskasta, monivuotista sitoutumista ja vaativaa. Toivoisin myös, että Ice hearts toiminta ei loppuisi täysi-ikäisyyteen täysin vaan tukisi nuorta aikuisuuteen asti jollakin vaikealla harvolla mutta säännöllisellä tapaamisella. Esimerkiksi 25-vuotiaaksi. 18-vuotias ei ole vielä tarpeeksi kypsä huolehtimaan uzinkaan omista asioistaan ja kaikilla nuorilla ei ole tukiverkosta tai luottoa tukipalveluihin. Omaan kasvattajaan ja Ice hearts toimintaan luottamus on jo rakennettu ja tämä oisi hyvä tukitaho jotta nuori voi aloittaa elämänsä ja ammatinvalintansa ja saada tarvitsemaansa tukea ja apua tai edes sitä että joku huomaa nuoren tekemän työn tulevan elämässä eteen ja kehuu onnistumista. Tämäkin on tärkeää, että nuoren elämässä on aikuinen joka huomaa ja kehuu.

15. Millaista vanhemmille suunnattua toimintaa toivoisit Iceheartsilta?

Vastaajien määrä: 63

Vastaukset
Tähän en osaa nyt sanoa mitään. Toistaiseksi olen ollut tyytyväinen vuorovaihtokukseen lapsen, kodin ja Iceheartsin välillä.
Ok
Yhteistä toimintaa tai tapaamisia vanhempien kanssa, että oppisi tuntemaan lasten vanhemmat.
Joskus voisi olla jotain yhteistä missä olisi kasvattaja, lapsi ja oma vanhempi mukana.
Ehkä lapsen olessa nuorempi, yhteisireijä lapsi/vanhemman kanssa.
Ehkä aikoinaan vertaistuen/kohoamisten mahdollistaminen muiden vanhempien kanssa.
Tapaamisia yhdessä toisten Iceheartsin vanhempien kanssa, esim.pikkujoulat.
Yhteinen tapahtuma, esim. retki lasten kanssa.
Kuulumiskierroksia ja sen perusteella kuulumiskierrosta pojalle myös. Tilanteet vaihtuvat nuoret kasvaessa.
Lasten, aikuisten ja kasvattajien yhteistä toimintaa. Esim joku yhteispeli kerta vuoteen.
En tiedä
-
Yhteistä peili-toja, esim vanhemmat vs lapset otteiluta
Yhteistä tekemistä niin että vanhemmatkin jollaintapaa oisi enemmän tietoisia toistaan, varsinkin kun ei enää korona rajoita niin paljon
En mitään. En ole muiden vanhempien kanssa samalla aaltopituudella, vaihteavasti.
Olen ollut mukana Iceheartsin ihmeelliset vuodet ryhmässä ja se on ollut todella merkittävä tapa tukea vanhemmuutta. Toivon että toiminta jatkuu tulevaisuudessaakin.
Joku tapahtuma jossa vanhemmat lapsineen ja ehkä sisaruksineen, tutustuisi paremmin lapsen kavereiden vanhempiin jne sitä kautta

Vastaukset
Minä en tiedä paljon kuin kasvattaja tietää hän päättää hyvää minun lapsesta ja uskon siihen koska lapsi pelaa hyvää jalkapallo ja kasvattaja kannusta lapsi tosi paljon ja aina neuvoo paremmin. Kasvattaja tietää enemmän tästä asiasta.
Ei mitään
Vanhempainryhmän kokoontumiset olisivat toivottuja.
-
En osaa sanoa. Keskustelu sujuu kasvattajan kanssa aina tarvittaessa. Ja on saanut apua arjen ja koulun välisissä asioissa.
Jonkinlainen aikuisten ja lasten yhteinen viikonioppuna tapahtuva tapahtuma voisi olla kiiva.
I like all their activities.
Perhetapahtumia väliin kiiva yhteistä tekemistä 🤝❤️
Aiuksi yhteiset tapahtumat olivat tärkeitä. Lasten kasvetua tuntuu tärkeämmistä, että voimavarat suunnataan nuorin. Vaatteiden ja kenkien kierrätys pienikokoisemmille on hyvä vielä isoilla.
Ehkä joku nuortia Ollaniammella, johon saisi tulla koko perhe.
Minusta tuo ihmeelliset vuodet ryhmä meillä aikuisille oli hyvä ja tarpeellinen, joltain tällaisista tapahtumaa toivoisin .
Ei mitään
Ehkä joltain missä perheet yhdessä tekee jotakin, kiiva olisi tutustua muihinkin perheisiin ja lapsen kavereihin paremmin.
Games such football with fathers or other sports that both parents can play with the kids like a competition between kids and parents.
En osaa sanoa
Yhteistä tekemistä ja yhdessäoloa niin lasten kuin ohan vaan vanhempienkin kanssa.
To my opinion the support ice hearts is given to us is enough.
En osaa oikein sanoa itsellä on kiireiset päivät lasten kanssa kolona ja opiskelen
Have good day
Tarpeen mukaan tai kauden alussa yhteisiä kokouksia, joita ovatkin jo toteutuneet. Joskus yhteisiä tapahtumia, esim kauden päätöskokoukset tmv. Jossa lapset ja aikuiset yhdessä puuhastelemassa, pienellä retkellä tai pelilemassa.
Enemmän tukea arkeen, että voisi puhua jonkun kanssa joskus lapsen ja kodin asioista .
Hyvä
Toivoisin että muutama kerta vuodessa nähtäisiin vanhempien ja kasvattajan kesken joltai päästäisiin kaikki yhdessä tutustumaan toisiimme. Enemmän kommunikointia vanhempien kanssa.
Ehkä joskus voisi olla joltain vanhemmat/lapset peliä tms toimintaa. Toki itse saanut otakin mutana reeneissä.
Jotain yhteistä toimintaa lasten ja vanhempien kanssa. Vaikka joku peillemäus, pikkujoukot, saunailta...
Välakunnalliset tai alueelliset päivät tai tapahtuma vanhemmille.
Vanhempain illa 1-2 krt vuodessa on hyvä.
Yhteisiä keskustelutiloja ja ajatustenvaihtoa haastavien tilanteiden
hyvä
Jotain tapahtumia, myyjäisiä
Any program is good for me
Joskus voisi järjestää lapset vastaan aikuiset pelein.
Nuoret ja haastavat tilanteet.
Yhteistapahtumia ja tekemistä lisää
Vanhempainilta olisi mukava kerän vuodessa.
Oitaan saatu tarpeeksi ja ehkä enemmän tukea meidän välillä
Ehkä joltain nepsy-voimennusta tai tunnekasvatusta. (en tiedä mitä jo on olemassa)
👍
Joku yhteinen toiminta illa esim. Ensin yhteinen toiminnallinen ensiapukurssi (helki) ja sitten sähköpeili lapset vastaan aikuiset, samalla tutustuisi toisiin vanhempiin
Esimerkiksi tuo ihmeelliset vuodet-verkkokurssi, jossa olen mukana on tuonut paljon uusia näkökulmia ja asioita/ajatuksia arkeemme. Fidän sitä hyvänä asiana. Joten en tiedä mitä toivoo :D
En osaa sanoa
En osaa sanoa
Ihmeelliset vuodet vanhempien ryhmä on ollut todella mahtava ja stimis avaava vanhemmuuden kokemus Pölvän ja Hamrin johdolla. Myös lapseni ovat nauttineet ryhmän aikana tarjotusta ohjatusista toiminnoista. Olemme saaneet ryhmälle jatkua varsinaisen ohjelman loputtua, minkä koen kuitenkin arvokkaaksi avuksi vanhemmuuteen. Toivonkin että vanhemmille suunnattu ohjattu vertaistuktoiminta jatkuu tulevaisuudessa.
Vertaistukea/linnoitautaudn vapaaehtoiseksi ryhmän vetäjäksi 👍 ja toimintapäiviä vanhempien kesken. -3.3

