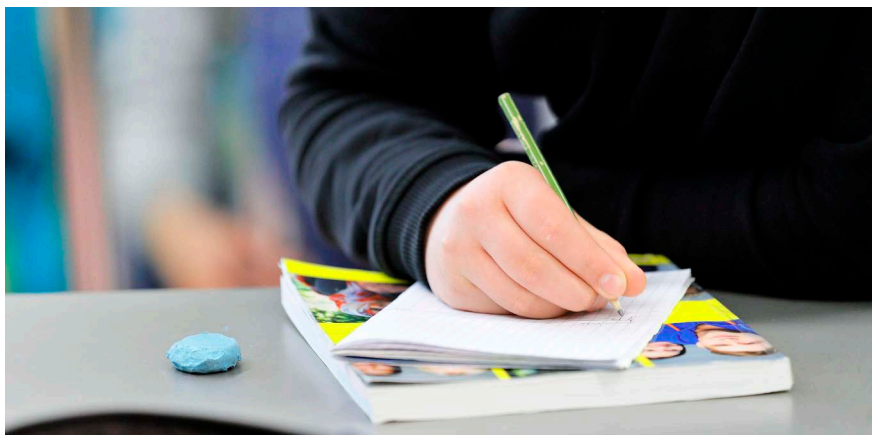


TOWARDS MORE ACTIVE AND PLEASANT SCHOOL DAYS



Interim report on the Finnish Schools on the Move programme 2015-2016





Towards more active and pleasant school days

Interim report on the Finnish Schools on the Move programme 2015-2016

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Summary

The Finnish Schools on the Move programme is one of the key projects in the field of knowledge and education in the Government Programme of Finland. The present interim report reviews the progress of the Schools on the Move programme in 1 August 2015–31 December 2016. The aim of the programme is to achieve more active and pleasant school days. The main themes of the programme include supporting learning, enabling student participation, and increasing physical activity and decreasing excessive sitting.

The objective of the Government is to expand the Schools on the Move programme across the country. The chances to achieve this are good, as a large number of schools have already registered as Schools on the Move. The programme has exceeded the registration targets set out for 2015 and 2016. At the end of 2016, a total of 75% of all comprehensive schools in Finland (1,833 schools) were registered as Schools on the Move, and the programme involved 83% of all comprehensive school students and 84% of all municipalities.

The Finnish Schools on the Move programme encourages schools to consider the various opportunities to increase physical activity during the school day and during commuting. According to schools' own assessment, the most effective means of promoting physical activity at schools include organising Schools on the Move activities and recess activities. Every other participant school has added one long activity-based recess to their daily schedule. In addition, some schools have modified their facilities to increase physical activity, and schools also utilise their surroundings more to encourage physical activity and to support learning.

Primary school students (1st to 6th grade) are clearly more satisfied with the opportunities for physical activity at their school compared to secondary school student (7th to 9th grade) students. Furthermore, the results of primary schools and combined primary and secondary schools (hereinafter 'all-through schools') are more positive than the results of secondary schools in all areas of the Schools on the Move Self-Evaluation Survey. Cooperation with external operators, such as school health services, different administrative branches of the municipality and various associations and organisations, still involve untapped resources in terms of the promotion of physical activity. In the future, more effort should be put to the promotion of physical activity in secondary schools.

The principles of the Schools on the Move programme support the new National Core Curriculum, which entered into force on 1 August 2016. Schools on the Move activities have introduced elements of the new curriculum to schools already before the adoption of the new curriculum.

According to school staff, increasing the level of physical activity during school days has increased enjoyment at school and ensured peaceful learning environment during lessons. Adolescents have also expressed a positive attitude towards increasing physical activity during school days. The School on the Move programme could also be easily extended to cover the wellbeing of school staff. In the future, this could be another focus area of the programme.

The significance and effectiveness of the Schools on the Move programme in terms of increasing the level of physical activity of comprehensive school students is studied and monitored in numerous ways. To demonstrate the efficiency and effectiveness of the programme, it is important to generate objective information on the programme by carrying out stu-

dies in comparable, longitudinal settings. Currently, around a third of Finnish students achieve the recommended minimum of at least one hour of physical activity per day. Primary school students participating in the Schools on the Move programme achieve the recommended level more often compared to other primary school students. The importance of physical activity during school days is greatest for the most inactive students. Consequently, schools should develop more measures targeted at these students.

According to international studies, increasing physical activity during school days can have positive impacts on several preconditions of learning (e.g. cognitive abilities, ability to focus, behaviour during lessons, enjoyment at school). Physical activity can be increased considerably without any negative effects on learning results in academic subjects.

The role of students as organisers of more active school days should be increased. Increasing student participation is one of the main goals of the Schools on the Move programme. Currently, the main responsibility for organising Schools on the Move activities seems to lie with school staff. Students should be given more opportunities to try out different roles in the organisation of Schools on the Move activities.

Local Schools on the Move coordinators are responsible for linking the national and local activities. Local coordinators play a key role in the promotion of the Schools on the Move programme at the local level.

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1. Introduction

The Finnish Schools on the Move programme is one of the key projects in the field of knowledge and education in the Government Programme of Finland.

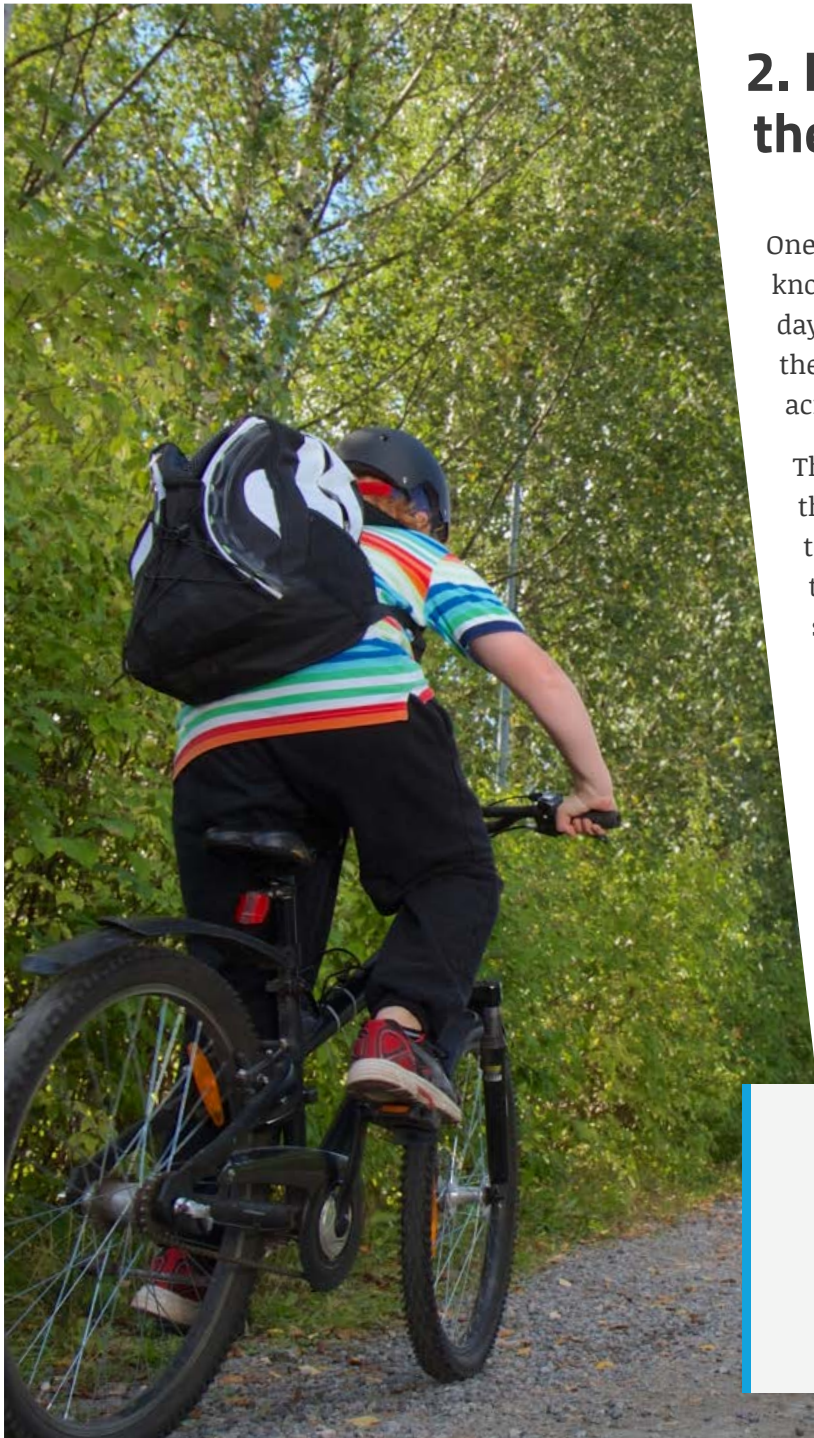
The Schools on the Move programme provides a framework for schools to aim for more active and pleasant school days and to ensure one hour of physical activity daily for their students. Schools can still act independently and implement the Schools on the Move programme in their own way. The participant schools have implemented a variety of different measures to promote physical activity.

