

# National network to support schools' activities

GOVERNMENT  
KEY PROJECTS

The development of the Schools on the Move programme and implementation of key project



SCHOOLS ON THE MOVE

Foreword

Societal awareness of the significance of physical activity, exercise and movement among children and young people as well as their overall wellbeing has been growing considerably rapidly in the 2010s. Central government has responded to these diverse issues that concern a wide field of operators. The Schools on the Move programme is a concrete example of this.

In the past eight years, the Schools on the Move programme has evolved from a small pilot project into a national programme for promoting physical activity and eventually a government key project. The programme has developed from testing out good practices to promoting versatile physical activity at schools. This report examines the process aiming to change the school culture and related results from the perspective of the programme as a whole.

Expanding the Schools on the Move programme to apply to all children and young people of basic education age across the nation was set as a goal for the current government term. Details of the interim goals concerning the coverage and number of schools registered in the programme have been provided in the Budget adopted by the Parliament for each year. These goals have been reached.

The programme currently covers over 2,000 schools and multiple partners operating in different roles and networks. The programme has been implemented at the practical level from the starting points of each school and municipality.

A group of operators keen to support the schools’ basic operations has been assembled behind and around the implementation. Identifying the activities carried out by the schools and engaging in cooperation between a number of agents has been a key success factor.

The work to promote pupil wellbeing will continue at schools and in municipalities with their own investments. The Schools on the Move programme will continue to support schools and municipalities in accordance with a Ministry of Education and Culture policy: “Developing and supporting the Schools on the Move activities will be also continued at the national, regional and municipal levels after the key project phase. Including physical activity in school days will be supported with the means of coordination, education and competence development, networking, materials, research and communications.”

The National Sports Council will draw up a separate review of the implementation of the programme as a key project.



Antti Blom  
Programme Director

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The development of the Schools on the Move programme and implementation of key project

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## Schools on the Move programme

The Schools on the Move programme is part of the key project on expertise and education included in Finland’s government programme for the period 2016–2018. Schools on the Move was launched with a pilot phase carried out in 21 municipalities during the term 2010–2012 and expanded to 171 municipalities during a programme phase that took place from 2012 to 2015.

The goal set for national coverage in the key project was successfully accomplished. At the end of 2018, the programme included 289 Finnish municipalities, making its coverage 93%.

Achieving the goal was influenced by both work carried out at the key project phase and funding granted to education providers for developing the activities as well as measures taken prior to the key project stage. The Schools on the Move pilot and programme phases have laid a strong foundation on which to build the key project.

*93% of Finland’s municipalities are involved in the Schools on the Move programme*

The Government Programme of Prime Minister Juha Sipilä (Finland, a land of solutions, 2015) included the Schools on the Move programme in one of the key projects for Knowledge and education.

One of the goals set in the government programme was that “the ‘Schools on the Move’ project will be expanded across the country to ensure one hour of physical activity each day.” The present publication examines the implementation of the Schools on the Move programme as part of the key project and the expansion of the programme to the national level.

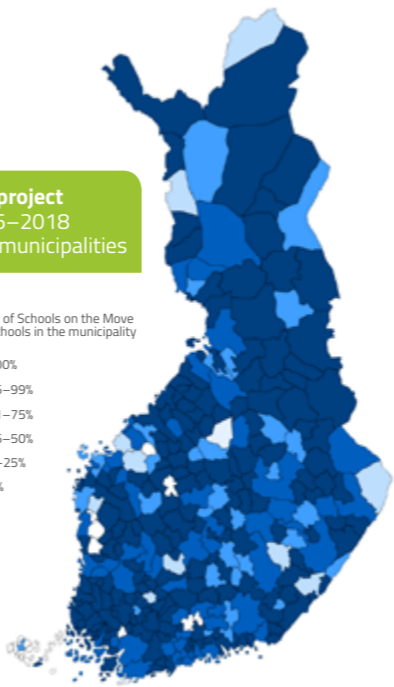
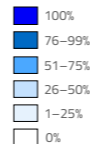
The materials used for this publication include multi-method follow-up data collected from the Schools on the Move programme in the period 2010–2018.

The purpose of the publication is to describe what has been accomplished and to draw an overall picture of the programme that aims at more active and pleasant school days. A further aim is to describe good practices and friction points that the programme has encountered at the different levels of its activities.