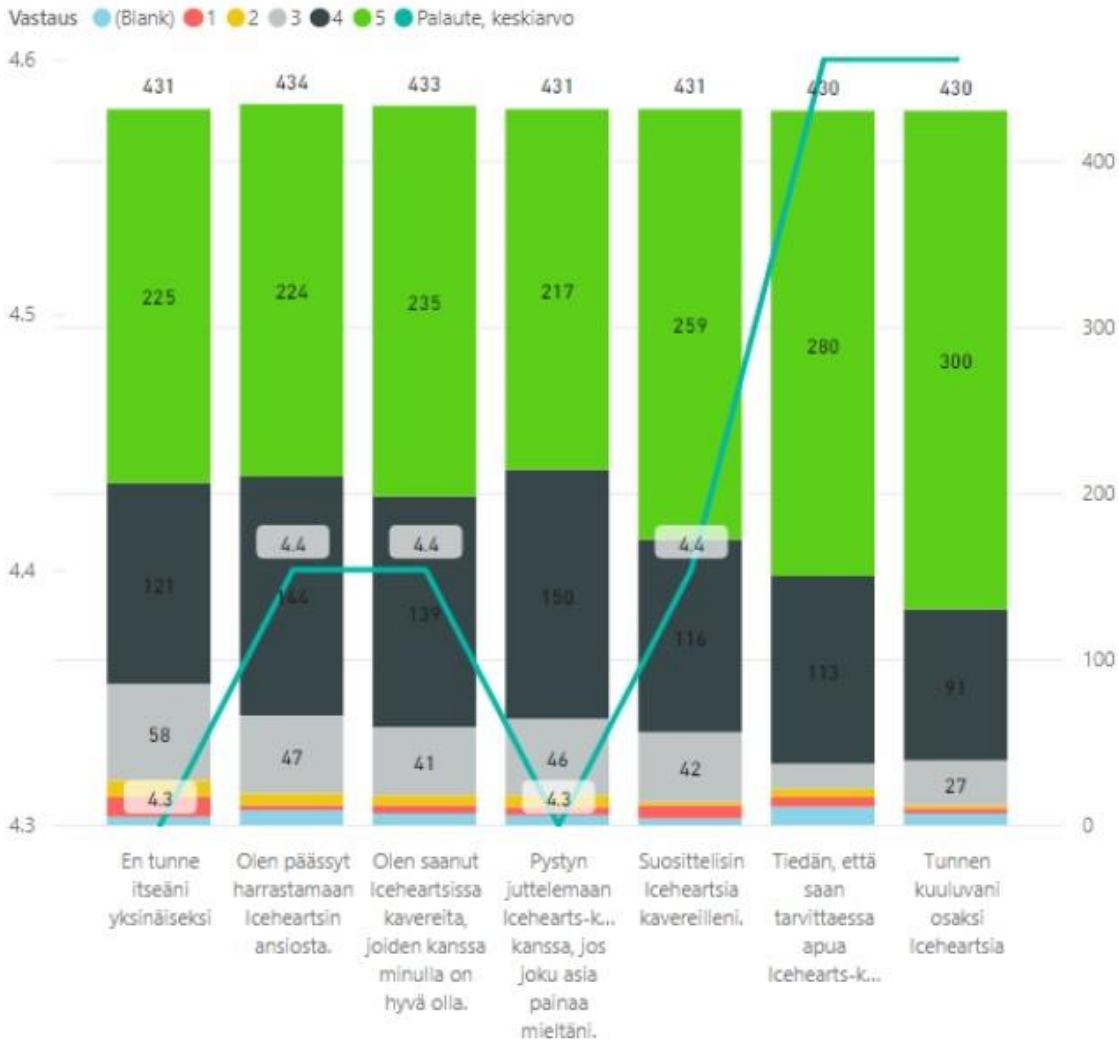
Vastaukset

Olen saanut vanhempana kasvattajalta ja Ice heartsilta enemmän, kun oislin osannut edes luoja. Tero on tehnyt peikästään upsea työtis lapseni eteen kaikki nämä vuodet. Hän on ollut pysyvä ja aina laivoitettavissa oleva ja itsensä ja kilnostunut lapseni saavutuksista ja avuntarpeesta ja kannustanut, sekä antanut hyviä neuvoja minulle ja ollut itse peikästään hyvänä turvallisena ja tasapainoisena esimerkkinä ja miehen/aiikuisen mallina. En ole mitään ammattitahoita saanut näin hyvää palvelua lapseni asioissa, kun Tero Tiltaselta. Kiitos. Mitkään sanat eivät riitä kuvailemaan kuinka kiitollinen Teroille olen.

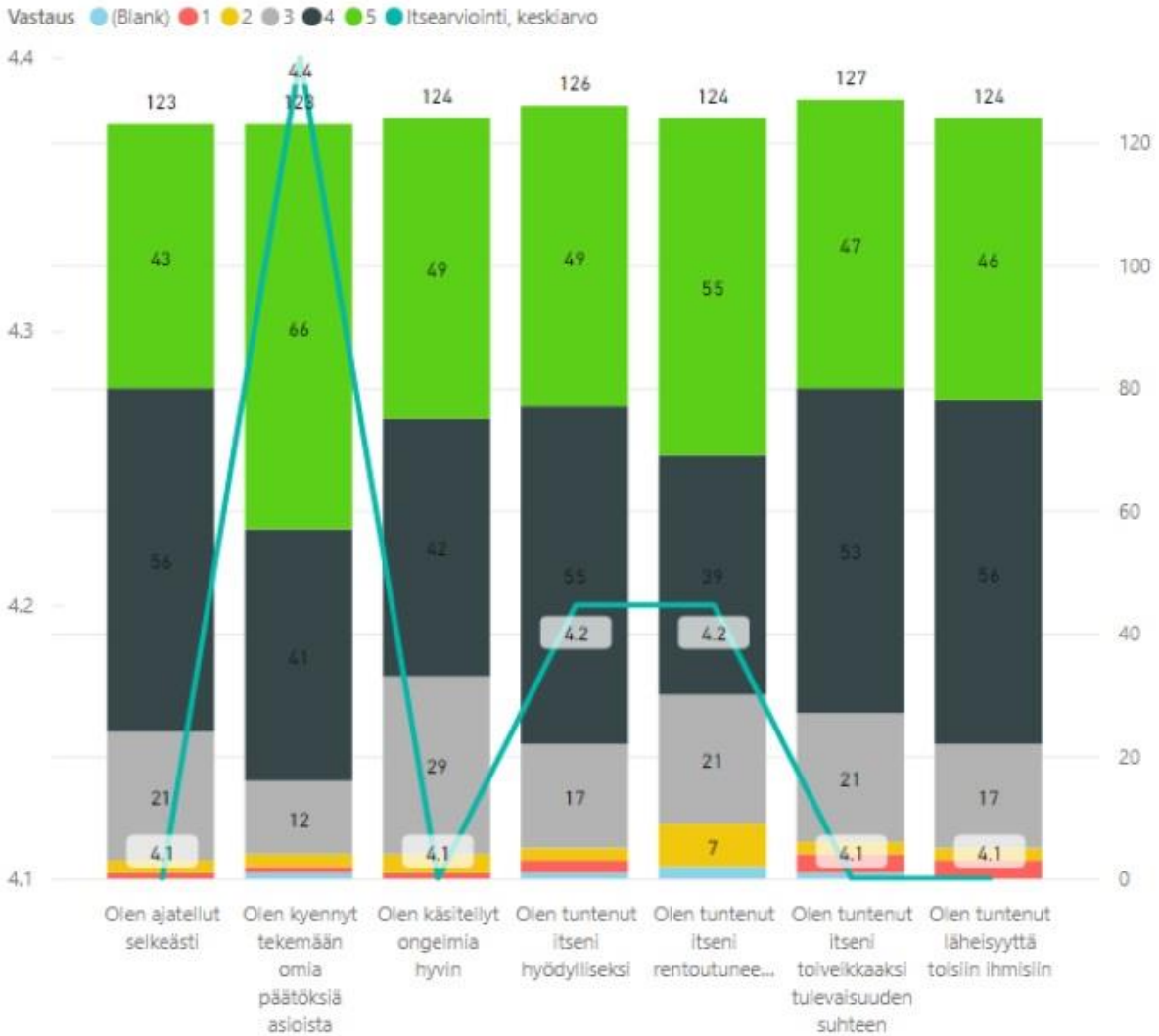
Yhteisiä hetkiä tulustua. Niin että niistä imoitettaisi niin että olisi aikaa järkätä työt niin että pääsee.

Appendix 3.