The present interim report reviews the progress of Schools on the Move in 2015-2016, as well as the achievement of the objectives of the programme. The data were drawn from available research and monitoring databases.

Pursuant to the Act on the Promotion of Sports and Physical Activity (390/2015), the duty of the National Sports Council is to evaluate the impact of government action in the field of sports and physical activity. The National Sports Council will carry out an extensive evaluation on the results and impacts of the Finnish Schools on the Move programme in 2018.

The main objectives of the Schools on the Move programme are:

- More movement, less sitting
- Improved learning
- Increased student participation



2. Expanding the Finnish Schools on the Move programme nationwide

One of the main goals of the Government's key projects in the area of knowledge and education is to ensure one hour of physical activity each day for all Finnish comprehensive school students. To achieve this goal, the Government plans to expand the Schools on the Move programme across the country. (Finland, a land of solutions 2015, p. 16.)

The expansion of the Schools on the Move programme is monitored through the Schools on the Move register (2017). At the end of 2016, a total of 1,833 comprehensive schools were registered as Schools on the Move, and the programme involved 83% of comprehensive school students. By school type, 75% of all primary schools, 81% of all-through schools, 76% of secondary schools, and 50% of other comprehensive schools (e.g. special schools) participated in the Schools on the Move programme. There were no Schools on the Move in a total of 50 municipalities, while in 123 municipalities, all local schools were Schools on the Move. (Schools on the Move register 2017.)

The chances to achieve the programme goals are good, as a large number of schools have already registered as Schools on the Move. The programme has exceeded the registration targets set out for 2015 and 2016.

Coverage of the Schools on the Move programme on 31 December 2016

75%
OF SCHOOLS

83%
OF STUDENTS

84%
OF MUNICIPALITIES

Number of registered schools and the number of schools that have completed the Schools on the Move Self-Evaluation Survey in 2010-2016

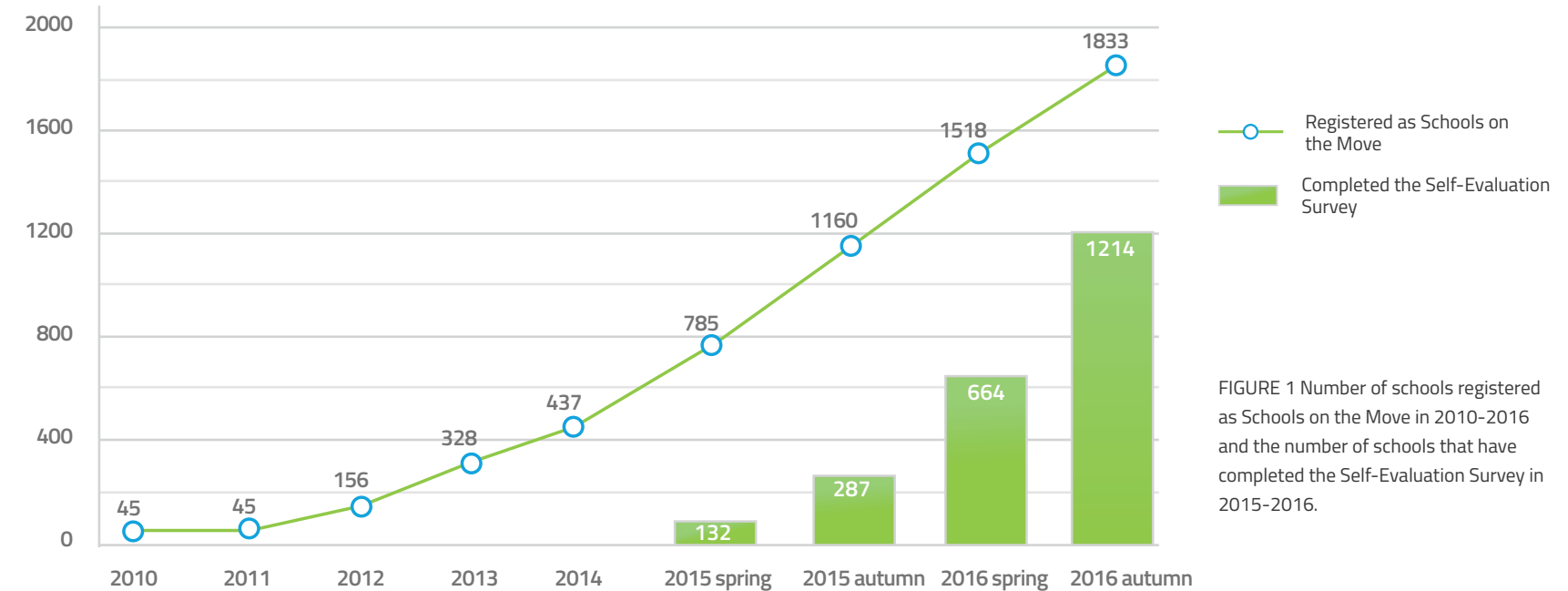
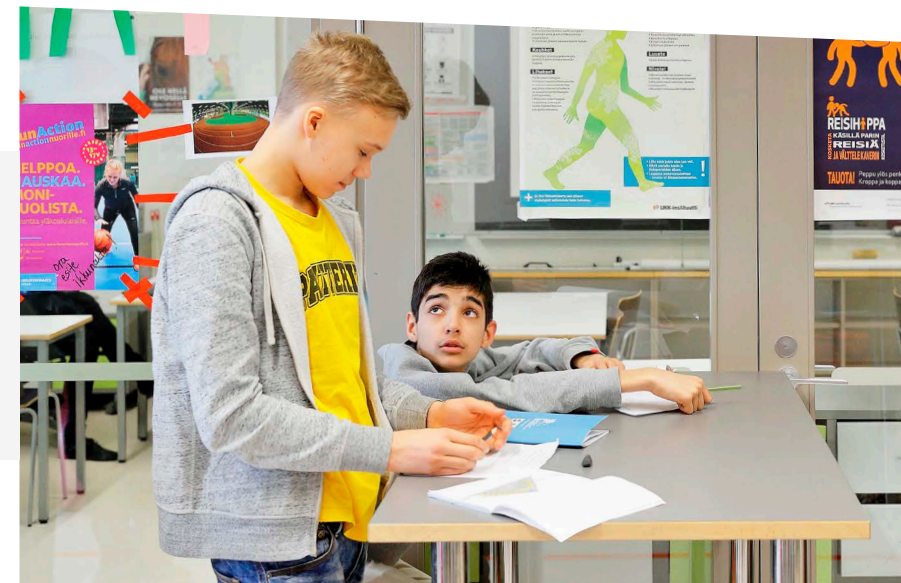


FIGURE 1 Number of schools registered as Schools on the Move in 2010-2016 and the number of schools that have completed the Self-Evaluation Survey in 2015-2016.



The Finnish Schools on the Move programme started in 2010 with a pilot project. The number of participant schools in the first years represent the number of schools who were granted subsidies to implement Schools on the Move activities. The possibility to register as a School on the Move was introduced in 2014 and the possibility to complete the Self-Evaluation Survey in 2015. The Students on the Move pilot project aimed at upper secondary school students was launched in 2017.

The Schools on the Move programme is not a single policy intervention programme, which also makes it internationally exceptional. The principle behind the programme is that activities are based on schools' individual resources and needs. (See, e.g. McMullen et al. 2015; Tammelin et al. 2016a.)



3. Physical activity of students

One of the main goals of the Government's key project is to ensure one hour of physical activity each day for all Finnish comprehensive school students. Physical activity of children and adolescents is investigated and monitored in numerous nationwide studies, such as the following:

- The Physical Activity Behaviours of Children and Adolescents in Finland (LIITU) study, performed every two years
- The Health Behaviour in School-aged Children study (HBSC Study) carried out every four years
- The School Health Promotion study performed every two years
- Study of young people's leisure activities carried out every two years

Typically, the level of physical activity is evaluated on the basis of students' responses to a questionnaire. In addition to a questionnaire, in the 2016 LIITU study, physical activity of students was also measured by using accelerometers.