**Key project**  
2016–2018  
289 municipalities

The share of Schools on the Move of total schools in the municipality



## The goals of the key project

The key project phase of the Schools on the Move programme has aimed at expanding the programme to the national level and increasing physical activity in basic education.

### Expansion to the national level

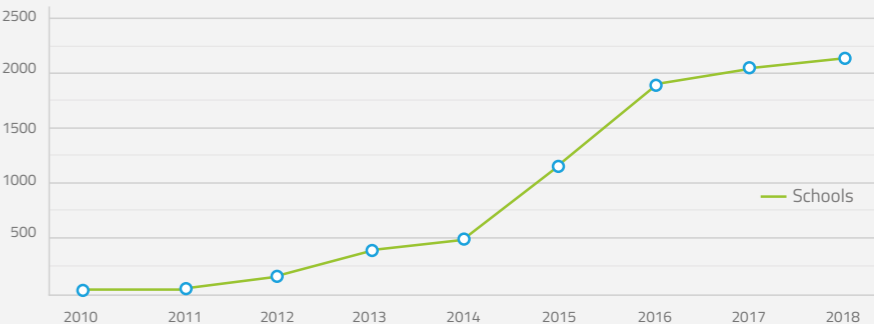
Starting in autumn 2014, schools have had an opportunity to get registered as Schools on the Move free of charge at the programme website. Registration as a School on the Move has good national coverage.

By the end of 2018, 2,139 schools, or 90% of all schools in Finland, had registered as Schools on the Move<sup>1</sup>. Half a million basic education pupils (92%) attended a school registered as a School on the Move. Divided by school types, the Schools on the Move included 91% of primary schools, 87% of joint comprehensive schools, 94% of lower secondary schools, and 63% of other basic education providers (such as schools for pupils with special needs). In total, there are no registered schools in 22 municipalities (7%); similarly, all the schools in 191 municipalities (61%) were included in the programme. (Schools on the Move programme 2019).

<sup>1</sup> The numbers of schools and pupils in the autumn term 2018 have been compared with the numbers for the school year 2017–2018 of Statistics Finland. The statistics for school year 2018–2019 will be updated in early spring 2019, which may change the presented relative shares due to issues such as the closing down of some schools.

*92% of Finland’s pupils in basic education attend a School on the Move.*

FIGURE 1 The development of the number of Schools on the Move, 2010–2018 (Schools on the Move register 2019).