Lasten antamat palautteet



Nuorten itsearviointi positiivisen mielenterveyden mittarilla



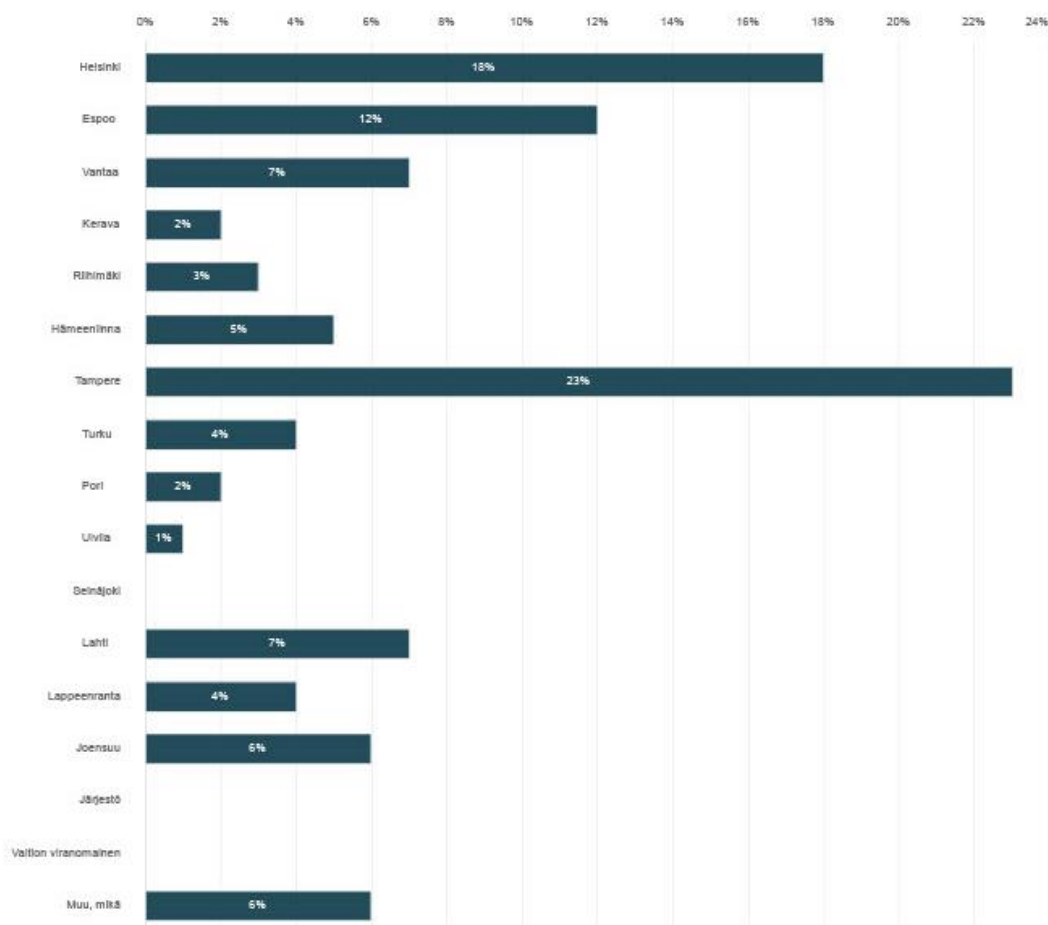
Appendix 4.

Perusraportti Verkostokysely 2022

Vastaajien kokonaismäärä: 101

1. Kaupunki/organisaatio, jossa työskentelet

Vastaajien määrä: 101



	n	Prosentti
Helsinki	18	17,8%
Espoo	12	11,9%
Vantaa	7	6,9%
Kerava	2	2,0%
Riihimäki	3	3,0%
Hämeenlinna	5	4,9%
Tampere	24	23,8%
Turku	4	4,0%
Pori	2	2,0%
Uusikaupunki	1	1,0%
Seinäjoki	0	0,0%
Lahti	7	6,9%
Lappeenranta	4	4,0%

	n	Prosentti
Joensuu	6	5,9%
Järjestö	0	0,0%
Valtion viranomainen	0	0,0%
Muu, mikä	6	5,9%

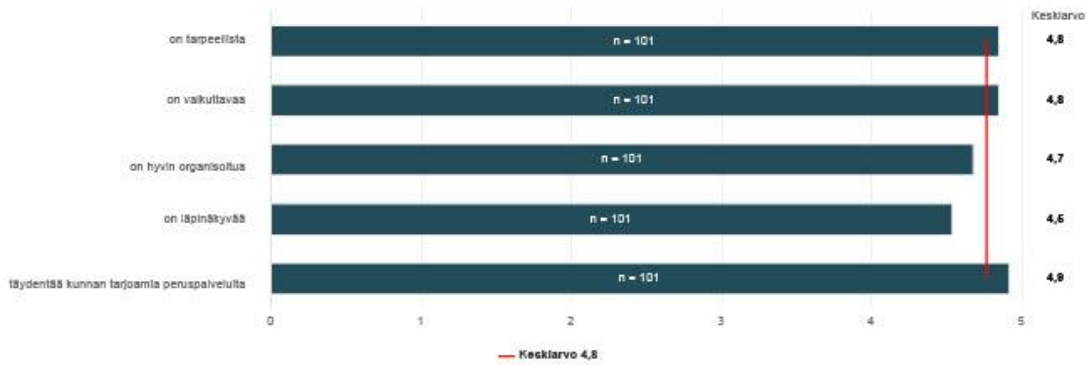
Lisätekstikenttään annetut vastaukset

[Näytä kaikki](#)

Vastausvaihtoehdot	Teksti
Muu, mikä	Sipoo
Muu, mikä	Ammattilinen oppilaitos
Muu, mikä	Ev lut kirkko
Muu, mikä	Urheiluseura
Muu, mikä	Espoon Tyttöjen Talo
Muu, mikä	Kanta-Hämeen Hyvinvointialue

2. Mielestäni itseheartain toiminta

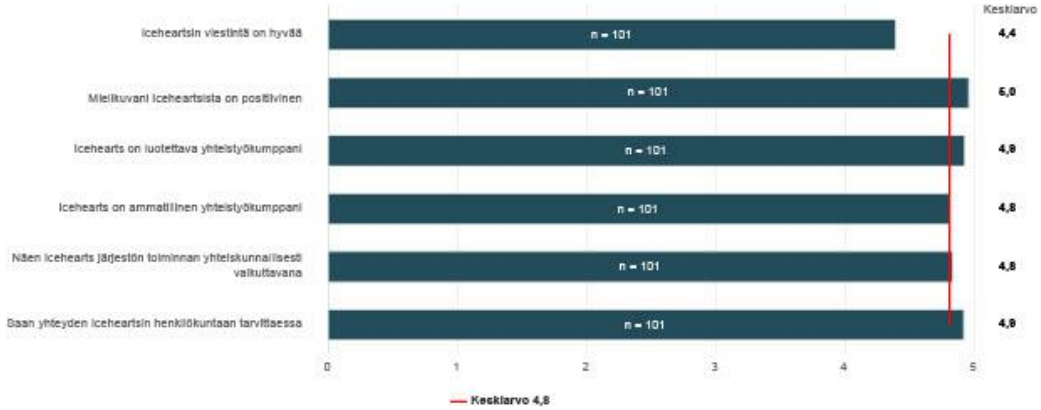
Vastaajien määrä: 101



	Täysin eri mieltä	Jokseenkin eri mieltä	En osaa sanoa	Jokseenkin samaa mieltä	Täysin samaa mieltä	Keskisarvo	Mediaani
on tarpeellista	4,0%	0,0%	0,0%	0,0%	96,0%	4,8	5,0
on vaikuttavaa	2,0%	0,0%	0,0%	7,9%	90,1%	4,8	5,0
on hyvin organisoitu	0,0%	0,0%	5,9%	20,8%	73,3%	4,7	5,0
on itsinäyttävää	0,0%	1,0%	7,9%	27,7%	63,4%	4,5	5,0
itsenäistä kunnan tarjoamia peruspalveluita	0,0%	1,0%	1,0%	4,0%	94,0%	4,9	5,0

3. Kokemukseni Icehearts-järjestöstä

Vastaajien määrä: 101



	Täysin eri mieltä	Jokseenkin eri mieltä	En osaa sanoa	Jokseenkin samaa mieltä	Täysin samaa mieltä	Keskiarvo	Mediaani
Iceheartsin viestintä on hyvää	0,0%	1,0%	8,9%	39,6%	50,5%	4,4	5,0
Mielikuvani Iceheartsista on positiivinen	0,0%	1,0%	0,0%	1,0%	98,0%	5,0	5,0
Icehearts on luotettava yhteistyökumppani	1,0%	0,0%	0,0%	3,0%	96,0%	4,9	5,0
Icehearts on ammattilinen yhteistyökumppani	1,0%	0,0%	1,0%	12,9%	85,1%	4,8	5,0
Näen Icehearts-järjestön toiminnan yhteiskunnallisesti vaikuttavana	0,0%	1,0%	3,0%	7,9%	88,1%	4,8	5,0
Saan yhteyden Iceheartsin henkilökuntaan tarvittaessa	0,0%	0,0%	2,0%	4,0%	94,0%	4,9	5,0