Around a third of students achieve the recommended minimum of at least one hour of physical activity per day (LIITU 2016; the questionnaire and physical activity measurements). Boys take part in more moderate-to-vigorous physical activity than girls. Girls, on the other hand, take part in light physical activity more than boys. Between 2014 and 2016, there was hardly any change in the proportion of students achieving the recommended physical activity level.

Primary school students participating in the Schools on the Move programme achieve the recommended level more often compared to other primary school students (see Figure 2).

Around a third of students achieve the recommended physical activity per day

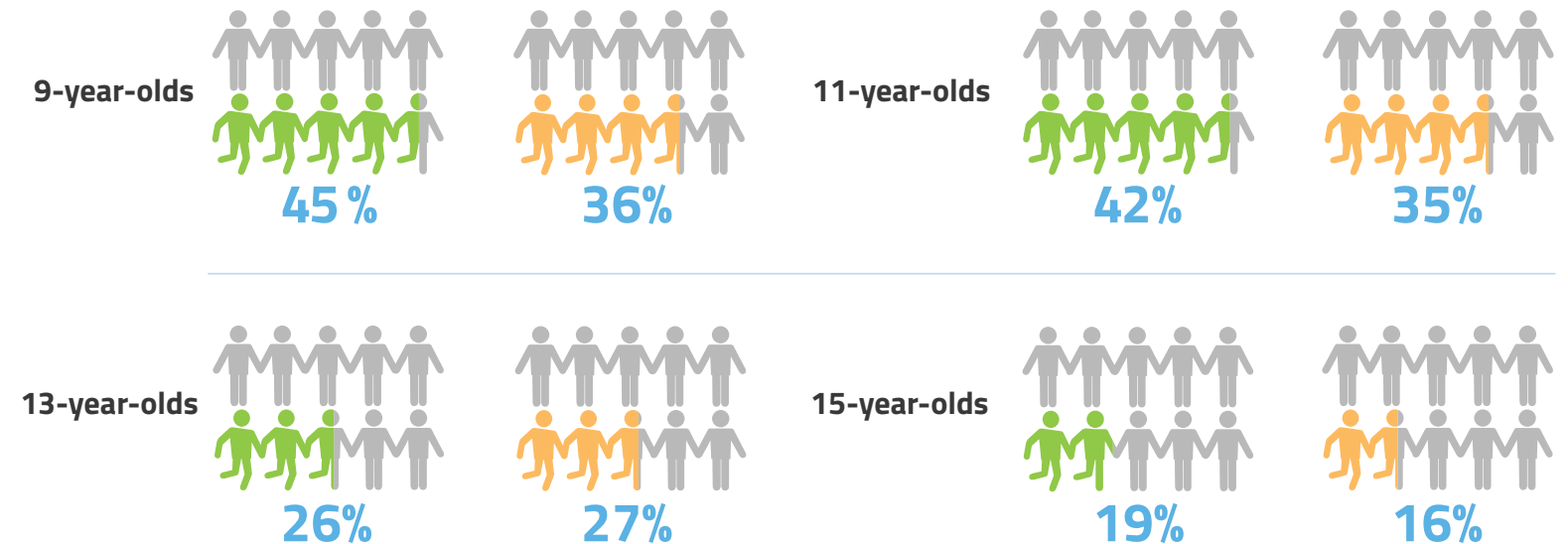
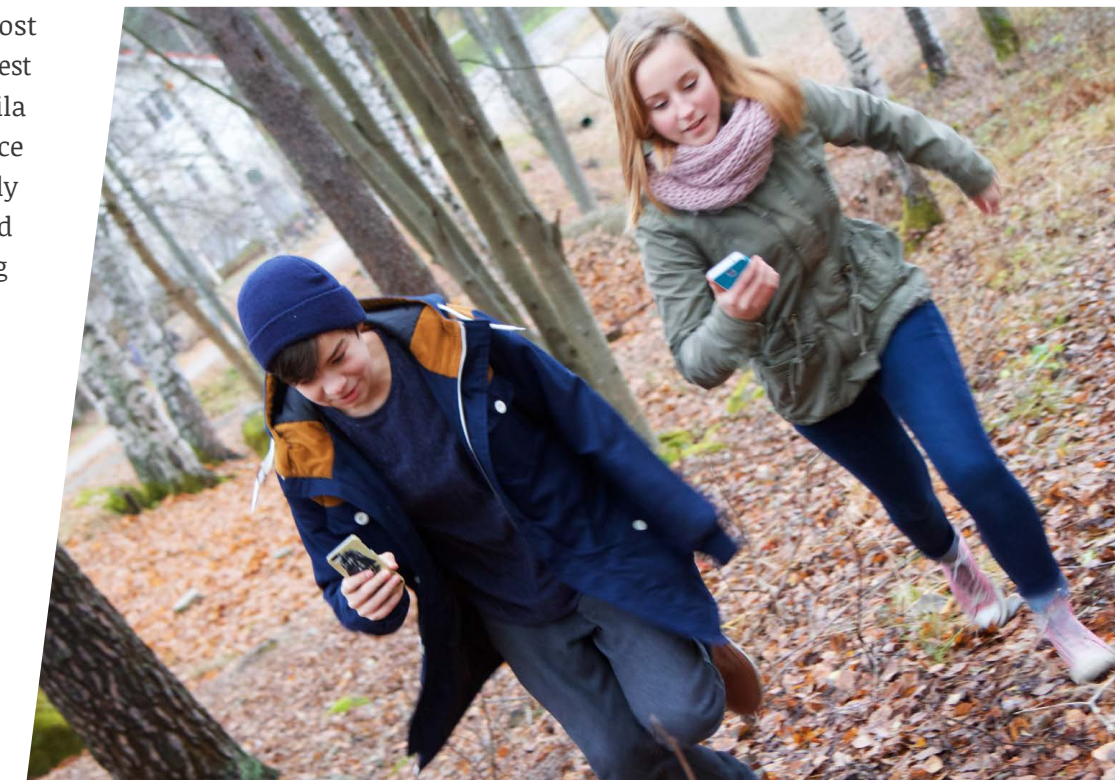


FIGURE 2 Amount of students (%) achieving the recommended physical activity level in the Schools on the Move (n=4 232) and other schools (n=2 061) (LIITU study 2016, questionnaire)

The Schools on the Move Other schools

Based on accelerometer measurements the most inactive children and adolescents achieve their highest physical activity level during the school day (Jussila et al. 2016). These results highlight the importance of physical activity during school days particularly among the most inactive students. Children and youth are generally physically less active during weekends than on weekdays.

The importance of physical activity during school days is greatest for the most inactive students. On average, about a third of the daily moderate-to-vigorous physical activity is accumulated at school, but in the case of the most inactive students, the proportion rises to 42%. (Tammelin et al. 2016b.)



Increasing the level of overall physical activity of children and adolescents at population level requires significant efforts

Currently, Finnish students spend slightly more than half of their waking hours sitting or lying down (LIITU 2016; physical activity measurements). A particular worry is the strong polarisation among students based on their physical activity behaviours, as well as the fact that physical activity decreases with age: only 17% of 15-year-olds achieves the recommended level of physical activity.

Sedentary behaviours

School-aged children spend more than half of their waking hours sitting or lying down (7 h 44 min on average)

- 9-year-olds: 6 h 41 min
- 11-year-olds: 7 h 19 min
- 13-year-olds: 8 h 2 min
- 15-year-olds: 8 h 24 min

One in three children is physically active an hour per day

41% of 9-year-olds
39% of 11-year-olds
26% of 13-year-olds
17% of 15-year-olds

Organised sports participation

The proportion of 11-to-15-year-old children participating in sports club activities has increased over the last couple of years from 54% to 58%.

Active transportation

Majority of students living less than 5 km away from school commute to school on foot or by bike (around 80%).

Among 9th graders, active transportation is less common (61%). Differences between sexes are only minor.

Active play

Active play is the most common type of physical activity among children and adolescents.

A total of 91% of 11-to-15-year-olds engage in uninstructed physical activity at least once a week.

Up to 51% engage in active play at least four times per week.

FIGURE 3 Summary of the level of physical activity among Finnish children and adolescents (LIITU 2016; see also Finland's Report Card 2016).

Collaboration and dialogue related to research data should be improved to gain a deeper view of the national situation.

Change in the overall level of physical activity and impacts of the Schools on the Move programme can be assessed more thoroughly again in 2018 when the next national LIITU study is foreseen to be carried out.





4. Towards more active and pleasant school days

National Core Curriculum supports more active school days

The new National Core Curriculum entered into force in Finnish comprehensive schools on 1 August 2016. The new curriculum (Finnish National Agency for Education 2014) encourages schools towards more active school days, for example, by emphasising the importance of activity-based learning, utilisation of school surroundings in teaching, and increasing student participation.