4. Mitä kekseliäisiä vaikutuksia mielestäsi on Iceheartsin toiminnalla?

Vastaajien määrä: 75

Vastaukset
Auttaa espoolaisia perheiden nuoria itsenäiseen työskentelyyn ja kasvuun aikuisuuteen. Arvostan suuresti.
Oppilaat saavat hienoa toimintaa ja koulu apua käytäntöihin.
Iso apu opetuksen tukena.
Oien itse erityisluokanopettaja. Oppilaani ja hänen perheensä on saanut valtavan hyvää tukea sekä koulunkäyntinsä että vapaa-aikaan liittyvien asioiden peittoa, joka työskentelee Iceheartsissa. Suurella sydämellä, taidolla ja tunteilla tehtyä työtä! Arvostan todella!
Lapsen ja perheen näkyvämmäksi ja kuuluisiksi tuleminen itsäännty myös viranomais- yms. verkostojen suuntaan.
Icehearts tukee lasten koulunkäyntiä, sosiaalisia taitoja sekä tunnetaitoja. Turvallisen aikuisen kanssa lapsi uskaltaa puhua asioistaan, ja tästä kautta tietoa lapsen elämästä tulee myös opettajalle, koska aina koulussa ei ole resursseja kysellä lapsen kuulumisia perinpohjin.
Oppilaan turva
Lapsista välitetään ja he saavat positiivista palautetta ja kannustusta. He oppivat luottamaan itseensä ja toimimaan toisten kanssa. Tämä todella näkyy koulussa parempina oppimistuloksina ja parempana käytöksenä.
Jatkuvuus, lapsilla luottoaikainen
Jatkuvuus, lapsilla luottoaikainen
Korvaamaton vaikutus lapsen elämässä: merkittävissä ihmissuhteissa, ryhmähenkeä, yhteisiä tavoitteita, turvallisia aikuisia, rutiineja, positiivisia kokemuksia, upeissa kehityksissä jne jne... Ice Hearts toiminta auttaa perheitä ja toiminnalla on pitkäjätkä alkavilla merkittävä yhteiskunnallinen vaikutus jos sen avulla pystytään ennaltaehkäisemään esimerkiksi lapsen / nuoren syrjäytymistä.
Icehearts on tutenut oppilaitien kasvamisessa ja käyttäytymisen ongelmien käsittelemisessä. Icehearts on tarjonnut oppilaitien pysyviä aikuiskontakteja häilyvissä muuttuvissa olosuhteissa.
Lisää itunallisuutta nuorelle. Parantaa sosiaalisia taitoja. On tärkeä osa arkea ja vapaa-aikaa.
Tukea tarvitsevan oppilaan kokonaisvaltainen hyvinvoinnin tukeminen. Mahdollisesti vaikuttaa lapsen tulevaisuuteen positiivisesti, ettei lähtisi niin huonolla tavalla. Koulun henkilökunnan tukeminen, kun yhdessä tehdään töitä lapsen hyvinvoinnin eteen.
Tuki koulunkäyntin ja vapaa-aikala oppilaille. Turvallinen ja hyvä aikuisen malli lapsille/nuorille. Syrjäytymisen ehkäiseminen.
Todella tärkeää ennakoivaa puuttamista lasten kehitykseen ja kasvatukseen. Isolla ♥ jokainen organisaatiossa painaa tätä!

Vastaukset
Kasvattaja on läsnä lasten arjessa. Luottamus "omaan aikuiseen" on ollut tärkeää lapsille. Kasvattaja on läsnä ja nyt tavoitettavissa. Pitkäkestoinen tuki on korvaamaton ja arvokasta perheille heidän arkeensa tukena. Kasvattajan läsnäolo näkyy lapsissa yhteishengen muodossa. Pojille Icehearts on jo iso osa heidän identiteettiään. Se on arvokas ponnahduslauta elämään. Luokanopettajana rinnalla kulkeneena olen saanut myös omaan ammattiini uusia tuulia ja ajattelutapoja. Yhteinen tavoite, jaettu kasvatuskumppanuus ja sen myötä suuri kasvutarinalla on saatu todistaa yhdessä. Moniammatillinen työskentely on äärimmäisen tärkeää tämän päivän koulu maailmassa.
Lapsen kasvun ja kehityksen arjen tasoinen säännöllinen tukeminen rakentaa lapsille turvallisuuden tunnetta.
Tavoitavat tuen tarpeessa olevia lapsia ja perheitä monitahoisella tavalla, joka läpisee olemassa olevien haasteiden kentän todella kattavasti.
Esimerkiksi: -Lasten elämään tulee pysyvyyttä ja luotettavuutta turvallisen aikuisen myötä. -Moninaiset syrjäytymistä ennakoivat piirteet saadaan vähentämään/poistumaan varhaisella Icehearts-kasvattajan asiaan puuttumisella ja lasten elämään tulevalle säännöllisellä harrastuksella/iltapäivätoiminnalla (esim. poissaolot koulusta, vapaa-ajan asiattomat puuhet) -Hyöty yksittäisen joukkueen lasten lisäksi heijastuu mm. koululuokkiin, jolloin toiminta väreilee hyvin laajalle ja moni lapsi saa tukea/apua/kuuntelevia korvia ja näkeviä silmiä -Tähän toimintaan nyt sijoitettavalla rahalla saadaan pitkä säästö tulevaisuudessa
Ehkäisee syrjäytymistä. Auttaa koko perhettä.
Icehearts vaikuttaa suoraan syrjäytymisvaarassa olevaan lapseen ja tämän perheeseen kokonaisvaltaisesti auttaen ja koko perhettä tukien. Icehearts on tärkeä kasvatuskumppani perheille.
Yksittäisten lasten elämää muuttava mahdollisuus. Ilman tätä lasten elämä ja tulevaisuus olisi ihan toisenlainen. Auttaa elämässä eteenpäin ja antaa uskoa tulevaisuuteen.
Koulun näkökulmasta Icehearts on erittäin tärkeä leikki oppilaiden kokonaisvaltaisen hyvinvoinnin kannalta. Icehearts on näkyvä tuki ja turvallista läsnäoloa oppilaille koulupäivän ajan. Icehearts toiminta tukee myös kotiin ja koulun välistä yhteistyötä. Todella merkittävä yhteistyökumppani!
Koulussa oppilaiden ja kotien yhteistyön tiivistäminen. Lapsen kokonaisvaltaisen edun ajaminen.
Oppilaiden keskeniset suhteet ja vuorovaikutustaidot paranevat. Tuki koulunkäynnin ja oppimiseen.
Aivan mahtavaa, että työkentällä, missä monia muita yhteistyökumppaneita ja moniammatillista tahoja on hankala tai lähes mahdoton tavoittaa, Iceheartsin kasvattajat saa aina kiinni ja apua on aina tarjolla! ♥ On myös aivan kultaanarvoista ja harvinaista, että lapsen elämässä on pysyvä aikuinen koko kouluelämän ajan! Iso kiitos toiminnasta!
Iceheartsin toimintaa näkyy omassa työssäni eriten omien oppilaiden tukemisena. On hienoa nähdä, mikä merkitys Icehearts-poppoilla ja ohjajilla on lapsille.
Lasten kehityksen tuki ja turva
Se oikeasti vaikuttaa voimakkaasti tukea tarvitsevan lapsen elämään ja myös tukee koulunkäyntiä. Omat kokemukset tyttöjen toiminnan puolelta.
Tärkeä toimija koulun rinnalla niissä asioissa, joihin koulu ei ole resurssija/toimiva. Pitkäaikainen vaikutus lapsen/nuoren elämään.
Tukee loistavasti toiminnassa mukana olevien lasten koulunkäyntiä ja kokonaisuutta. On tärkeä yhteistyökumppani koululle ja kodille. Heiposti lähestyttävä ja saatavilla koko ajan. Korvaamaton apu, ei voi kehua tarpeeksi.
Pitkäkestoinen työ syrjäytymisuhan alla olevien lasten ja nuorten rinnalla.
Tuen tarpeessa oleva lapsi saa pitkäkestoisia ja monipuolista tukea ja rinnalla kulkemista sekä koulunkäyntiä, kaverisuhteita, tunne- ja vuorovaikutustaitoja, vapaa-aikaan. Lapsi saa samalla tärkeän ja merkityksellisen aikuisen elämänsä pitkäkestoisesti.
Tukee vahvasti lasten hyvinvointia ja myös oppimista. Läksyihin saa tukea ja ne tulee tehtyä. Pitkäkestoinen tuki koko perheelle. Tueta ja luotettava aikuinen säilyy, vaikka esim. opettajat vaihtuvat.
Erittäin tärkeää tukea mm. nuorten koulunkäyntiin sekä iltapäivätoimintaan.
Antavat aikuisen mallin
Se, että lapsella on turvallinen aikuinen, joka kulkee rinnalla lapsuudesta täysi-ikäisyyteen, on aivan uskomattoman upea asia. Omassa luokassani on muutamia ICE Heart-lapsia ja se, että heidän aikuisella on heidän elämästään kokonaiskuva, on myös opettajana minulle todella tärkeä asia. ICE heartsin tekemä työ on korvaamaton! ♥
Koko koulu- ja alueyhteisö saa isoja positiivisia vaikutuksia Icehearts toiminnan oivista alueista.
Lapselle turvallinen aikuinen, joka välttämättömän voimavara aikuisuuteen kasvamisessa.
Toiminnalla on positiivista vaikutusta lapseen ja perheeseen.
Pitkäkestoinen tuki ja turvallinen aikuinen vähentävät syrjäytymistä.
Yksilön tuki ja samalla perheen tuki.
Aikainen "puuttuminen" ei otetaan kopsia lapsista, jotka muuten saattaisivat "ajautua" väärille poluille. Mitko on paras!!!
Ehkäisee syrjäytymistä. Ehkäisee mielenterveysongelmia. Ehkäisee vanhempien väsymistä.
Iso tuki perheille ja etenkin oppilaille.
Lasten hyvinvoinnin lisääntyminen.
Varhainen puuttuminen koko perhe huomioiden tukee arjessa selviämistä kokonaisvaltaisesti.
Loistava tuki nuorten elämässä!
Tukee oppilaita arjen haasteissa. Tukee koulunkäyntiä ja koulutyöskentelyä tosi paljon!
Syrjäytymisen ehkäisy. Varhaisen tuen tarjoaminen. Perheen kokonaisvaltaisen auttaminen, ei vain lapsen.
Lasten hyvinvoinnin parantaminen
Ammatillista tukea ja toimintaa pitkäkestoisesti. Toiminta näkyy lasten ja perheiden voinnissa
Syrjäytymisen ehkäisy Perheellä liikunta/paikoitusta useamman ulottuville kaveritaidot ja kavereiden saaminen
Ainoa tukimuoto lapsille ja heidän perheilleen, jotka tarjoaa pitkäkestoisia apua. Tällä toiminnalla on valtavan suuri vaikutus syrjäytymiskierteen ehkäisyssä ja kulkaisussa sekä koko perheen monimuotoisten haasteiden auttamisessa.
Lapsille tulee turvallista, pysyviä aikuisia elämään ja mielekkästä toimintaa iltapäivän.
Syrjäytymisen ehkäisy

Vastaukset
Tukee lasten osallisuutta ja kehittymistä ja tuo tärkeän läsnä juoksin palveluihin
On upeaa katsoa kuinka nuoret ovat hyötynneet Iceheartsin toiminnasta ja kuinka iloita ja lämmöllä he puhuvat Iceheartsista.
Vaitava apu luokassa ja heidän valmennettavien oppimisessa. Korvaamaton apu.
Tukee kunnan palveluita.
Vaihteista ja ihmis läheisellä työskenteleillä suuri vaikutus yhteiskunnan kustannus tehokkuuteen. Lisäksi mahdollisuus työnsästä löntin, tuo mielekkyyttä työntöteutukseen.
Tärkeä linkki kodin ja koulun välillä silloin kun huoltajilla haasteita
Yhteistyö koulun ja kodin kanssa erittäin tärkeää. Toiminta tuo paljon itsäarvoa. Hyvin merkityksellinen osa koululaisen elämässä ja mikä tärkeintä pitkäjänteisesti vuosien ajan.
Syrytytymisen ehkäiseminen, turvalliselta alkuisen malli lapselle ja nuorelle
Oppilaani oppivat tärkeää tunne- ja kaveritaitoja.
Erittäin tärkeää työtä lasten kokonaisvaltaisen hyvinvoinnin puolesta!
Ice hearts -toiminta tarjoaa järkevää tekemistä, kaveritea ja turvalliselta siluinen läsnäoloa ilapiivisin seitsäille lapsille, jotka em. asioilla eivät muuten ehkä saavuttaisi. Uskon tällä olevan hyvin hauskantoisia, positiivisia vaikutuksia.
He tulevat juuri niitä polkia ja heidän itseuntoaan, jotka ovat vaarassa syrytytyä mahdollisesti myöhemmin ilman tukea.
Tukee vahvasti lapsia ja heidän perheitään ajassa, sekä vapaa-ajalla että koulussa. Lapsilla, jollia ei välttämättä muuten olisi mahdollisuus harrastaa, on Iceheartsin kautta mahdollisuus kuulua johonkin ryhmään ja päästä harrastamaan itselehen mieluisia lajeja. Kasvatitaja on tärkeä rinnalla kuitija usean vuoden ajan.
On hienoa, kun toimintaan mukaan vaillut oppilaat saavat olla sen perissa niin pitkäään. Ohjaajat oppivat tuntemaan heidät sekä heidän perheensä ja asiansa todella syväisesti, ja näin ollen myös vaikuttamaan niihin hyvin.
Oppilas saa koulupäivään tukea, turvaa ja iloa. Aikuisen läsnäolo rauhoittaa oppilasta ja oppilas pystyy keskittymään opiskeluun paremmin. Välttämättä on turvaa itsäalkuisesta.
Positiivisia ainakin meidän koululla oppilaita. Innostavat oppilaita ja oppilaat odottavat innolla meidän "Icehearts"- henkilöä.
Pitkäkestoiset vaikutukset lasten elämässä positiivisesti monella tapaa.
Toimintaan osallistuvien lasten hyvinvointiin merkittävä vaikutus. Kasvatitajan apu ja tuki myös koulupäivän aikana on merkittävä. Ilapiivitoiminta tuo struktuuria lapsen päiivään.