The principles of the Schools on the Move programme support the new curriculum. Schools on the Move activities have introduced elements of the new curriculum to schools already before the adoption of the new curriculum. (Kuure 2017; see Chapter 7)

School staff (n=2,934) consider that the Schools on the Move programme supports the implementation of the new curriculum (Kämppi et al. 2017).

84% of school staff think that the Schools on the Move programme supports the implementation of the new curriculum

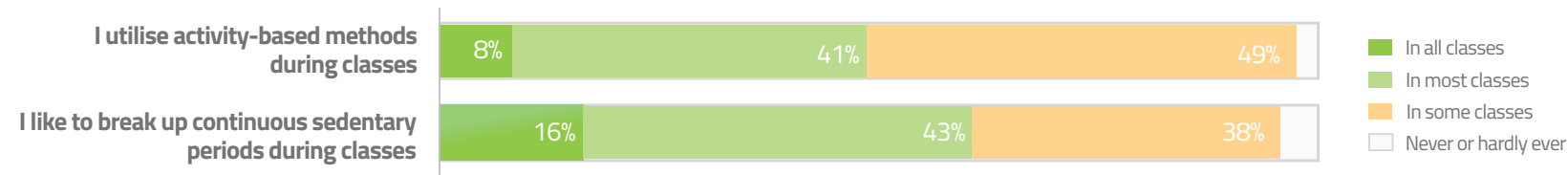


FIGURE 4 Currently, around half of Finnish teachers utilise activity-based methods during most or all of their classes. Around 60% of teachers like to break up continuous sedentary periods during classes. (Kämppi et al. 2017.)

Preconditions for physical activity in schools

According to schools' own assessment, **organising Schools on the Move** activities scores on average the best of all the areas of the Schools on the Move Self-Evaluation Survey (LIKES 2016). Around 60% of the participant schools have a team who is responsible for organising School on the Move activities. Around the same number of schools have recorded increasing physical activity during the school day into their action plan for the school year.

Most often, schools have started their Schools on the Move implementation from **recess activities**. Preconditions for recess activities are at good level particularly in primary schools. Every other participant school has also added one long activity-based recess to their daily schedule (LIKES 2016: 48%; TEAviisari 2015: 55%).

The long recess may also include club activities. All primary schools require that students spend their breaks mostly outside, while in secondary schools this is considerably less common. Schools on the Move students spend their breaks outside more often than other comprehensive school students (LIITU 2016; see Figure 5). Every other participant school (43%) has trained students to organise guided recess activities for their peers. (LIKES 2016.)

The Schools on the Move programme provides several practical ways to implement the new National Core Curriculum.

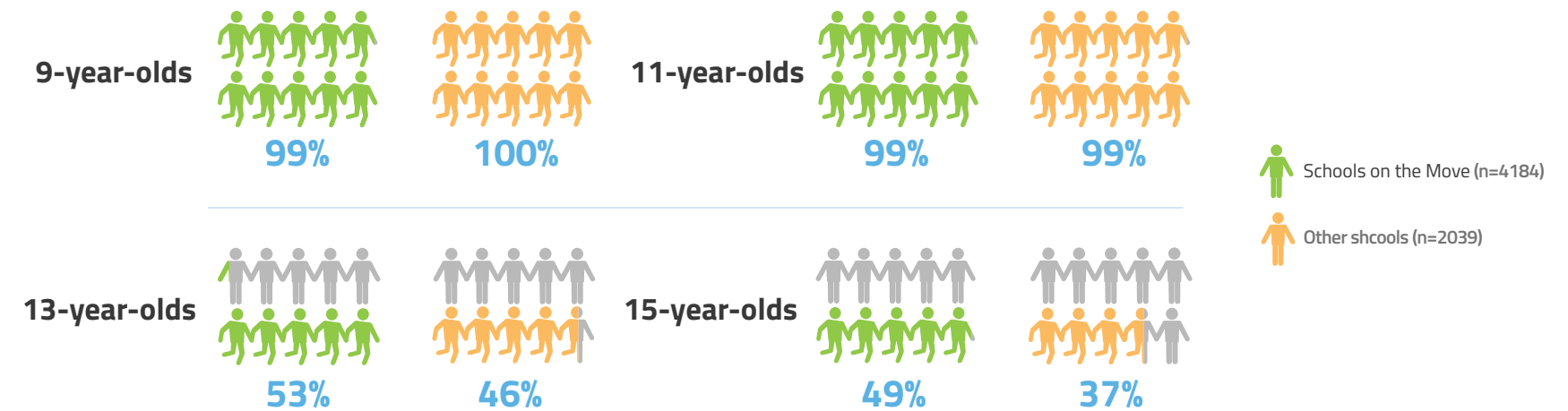


FIGURE 5 Proportion of children spending their breaks outside according to age in Schools on the Move and other schools in 2016 (LIITU).



School surroundings are utilised to support both physical activity (65% of schools) and learning (66% of schools) (LIKES 2016). Schools have also modified their facilities to promote physical activity (Kämppi et al. 2017; see Figure 6).

Four in five schools also offer their own **club activities** (Kämppi et al. 2017). Around every second school has also activities organised by sports clubs. A total of 61% of schools would like to increase their club activity offering. Club activities in schools are also organised by associations (51% of schools), local parishes (26%), other educational establishments (25%), and private companies (17%).

According to schools' own assessment, there are still untapped resources in the area of **collaboration** with school nurses, various administrative branches of the municipality and other local operators, as only one in four schools report collaborating with such external partners. Traditionally, Finnish schools have organised their activities independently, but strengthening collaboration between schools and municipalities has provided positive experiences. (LIKES 2016.)

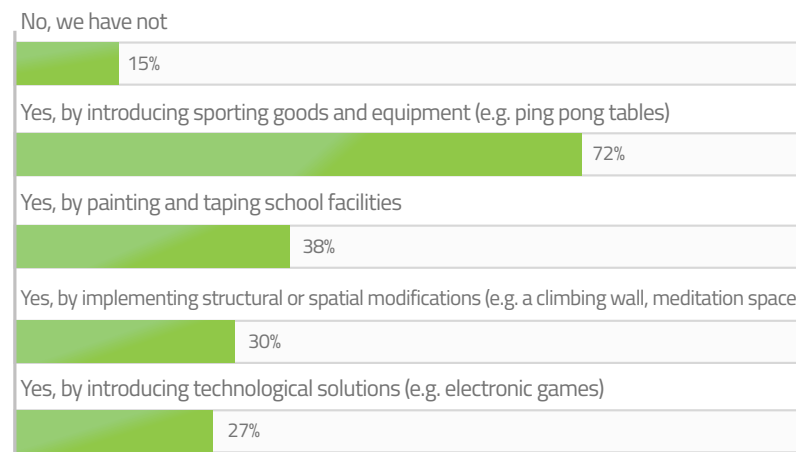


FIGURE 6 Have you modified your school facilities to support physical activity? (n=317 headmasters) (Kämppi et al. 2017).

Primary schools and all-through schools have reported more positive results in all areas of the Schools on the Move Self-Evaluation Survey compared to secondary schools (LIKES 2016). Primary school students are also clearly more satisfied with the physical activity opportunities at their school compared to secondary school students. Compared to secondary school students, primary school students provided higher scores for school yards, goods and equipment available for use during recess, guided recess activities organised by peers, and breaking periods of excessive sitting during lessons. There are statistically significant differences between the evaluations of Schools on the Move and evaluations of other schools. (LIITU 2016.)