5. Mitä puutteita tai kehityskohtia näet Iceheartsin toiminnassa?

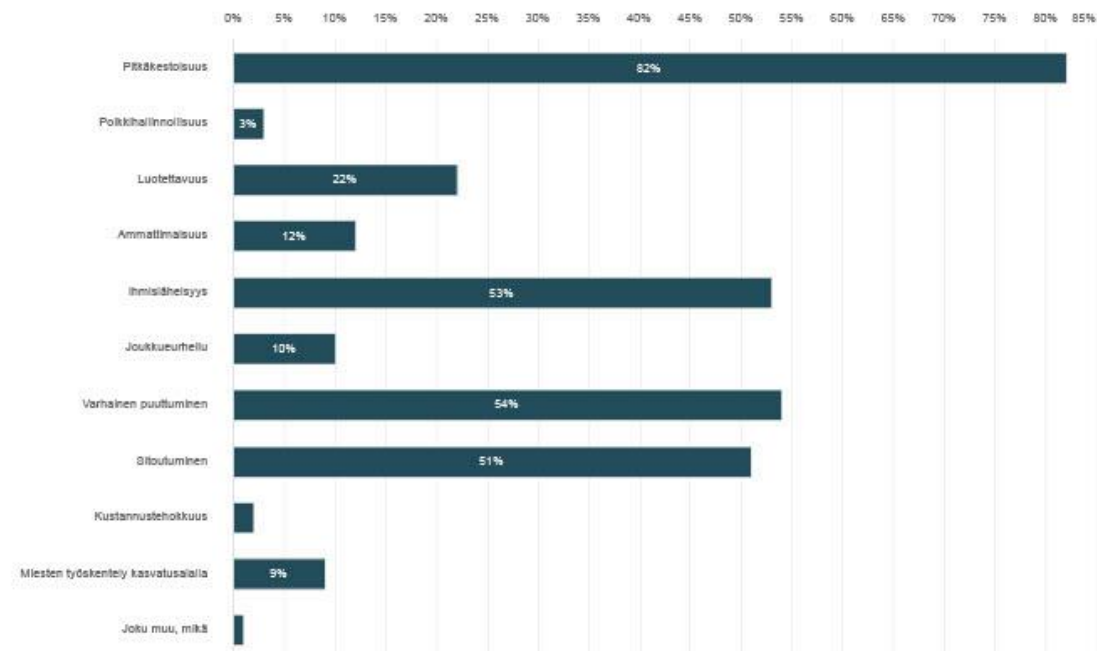
Vastaajien määrä: 43

Vastaukset
Henkilöresurssit varmaan tarvittaisiin lisää mm.ohjaaja mukana kuitijolla
-
En osaa ottaa kantaa. Minusta meillä yhteistyö on toiminut niin mukattomasti ja hyvin.
Tällaisen tuen tarve on suuri. Tarvittaisiin lisää ryhmiä. Ehkä joskus huomaa että Icehearts-kasvatitajilla ei ole tarpeeksi tietoa siitä mitä koulunopettaja saa tai pitää tehdä. Meillä erilainen rooli viikamiehinä
Koulun tiat ovat muutenkin kortilla, pitkä. Jöyissä tiat vievät usealle Ice-ryhmälle
Koulun tiat ovat muutenkin kortilla, pitkä. Jöyissä tiat vievät usealle Ice-ryhmälle
-
Vielä enemmän työntekijöitä olisi hieno saada.
En osaa sanoa.
Työille tarvittaisiin lisää ryhmiä. Valkeisiin/isoihin ryhmiin jopa kaksi kasvatitajaa lukemaan lapsia ja nuoria.
Lisää ryhmiä, tyttöjä jäs paljon ulkopuolelle, jotka tarvitsisivat Icehearts toimintaa.
Toimintaa kaivataan niin monella koululla.
Yiskouluun liittyyää yhteistyötä kehitetään edelleen, mutta tässäkin on otettu askeleita eteenpäin.
Suuri joukkuekoko ja yksi kasvatitaja näyissä joskus aiheuttavan ongelmia.
Toiminta voisi olla laajempaa jos mahdollista!
Koulun näkökulmasta myös työtjoukkueille olisi tarvetta.
Tarvitaan lisää joukkueita, mutta kuntien rahat ovat vähissä.
Riittävästi tiat Iceheartsin potentiaalin hyödyntämiseen
Olisi pitäisi olla paljon enemmän (jos jostain tuisi rahoitusta)
Toimijoita tarvittaisiin enemmän. Jokaisessa koulussa pitäisi olla Iceheartsin toimintaa.
On ilan harvassa koulussa.
Toimintaa voisi laajentaa useammille kouluille Vantaalla.

Vastaukset
Kasvatijat jouluvat väliä ilkoille, mm. muurorikolien kanssa! Onko tarpeeksi määrärahoja?!
Se,etteivät he saa ruokaila ilmaiseksi koulussamme on uskomaton vääräys.Tämä puute tietysti koulutason puoma,ei varsinaisesti iceheartin. Näkisin myös tärkeänä,että esim.koulusta lähtevät Wilma-viestit olisi mahdollista lähettää myös heille. Täälläkään ei iceheartin puima varsinaisesti ole,tässä vain kaksi pulmaa,joita näkyy oman työni kautta.
Perhetyön lisääminen
Henkilöresurssi olisi hyvä olla enemmänkin.
Enemmän joukkuetta tarvittaisiin ja myös Tampereen ympäristökin. Tyttöjoukkuella iso tarve.
-
Yhteistyö kunnan kanssa voisi olla vielä tiiviimpää.
Osaistuminen vielä tiiviimmän kunnan toimijoiden kanssa.
-
Palkkailisesti ulospäin näkyvyyttä ja tunnettavuutta lisää. Verkosto ei vielä tunne toimintaa
Avoimesti tietoon kenen/miten on mahdollista päästä tai anoa tai tulla "jonottamaan" toimintaansa mukaan
Ennakotavuus on väliä vaikeaa.
-
Tarvitaan lisää ohjajia.
Suuret välimatkat tuo haasteita tiiviseen laajempaan tilimyöskentelyyn. Toisaalta itäinen vapaus työn toteutuksessa ns. viitekehityksellömyyttä.
Tässä hetkellä toiminta koulussamme on moitteeton.
Tekijöitä saisi aina olla enemmän
On vahva tarve tyttöjoukkuille. Kohteena olevien lukua tarvitsevien lasten määrä kasvaa jatkuvasti. Näkyy selvästi esim. Lappeenrannassa Sammontahden alueella.
En vielä tunne niin hyvin toimintaa, että osaisin arvioida kehityskohlia.
Toisaalta kun ryhmät ovat niin kiinteitä, ainakin meidän alueella kovin moni varmasti toiminnasta hyötyvä ei pääse toiminnan piiriin. Eii lisää ryhmiä tarvittaisiin ja toivottaisiin kovasti!
Toiminnasta tiedottaminen koulun alkuksile heti lukukauden alussa. Koulun alkuksissa muutoksia, niin kaikki ehvät ole perillä asiasta. Jos mahdollista, voisi alkuinen olla enemmänkin koululla.

6. Mitkä ovat mielestääi iceheartin kolme keskeisintä menestystekijää?

Vastaaen määrä: 101 , valittujen vastausten lukumäärä: 303



	n	Prosentti
Pääkestolisuus	83	82,2%

	n	Prosentti
Poikkeellisuus	3	3,0%
Luotettavuus	22	21,8%
Ammattimaisuus	12	11,9%
Ihmisihetyys	54	53,5%
Joukkuehenki	10	9,9%
Vaivainen puuttuminen	55	54,5%
Stoutuminen	52	51,5%
Kustannustehokkuus	2	2,0%
Miesten tyoskentely kasvatusalailla	9	8,9%
Joku muu, mikä	1	1,0%

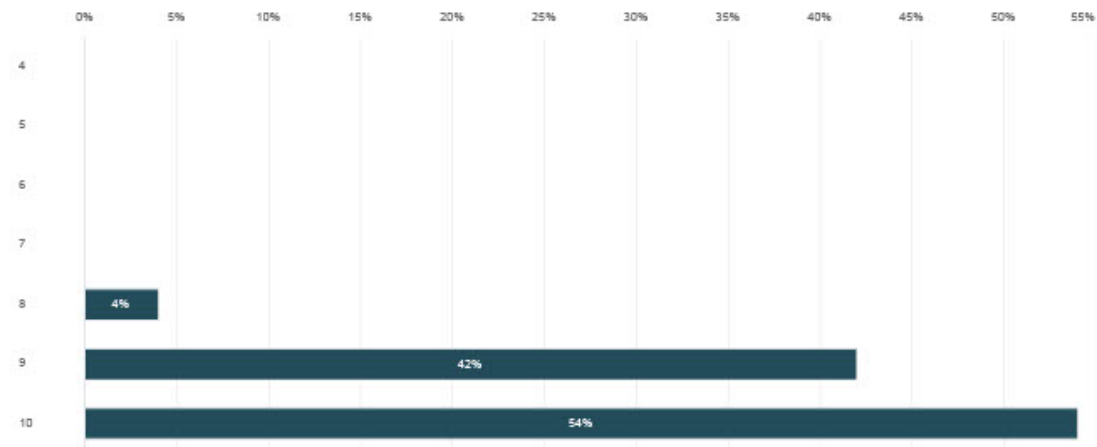
Lisätekstikenttään annetut vastaukset

[Näytä kaikki](#)

Vastausvaihtoehdot	Teksti
Joku muu, mikä	kokonaisvaltaisuus

7. Minkä kouluarvosanan antalais ioharts-järjestön toiminnalle

Vastaaen määrä: 101



	n	Prosentti
4	0	0,0%
5	0	0,0%
6	0	0,0%
7	0	0,0%
8	4	4,0%
9	42	41,6%
10	55	54,4%

Appendix 5.



Icehearts-joukkueen investointilaskelma

Petri Hilli 17.12.2017

QSA Quantitative Solvency Analysts Oy

Icehearts-joukkueen investointilaskelma – p. 1

Sisältö

1. Tilastollinen malli
2. Joukkueen tuloksellisuus

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Icehearts-joukkueen investointilaskelma – p. 2

1. Tilastollinen malli

Tarkastelussa jokaisesta riskitekijästä 0/1 pistettä

- Vanhimman korkein koulutus: isän tai äidin korkein koulutus määrittää arvon, tiedot vuodelta 2009
- Vanhempien mielenterveys: huomioitu vanhempien diagnoosit ennen kuin lapsi on täyttänyt 6 vuotta
- Perhetausta: jos isä ei ole tiedossa lapsen syntymän aikaan, isä tai äiti kuollut ennen lapsen ollessa 6-vuotias, äiti on ollut yksinhuoltaja lapsen syntyessä tai vanhemmat ovat eronneet ennen lapsen ollessa 6-vuotias
- Vanhemman toimeentulotuki: vanhempien toimeentulotuet ennen 6-v, yli 6kk lasketaan

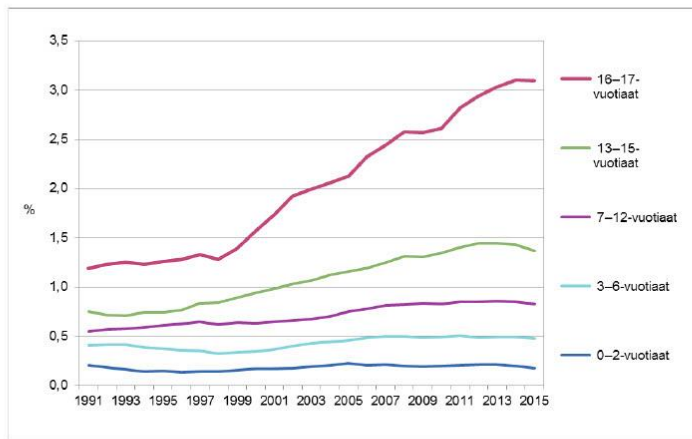
1. Tilastollinen malli

Osuudet 1987 syntyneistä pojista

- RL 0: 73,6%
- RL 1: 17,9%
- RL 2: 7,0%
- RL 3: 1,4%
- RL 4: 0,1%

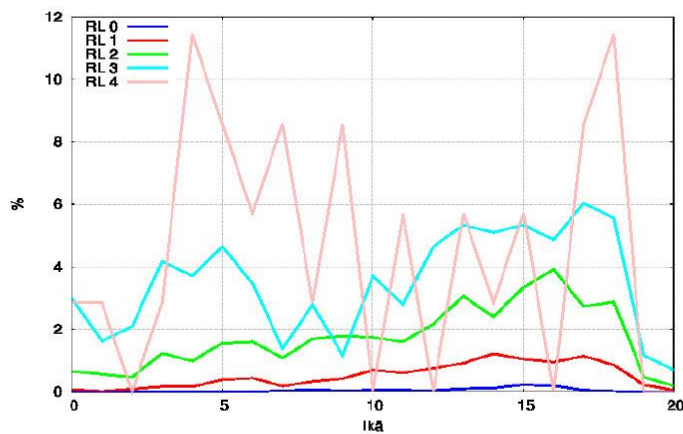
Riskiluokka kertoo, kuinka monta riskitekijää henkilölle on kertynyt kuusi vuotiaana.

1. Sijaishuolto



Kodin ulkopuolelle sijoitetut ikäluokittain
% vastaavanikäisestä väestöstä. Lähde: THL

1. Sijaishuolto



Uudet sijaishuoltotapaukset, prosenttia riskiluokan pojista

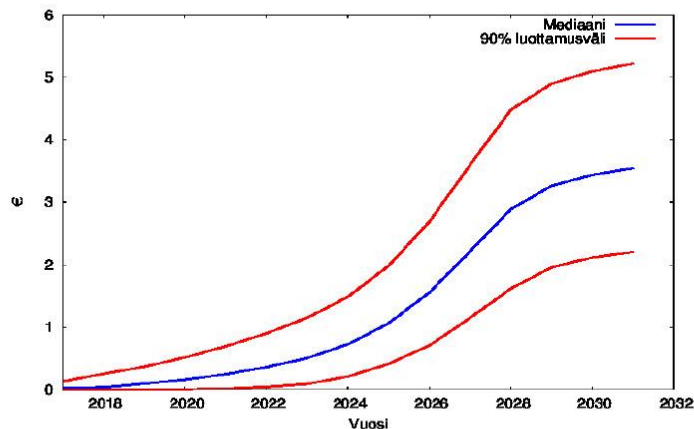
1. Sijaishuolto

Hinnat:

- laitos 111 000 €/vuosi
- ammattiperhe 67 500 €/vuosi
- perhe 32 000 €/vuosi
- muu 32 000 €/vuosi

Yhdistämällä riskiluokittaiset todennäköisyydet ja hintatiedot, voidaan laskea arvio sijaishuollon kustannuksista kun lasten taustatekijät ovat tiedossa.

1. Sijaishuolto



Arvio sijaishuollon kumulatiivisista kustannuksista / 100 poikaa

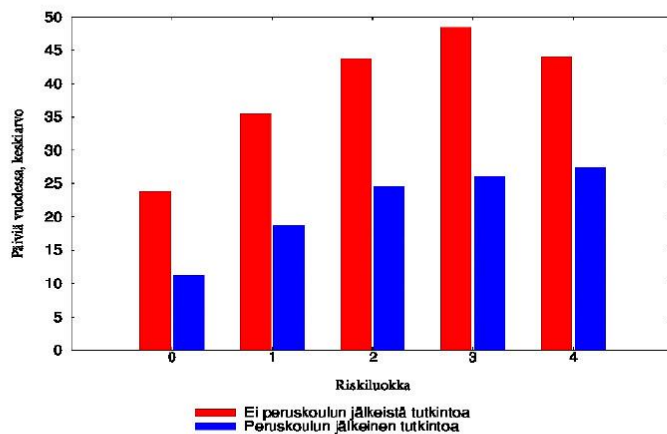
- Osuudet: RL0 (20%) RL1(30%) RL2(30%) RL3(17%) RL4(3%)

1. Tilastollinen malli

Avohuolto, psykiatrinen erikoissairaanhoido ja erityinen tuki (sosiaalinen sopeutumattomuus & muu syy, kehitysvammat ja -viivästymät rajattu pois) analogisesti. Käytetyt hinnat

- avohuolto 5000 €/vuosi
- psykiatrinen erikoissairaanhoido 625 €/vrk
- tehostettu tuki 1000–15000 €/vuosi, riippuen tuen tarpeesta (kustannus yli normaalin koulukustannuksen)

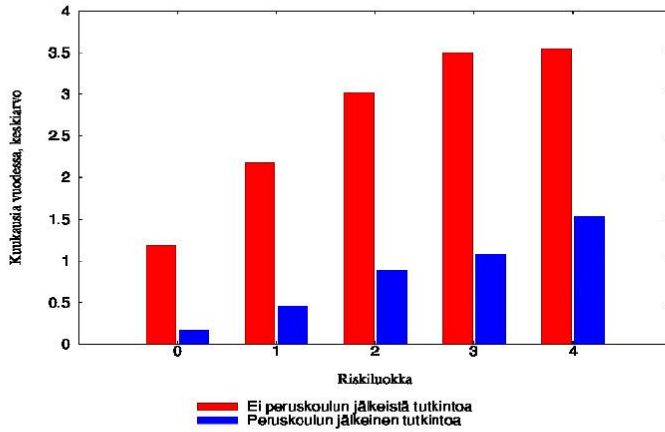
1. Tilastollinen malli



Keskimääräiset työttömyyspäivät riskien kumuloitumisen ja jatkotutkinnon mukaan

- Peruskoulun jälkeinen tutkinto lähes puolittaa työttömyyspäivät

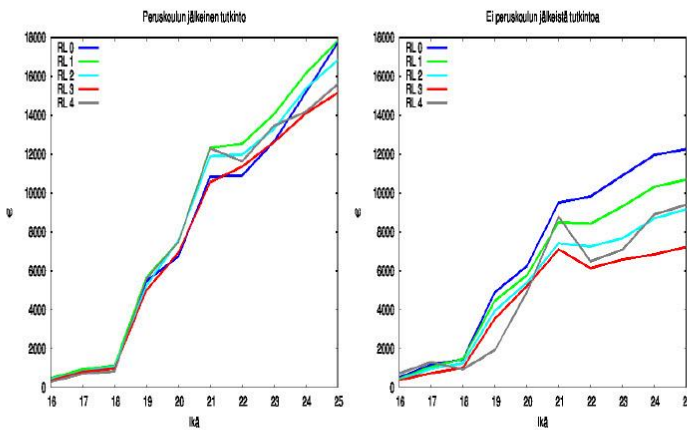
1. Tilastollinen malli



Keskimääräiset toimeentulotukikuukaudet riskien kumuloitumisen ja jatkokoulutuksen mukaan

- Peruskoulun jälkeinen tutkinto alentaa merkittävästi toimeentulotuen tarvetta

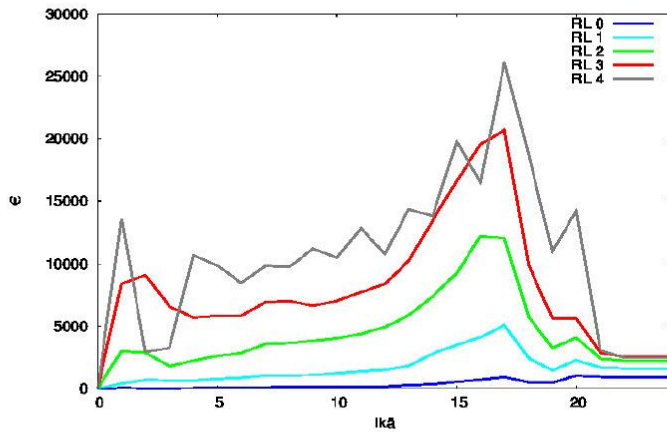
1. Tilastollinen malli



Keskimääräiset palkkatulot riskien kumuloitumisen ja jatkokoulutuksen mukaan

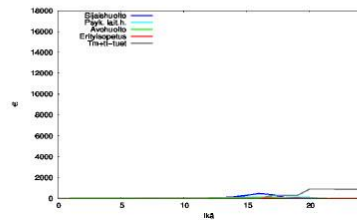
- Peruskoulun jälkeinen tutkinto nostaa merkittävästi tulotasoa.