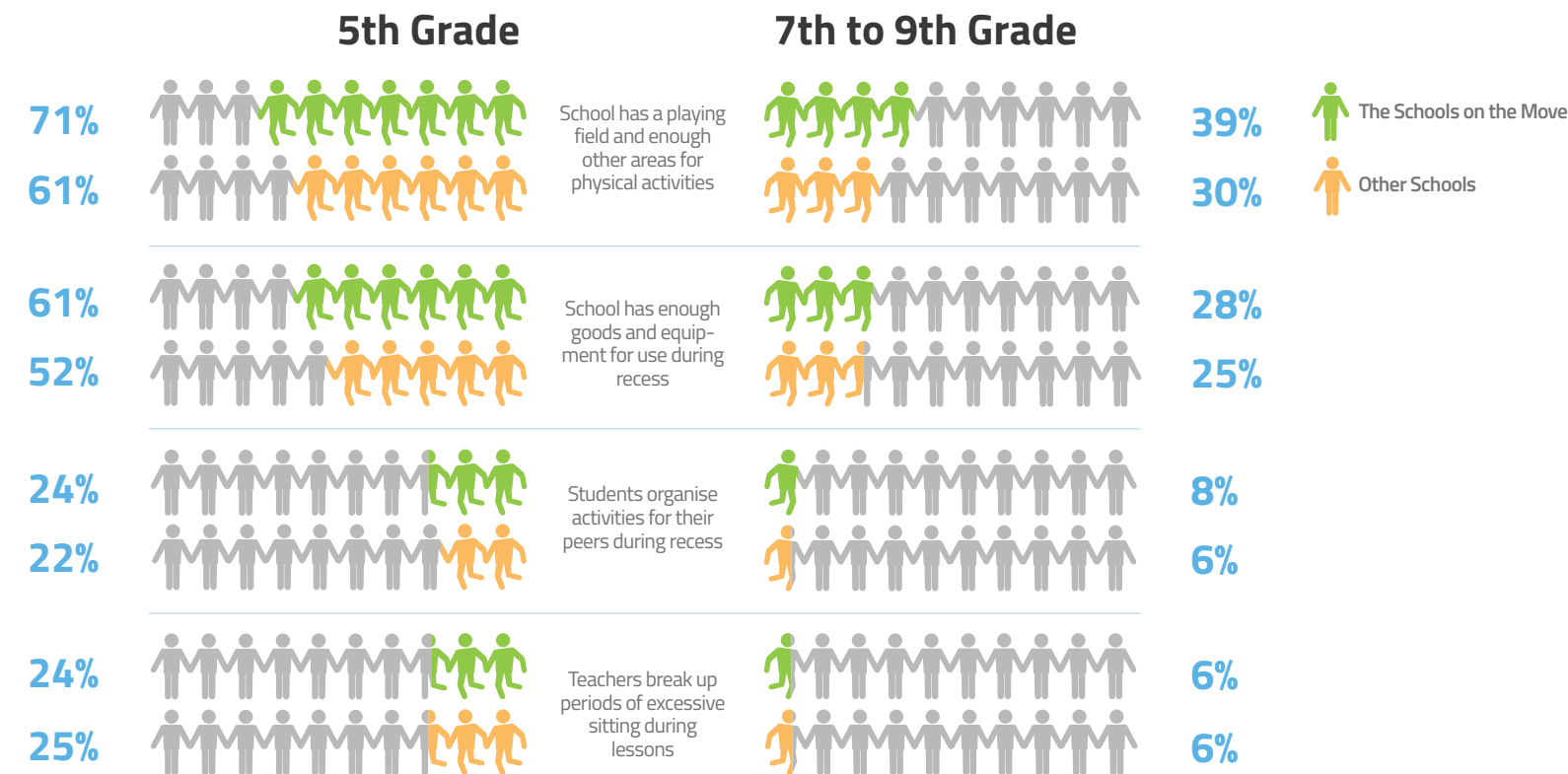
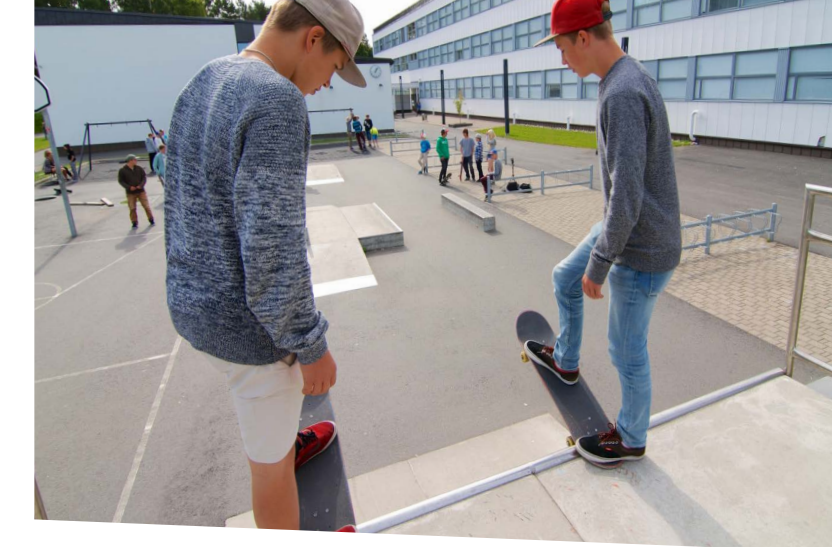


FIGURE 7 Students' assessment on whether the following are true for their school (LIITU 2016).

Enjoyment at school and peaceful learning environment

A total of 94% of school staff consider that physical activity during school days promotes enjoyment at school (Kämppi et al. 2017).

School staff also think that Schools on the Move activities also contribute to enjoyment at school (Kämppi et al. 2017).

Adolescents also have a positive attitude towards increased activity during the school day. Finnish adolescents consider that increasing physical activity during school days and reducing excessive sitting help to make their school days more enjoyable (The Union of Local Youth Councils in Finland 2016).

92% of school staff think that Schools on the Move activities contribute to *enjoyment at school*

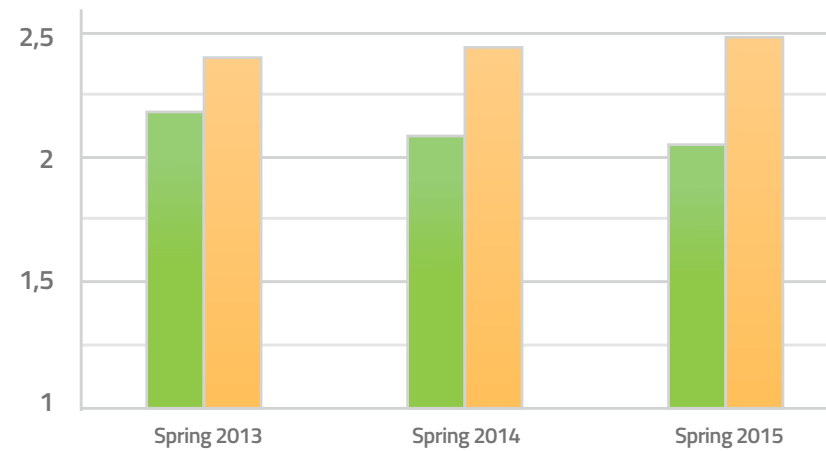


FIGURE 8 Disruptions experienced by secondary school students during lessons in the Schools on the Move and other schools.

■ The Schools on the Move (n=248)
 ■ Other schools (n=171)

83% of school staff think that Schools on the Move activities contribute to *peaceful learning environment at school*

School staff think that Schools on the Move activities are useful also to ensure peaceful learning environment (Kämppi et al. 2017).

Based on experiences reported by **secondary school students** (follow-up of the Schools on the Move programme), it seems that students at Schools on the Move experience on average less disruptions during lessons than in reference schools.

The experience of disruptions during lessons increased in reference schools and slightly decreased in Schools on the Move during the two-year follow-up. However, the difference between the two trends is not statistically significant. Nevertheless, the results provide some indication of the impact of Schools on the Move activities on peaceful learning environment at schools. The connection, however, is not straightforward and requires further analysis.



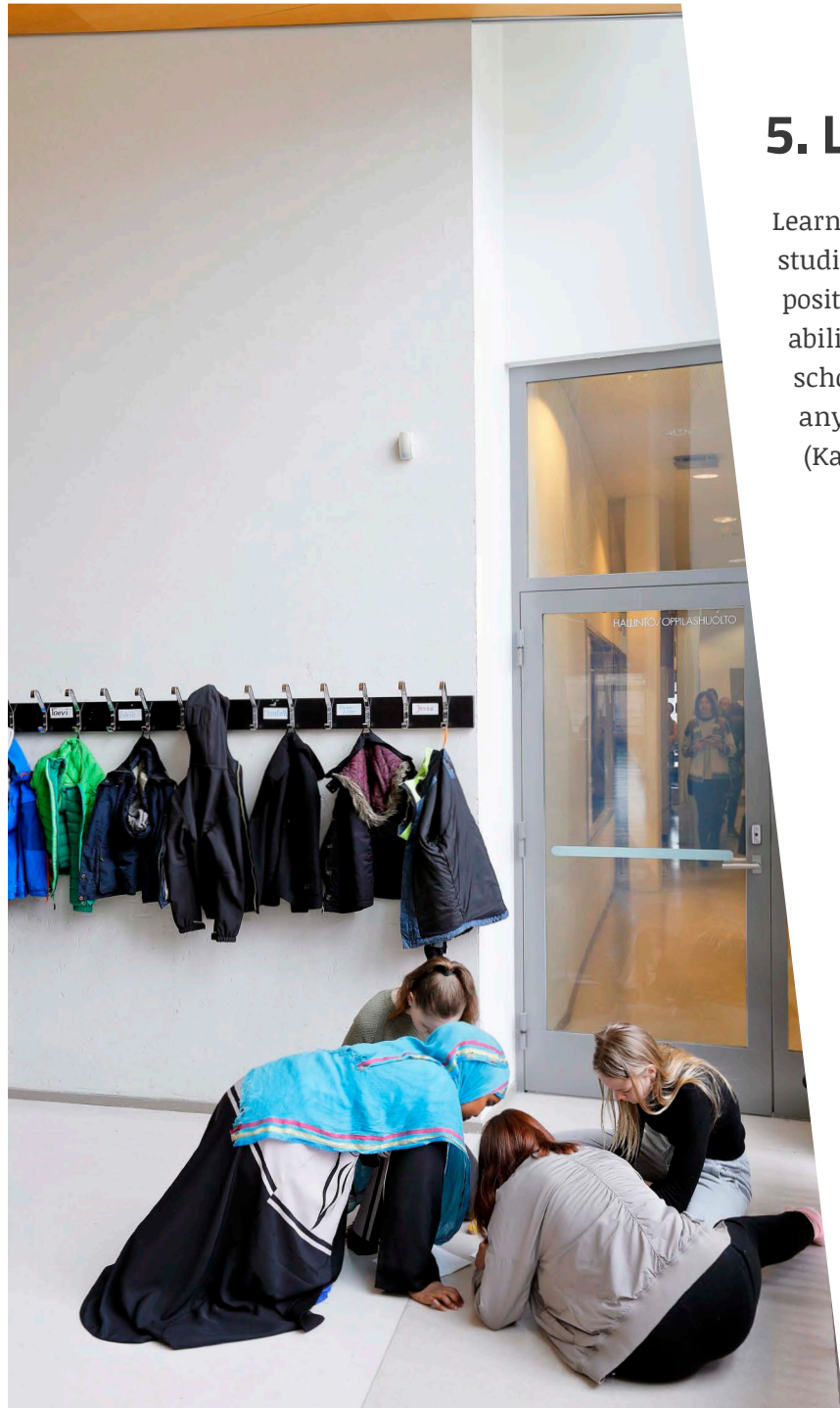
31% of school staff think that Schools on the Move activities increase *teachers' workload*

35% of school staff think that Schools on the Move activities promote *teachers' wellbeing at work*

Schools on the Move to support school staff

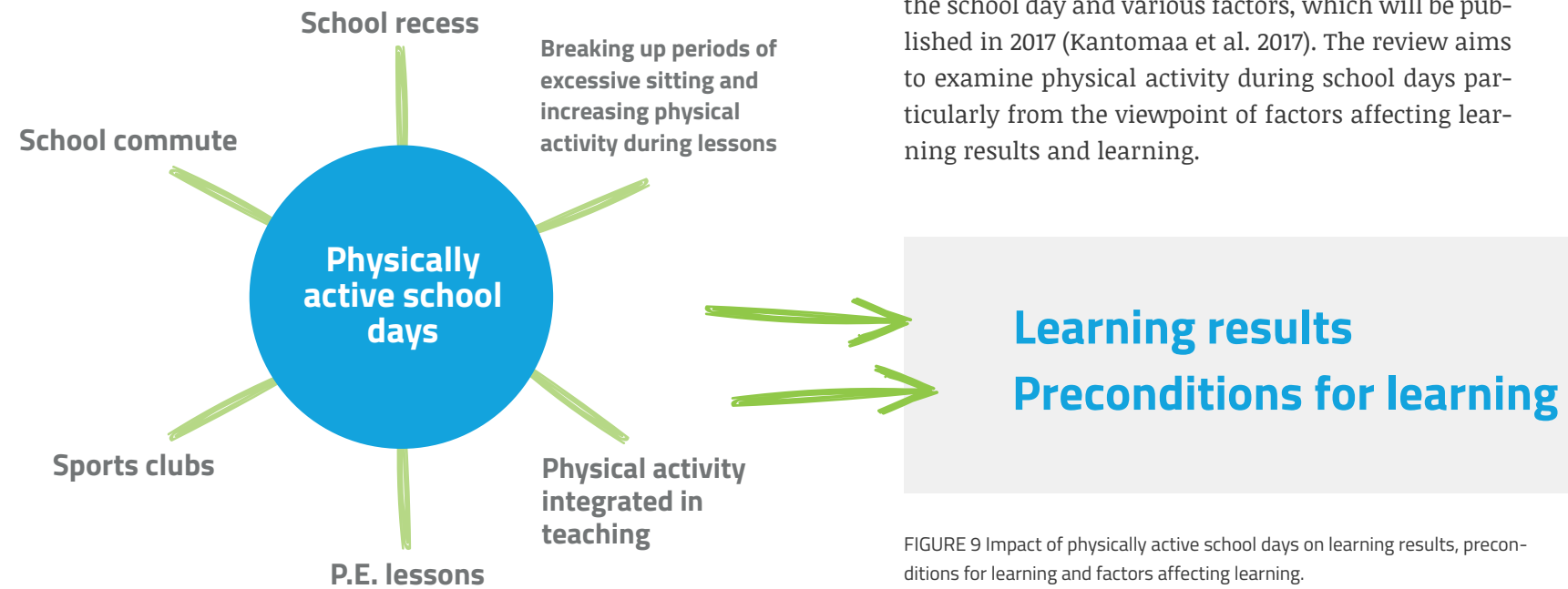
In the future, the wellbeing of school staff could be another focus area of the programme. Schools on the Move activities could be easily extended to cover school staff. The wellbeing of school staff is an important precondition for the wellbeing of students. Furthermore, activities that also concern staff in addition to students are often viewed more positively.

School staff consider that Schools on the Move activities are most beneficial for the students (95%) and the school (92%). A total of 79% of school staff consider that the activities also benefit teachers.



5. Learning

Learning is the No. 1 priority at schools. According to international studies, increasing physical activity during school days can have positive impacts on several preconditions of learning (e.g. cognitive abilities, ability to focus, behaviour during lessons, enjoyment at school). Physical activity can be increased considerably without any negative effects on learning results in academic subjects. (Kantomaa 2017; Syväoja 2015; Syväoja et al. 2012.)



Currently, a research team is conducting a scientific review on the links between physical activity during the school day and various factors, which will be published in 2017 (Kantomaa et al. 2017). The review aims to examine physical activity during school days particularly from the viewpoint of factors affecting learning results and learning.

89%

of school staff think that Schools on the Move activities contribute to learning (Kämppi et al. 2017)

FIGURE 9 Impact of physically active school days on learning results, preconditions for learning and factors affecting learning.

During the Schools on the Move programme, the following studies have been published on the topic: Finnish National Agency for Education, Physical activity and learning — Status review (Syväoja et al. 2012); doctoral dissertation of Heidi Syväoja (LIKES), Physical activity and sedentary behaviour in association with academic performance and cognitive functions in school-aged children (2014); and the literature review on the most recent international study results: Active body, active mind — How does physical activity affect learning? (Syväoja 2015).

6. Participation

Increasing student participation is one of the main goals of the Schools on the Move programme. The Schools on the Move programme provides a variety of possibilities to improve student participation in schools. According to local coordinators, although improving student participation is one of the main goals of the Schools on the Move programme, not all schools still understand what student participation actually involves (Kuure 2017).

Students participate actively in physical activities during school days particularly in primary schools; participation among secondary school students is considerably lower (Rajala et al. 2017; see Figure 10).

The students' level of participation in planning school activities is low, but clearly increased during the follow-up period. For example, the proportion of secondary school students who participated in school facility and school yard planning increased by half from slightly less than 10% to 15%. Primary school students participate in planning more actively compared to secondary school students. (Tammelin et al. 2016b.)

Students' perceived social status within their school seems to be linked to their level of physical activity during recess and participation in the planning of school activities. The higher the self-perceived social ranking is, the more actively the students participate. Self-perceived social status refers to adolescents' own view of how they or their family ranks in the social order of the surrounding society. As part of the follow-up activities on the Finnish Schools on the Move programme, there is currently a dissertation study under preparation on the links between self-perceived social status of secondary school students and the level of physical activity (Katja Rajala; see also Rajala et al. 2014; Rajala, Itkonen & Laine 2015.)