1. Kokonaiskustannukset

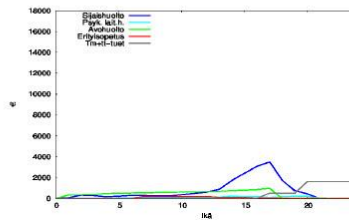


Keskimääräiset kustannukset riskiluokittain

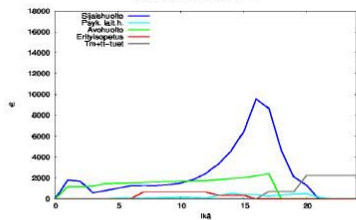
1. Kokonaiskustannukset



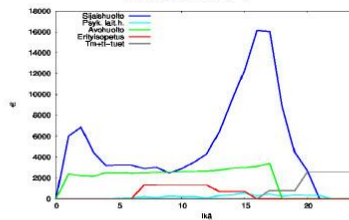
Riskiluokka 0



Riskiluokka 1

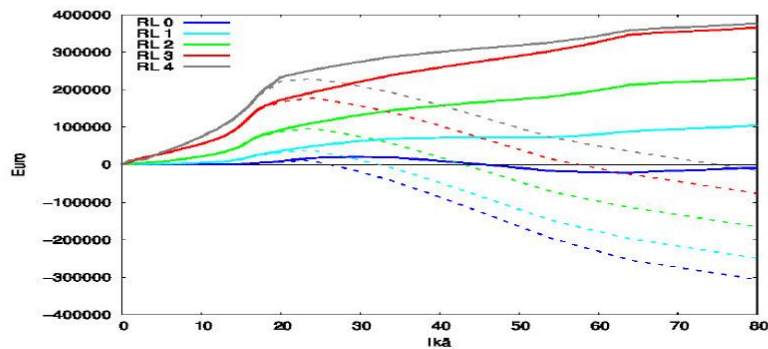


Riskiluokka 2



Riskiluokka 3

1. Tilastollinen malli



Keskimääräiset odotetut kustannukset koko elämän ajalta

- Katkoviiva vähintään toisen asteen koulutuksen saavat, jatkuva viiva peruskoulun varaan jäävät.
- 25-ikävuodesta eteenpäin sisältää toimeentulo-, työmarkkina- ja asumistuen sekä palkoista ja työeläkkeistä maksettavan tuloveron.
- Negatiivinen kustannus = tulo.

1. Kokonaiskustannukset

Osuudet 1987 syntyneistä pojista

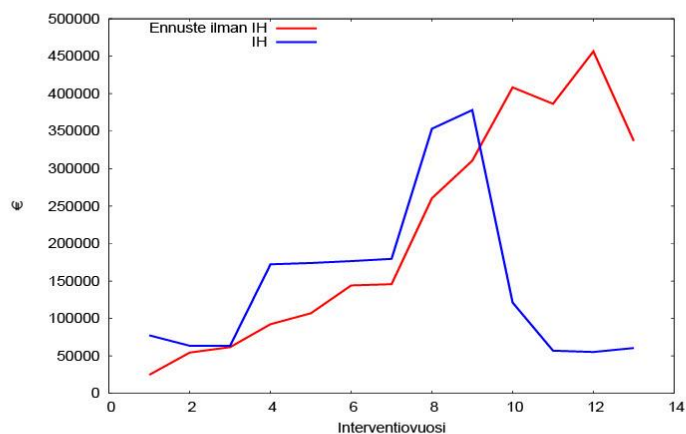
- RL 0: Osuus 73,6%, osuus kustannuksista 24v. ikään asti 29 %
- RL 1: Osuus 17,9%, osuus kustannuksista 24v. ikään asti 29 %
- RL 2: Osuus 7,0%, osuus kustannuksista 24v. ikään asti 30 %
- RL 3: Osuus 1,4%, osuus kustannuksista 24v. ikään asti 11 %
- RL 4: Osuus 0,1%, osuus kustannuksista 24v. ikään asti 1,2 %

2. Joukkueen kustannusvaikuttavuus

Laskelma perustuu joukkueen kasvattajan antamiin arvioihin. Tarkastelu tehty 18-vuotiaaksi asti, josta eteenpäin kustannusvaikuttavuus arvioitu NEET-statusen pohjalta.

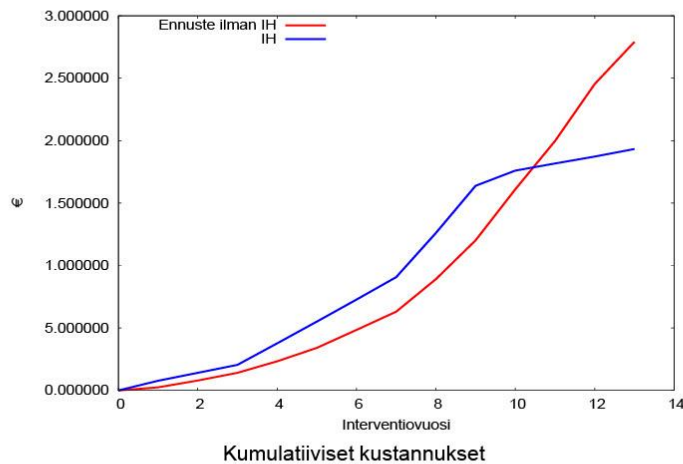
- Joukkueessa eri aikoina yhteensä 32 poikaa
- 22% RL4, 25 % RL3, 28 % RL2, 13 % RL1, 12 % RL0
- Joukkueen kustannus 50 000 €vuodessa

2. Joukkueen kustannusvaikuttavuus



Ennakoidut ja toteutuneet sijais- ja avohuollon, psyk. erikois sairaanhoidon ja erityisen tuen sekä Icehearts-joukkueen vuosikustannukset

2. Joukkueen kustannusvaikuttavuus



- Toiminta alkoi tuottamaan säästön kymmenen vuoden jälkeen. Säästö 857 000 €

2. Joukkueen kustannusvaikuttavuus

Edellä tarkasteltiin vain avo- ja sijaishuollon, psykiatrisen eriskoissairaanhoidon ja erityisen tuen säästöjä. Talouden termein toiminnan tavoitteena on yhteiskuntaan integroituneet nuoret aikuiset, jotka tuottavat verotuloja eivätkä käytä työttömyys- ja toimeentulotukia eivätkä lisää korjaavia kustannuksia (mm. rikollisuus). Yleisesti käytetty mittari syrjäytymisriskistä on NEET (Not in Employment, Education or Training). Kuten edellä nähtiin, peruskoulun jälkeinen tutkinto alentaa merkittävästi odotettuja tukijaksoja sekä lisää tuloveroja.

- Tilastollisesti joukkueessa olisi pitänyt olla 10 NEET nuorta
- Havaittu määrä NEET-nuoria oli 5

2. Joukkueen kustannusvaikuttavuus

Koska todelliset tukien ja muiden tulonsiirtojen sekä maksettujen verojen määrät selviävät vasta ajan kuluessa, tässä vaiheessa voidaan laskea vain odotettu säästö. Perustuen kalvon 17 laskelmaan, yhden NEET-nuoren saattaminen jatkokoulutukseen, tuo odotettua taloudellista tuottoa 385 000 euroa (tuloverot ja säästetyt tuet).

- Viiden NEET-nuoren vähentämisen tuotto-odotus yhteiskunnalle on $5 \times 385000 = 1,9$ milj. €

2. Joukkueen kustannusvaikuttavuus

- Odotetut suorat taloudelliset vaikutukset yhteensä 0,857 milj.€+ 1,9 milj.€= 2,8 milj.€.
- Luvusta vähennetty kustannukset $12 \times 50\,000 = 0,6$ milj.€

Conflicts of interest among reviewers

The reviewers do not have any conflicts of interest with regard to the practice.