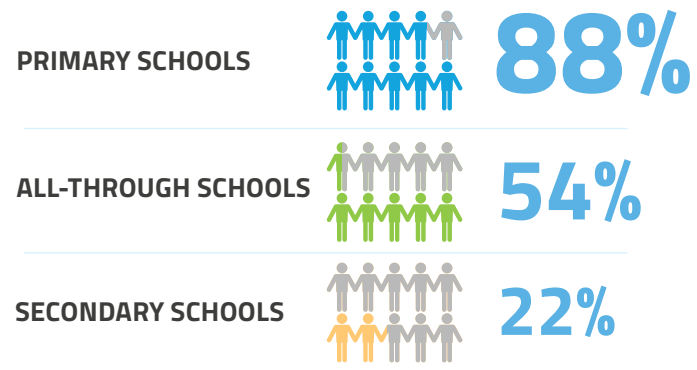


FIGURE 10 Participation of students in physical activities during school days.

Around a third of students participate in the organisation of Schools on the Move activities (Figure 11). There are no significant differences in participation between primary and secondary schools. The main responsibility for organising Schools on the Move activities seems to lie with school staff. So far, students are still mostly an underutilised resource. Students should be given more opportunities to try out different roles in the organisation of Schools on the Move activities. For example, not all students are interested in the role of a recess activator.

In primary schools, students and teachers perform together considerably more physical activities during school days compared to secondary schools (Figure 12). This is likely due to the differing cultures and practices in these schools. Adults play a key role in the improvement of student participation: the school staff create the preconditions for student engagement.

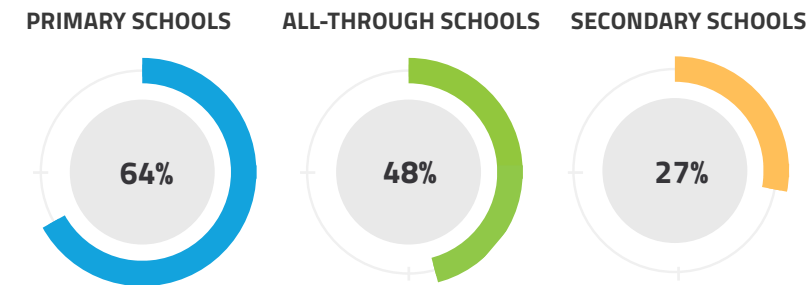


FIGURE 12 School staff and students jointly participate in promoting physical activity at schools.

Schools on the Move activities have helped to increase physical activity during recess of the most inactive children, in particular (Tammelin et al. 2016b). More measures targeted at physically inactive students should be developed in schools because so far, only a fifth of primary schools have activities targeted at the promotion of physical activity among inactive students. In secondary schools the situation is even weaker (Rajala et al. 2017).

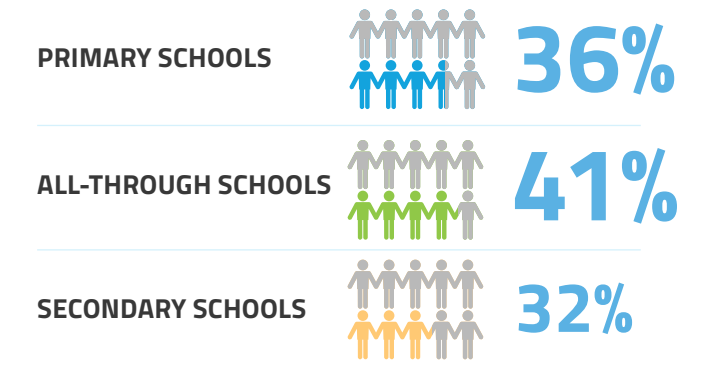


FIGURE 11 Student participation in the organisation of Schools on the Move activities and related measures.



Good experiences have been gained, for example, from personal training activities organised in secondary schools. Personal training means that school staff work together with students to improve the students' physical skills and to discover hobbies or other physical activities that the student finds enjoyable (Siekkinen 2016).

The role of students as organisers of more active school days may be increased.



7. Municipalities as implementers of the Finnish Schools on the Move programme

The role of local government is emphasised in the organisation of Schools on the Move activities. Local government's role in the organisation of activities in schools is particularly highlighted in larger municipalities. The aim is to establish the local coordinator model throughout the country. Larger Schools on the Move cities already have local Schools on the Move coordinators who are responsible for coordinating and developing Schools on the Move activities together with the local schools.

The goal of the working group composed of local coordinators is to create new opportunities to establish Schools on the Move activities in municipalities. To achieve this goal, local coordinators disseminate good practices within the Schools on the Move network and try to identify possible obstacles and to tackle them. At the end of 2016, the Schools on the Move working group for local coordinators included 35 members. In addition to the local coordinator working group, the Schools on the Move programme also has a working group for heads of administrative branches of Schools on the Move cities. This working group has 22 members.

Tapio Kuure (2017) has prepared a review of the current phase of the Schools on the Move programme on the basis of theme interviews of local Schools on the Move coordinators carried out in the school year 2016/2017.

The review utilised as research material 31 theme interviews of local Schools on the Move coordinators conducted in 23 locations around Finland in the school year 2016/2017.



School participation

Depending on the municipality, the programme has been launched either gradually from bottom to top or very quickly from top to bottom. Both methods have provided good results.

Third sector

In efficient operating models, the local-level steering group also includes representatives of the third sector in addition to sector heads. The most prominent third-sector operators at the school level are sports clubs. Regional sports organisations also arrange training at the local and regional level.

Role of local coordinators

Local coordinators act as implementers and advocates of the Schools on the Move programme. They play a key role in the coordination and promotion of the programme at the local level.

Efficient school-level operating models

Efficient school-level operating models have a committed headmaster, a team that supports the teacher acting as the programme's contact person, and student participation.

Cross-sectoral cooperation in municipalities

Cooperation between the educational and cultural services and the sports services forms the foundation for local activities. In efficient local operating models, the heads of different administrative branches are committed to the implementation of the programme. Sector heads can collaborate at the local level to establish cooperation between the administrative branches. Cooperation with technical services is already common, but collaboration with health services and youth services is still in its early stages. Youth services already target versatile activities at secondary school students, but participation of local youth services in the Schools on the Move programme is not yet widespread.

Student participation

The significance of student participation is well known, and it is considered to be one of the key elements to increase physical activity in secondary schools.

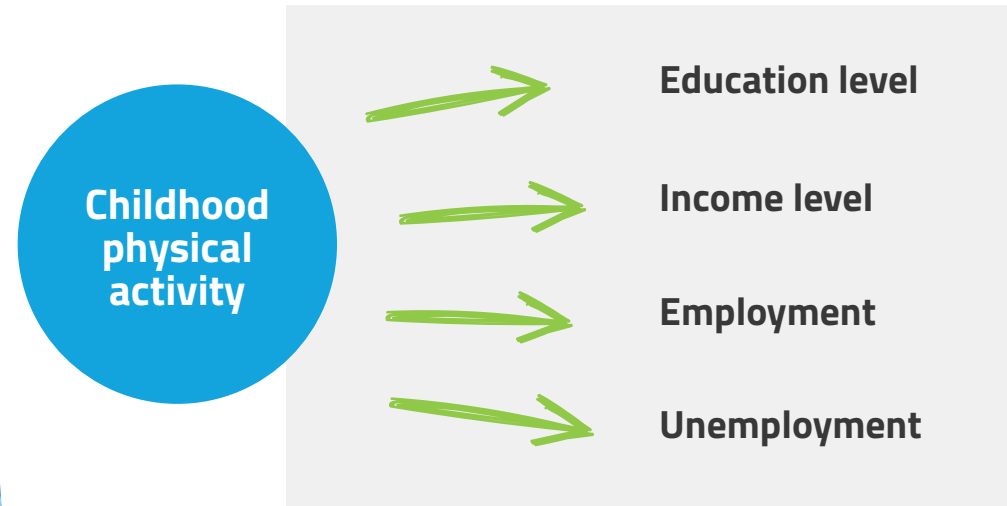
New National Core Curriculum

The principles of the Schools on the Move programme are generally considered to support the new National Core Curriculum, which highlights activity-based learning, and the programme has piloted several of the activity-based methods of the new curriculum.

(Kuure 2017.)



8. Long-term societal impacts — associations between childhood physical activity and labour-market performance



Childhood physical activity is positively associated with academic achievement at the end of comprehensive school, as well as with the education level in adulthood.

Childhood physical activity also is positively related to the career development, when using annual income or employment status as indicators. As well, higher childhood physical activity increases the probability of employment, is positively related to employment months, and is negatively related to unemployment months.

These results are based on publications that are part of the upcoming doctoral dissertation by Jaana Kari. The research data were drawn from the longitudinal Cardiovascular Risk in Young Finns Study, which has followed physical activity of the subjects for 30 years (Raitakari et al. 2008). The data on the education level and labour market performance were drawn from the registries compiled by Statistics Finland.

9. Monitoring of the progress of the Government key project

Objective: Expanding the Finnish Schools on the Move across the country

Source: The Schools on the Move register, 31/12/2016

Number of municipalities participating in the Schools on the Move programme	263 municipalities 84%
Number of schools participating in the Schools on the Move programme	1,833 comprehensive schools 75%
Number of comprehensive school students participating in the Schools on the Move programme	445,560 students 83%

Coverage of Schools on the Move activities

Source: Follow-up of the Schools on the Move programme (situation of 31 December 2016)

	2015	2016
Number of visitors on the Schools on the Move website	69 691	83 905
Number of Schools on the Move media hits	347 pcs (+ printed 321 pcs)	350 pcs
Number of Schools on the Move events and event participants	Regional events (Regional State Administrative Agencies): 1,018 participants. Two national events: 621 participants	Nineteen regional events (Regional State Administrative Agencies): 2,368 participants. One national seminar: 471 participants
Number of print Schools on the Move materials	40 365	47 350

Objective: Implementing a culture of physical activity in schools

Source: Results of the Schools on the Move Self-Evaluation Survey (situation on 31 December 2016)

Sufficient number of goods and equipment for use during recess
 - sufficient number of goods and equipment available for use 51 % of schools
 - goods and equipment available for use at school

Schools with a long recess in their daily schedule 48 % of schools

Increasing physical activity during recess

Students spend their breaks outdoors 87 % of schools

Use of school facilities for physical activities during recess
 - students have access to the school gym during recess 29 % of schools
 - students have access to other school facilities during recess 10 % of schools

Development of activity-based teaching methods

School yard and the school surroundings are utilised also during other lessons than P.E. 65 % of schools

School's teaching facilities have been modified to increase physical activity during lessons 15 % of schools

Activity-based methods are utilised in different classes
 38 % of schools
 49 % of school staff*

*Source: Schools on the Move survey to school staff 2017

Reducing excessive sitting

School has agreed on practices to break up periods of excessive sitting during lessons 18 % of schools

Student participation

School has trained students as recess activators to organise activities for their peers 43 % of schools

Students act as recess activators to organise activities for their peers 45 % of schools

Students participate in the planning and organisation of school events involving physical activities 44 % of schools

Students participate in the planning of physical activities during school days 38 % of schools

Use of the school yard during recess and related improvements have been discussed with students 52 % of schools

School staff and students jointly participate in promoting physical activity at schools 56 % of schools

Renovation and refurbishment of school yards

School has implemented measures to improve the attractiveness of the school yard (e.g. by school yard paintings) 46 % of schools

School yard has a playing field and enough other areas for physical activities 63 % of schools

Promoting active school commutes

Students are encouraged to commute to school on foot or by bicycle 57 % of schools

School has enough bicycle parking areas and storage for helmets 61 % of schools

Enhancing collaboration between third-sector organisations and schools

School cooperates with local organisations to arrange club activities 37 % of schools

10. Government transfers and grants

The goal of increasing physical activity during school days is also promoted through extensive, cross-sectoral cooperation between the public sector and the third sector. Since being selected as one of the key projects of the Government, a total of EUR 21 million has been allocated from the state budget to the implementation of the programme in 2016–2018.

Additional government transfers have also been granted to implement the Finnish Schools on the Move programme and activities in line with the objectives of the programme, such as for municipal- and school-level activities, research, cooperation between sports clubs and schools, renovation and refurbishment of school yards, acquisition of sporting goods and equipment, and supporting activities of various organisations.



Government transfers and grants in brief:

- Development aid for municipalities and educational establishments forms the largest item of government transfers and grants. In 2016, a total of EUR 4.7 million was allocated through Regional State Administrative Agencies to municipalities to implement activities that are in line with the objectives of the Schools on the Move programme. The aid was granted from the funds earmarked for the Government's key projects.
- Since 2010, LIKES Research Centre for Physical Activity and Health has received state aid to implement the Schools on the Move programme. Between 2010 and 2016, the amount of aid has increased from EUR 0.7 million to around EUR 1.6 million per year.
- Regional State Administrative Agencies have each year granted EUR 2.2 to 3.6 million for the construction and renovation of schools' outdoor sports facilities, mainly school yards. These funds have enabled the construction or renovation of around 40 to 60 school yards or sports facilities located adjacent to school yards each year.
- A total of around EUR 60,000 to 282,000 has been allocated each year from various budget items to individual research and development projects. Most of these funds have been allocated to the development of the national physical functional capacity monitoring and feedback system Move! as well as to academic, peer-reviewed research projects.
- The number of organisations promoting physical activity, amount of development aid granted to sports clubs, and the number of other operators and the contents and effectiveness of their activities will be assessed in connection with the evaluation foreseen to be carried out in 2018.

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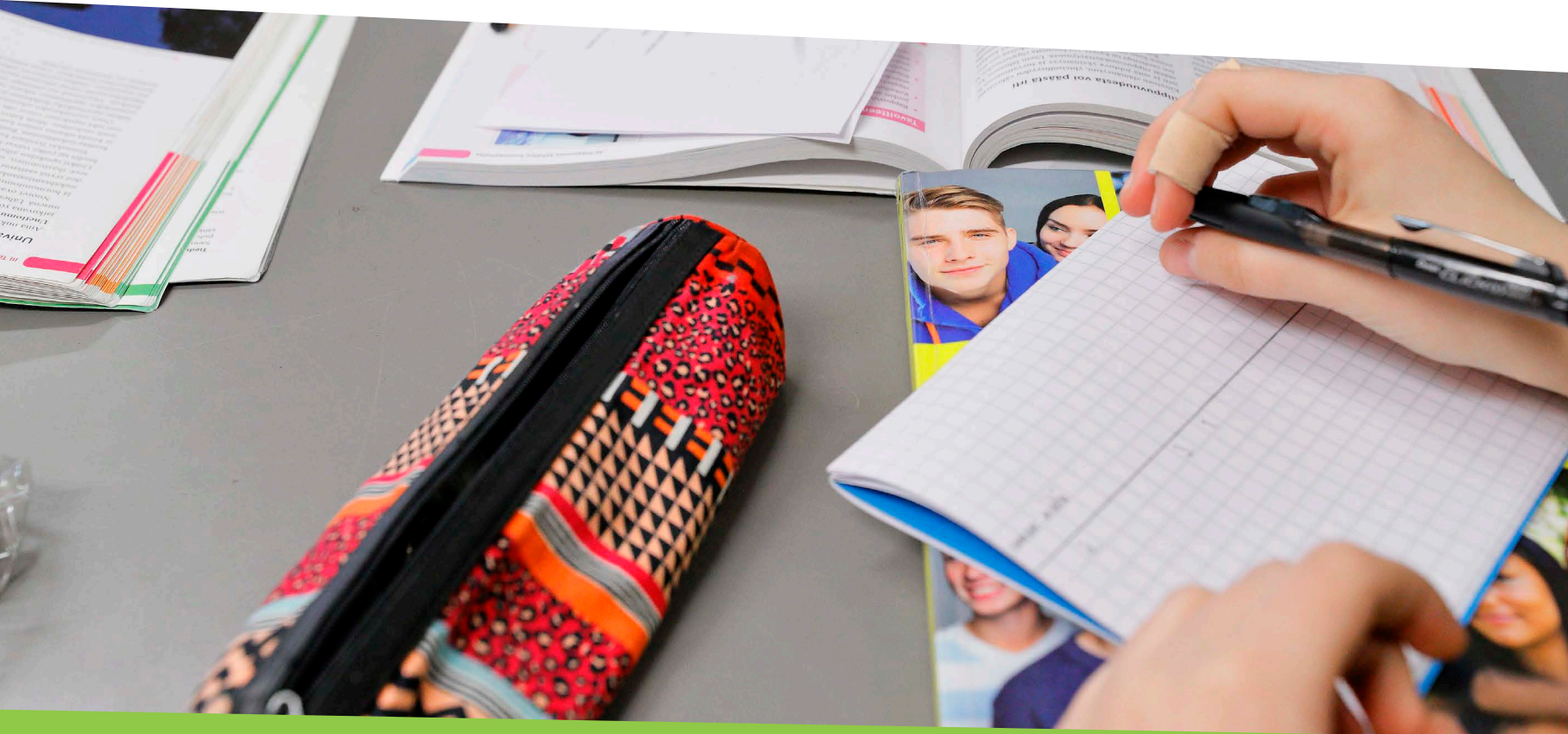
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The Finnish Schools on the Move programme is one of the key projects in the field of knowledge and education in the Government Programme of Finland. The present interim report reviews the progress of Schools on the Move in 2015-2016, as well as the achievement of the objectives of the programme. The data were drawn from available research and monitoring databases.