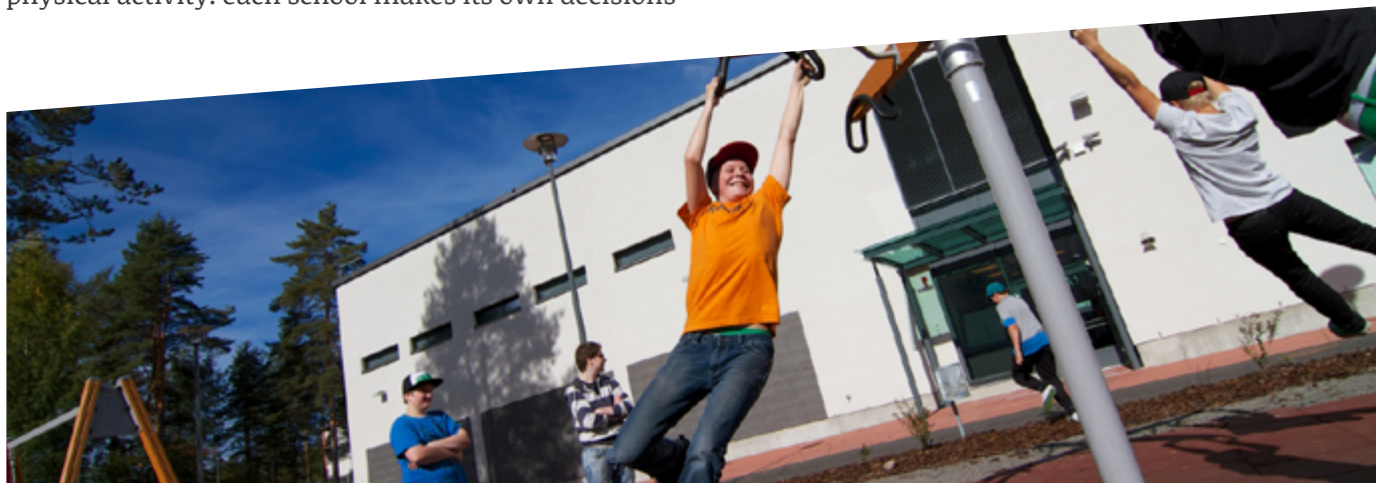
## Increasing physical activity

“One hour of physical activity each day” was included as one of the goals of the key project (Finland, a land of solutions 2015). The fundamental goal of the Schools on the Move programme is to change the operating culture of schools to facilitate physical activity during the school day and make it acceptable and commonplace. Changing the school culture is an ambitious goal that concerns school days as a whole: recess, lessons in various subjects, club activities organised in connection with school days, journeys to and from school, and the involvement of pupils and staff in planning, organising and assessing the activities that take place during the school day (Kämppi et al. 2018a).

Schools have autonomy regarding the used forms of physical activity: each school makes its own decisions

based on what is best suited to its operating environment. A recommendation for the physical activity of pupils of compulsory basic education age, based on which pupils should engage in at least 60 minutes of exercises during the entire day, can be considered as a shared goal (Ministry of Education & Young Finland Association 2008).

38% of pupils engage in physical activity in accordance with the recommendation, and an increasing number of them fulfilled the recommendation in a follow up for the period 2010–2018 (LIITU 2018; Finland’s Report Card 2018). The final section of this publication briefly examines the results and impacts of the Schools on the Move programme, including from the perspective of physical activity.



## The approach selected for implementing the Schools on the Move programme



## Aiming at more active and pleasant school days

The original goal of the Schools on the Move programme was to establish the recommendation for physical activity among school-aged population (Ministry of Education & Young Finland Association 2008) to all schools in Finland. As the programme has proceeded, the goal has been tweaked and the core of the programme has been specified based on the observations gathered from monitoring. At the programme phase in 2012, more active and pleasant school days were declared as the goal of Schools on the Move. Through this goal, a decision was made to put emphasis on the benefits of physical activity during school days, such as enjoyment at school, in the communications concerning the programme.

The aim was to transform school culture by focusing on increasing physical activity and reducing sedentary time, involving pupils and staff, and supporting learning. More active and pleasant school days apply to the entire school community.

Enabling schools to make decisions is one of the reasons why Schools on the Move has become a success story.

- an interview of a government official



## School activities in focus

A strong bottom-up ideology serves as the operating principle of the Schools on the Move programme. The programme informs schools about the general direction of their goal: more active and pleasant school days, and more physical activity during school days. The schools act independently and implement the Schools on the Move activities in their own ways. Schools have invested in different measures they have selected for promoting physical activity.



## Affecting structures

The programme has aimed at supporting permanent changes in school culture by influencing the structures of the school.

The Schools on the Move ideology and approaches have been included in the National core curriculum for basic education (2014), whose implementation at schools began in 2016. The Schools on the Move programme is also strongly visible in the local curricula drawn up by municipalities (see p. 35). The Schools on the Move programme has been organising one-day

training on the programme to class and subject teachers attending teacher education since 2014.

Organising the Schools on the Move activities to increase pupil wellbeing in municipalities has resulted in new collaboration structures in both schools and municipalities as well as more extensively at the regional and national level. Schools have implemented structural changes as a result of the Schools on the Move activities. This is visible in the form of long recesses with activities, the active roles of pupils, and new approaches used by the staff in daily school practice.

## Network collaboration

The activities of the Schools on the Move programme are based on network collaboration. The collaboration is a form of coordinating the joint activities of a number of organisations based on trust, reciprocity and general voluntariness. It is often impossible to determine clear borders for a network. (Aira 2012, 111–115.)

The agents involved in a network promote a joint objective from their respective perspectives using the approaches available to them. At the same time, many agents in a network can perceive the goal as their ‘own’. The network collaboration results in a difficulty to assess the effectiveness of individual measures and agents. This is also partly caused by the fact that the networks often aim at affecting extensive societal issues, such as the insufficient physical activity of children and young people in the present context.

The activities of the Schools on the Move programme are based on strong local, regional and national networks, which the programme supports by, for instance, joint meetings, communications, and research and monitoring.

The central government perceives this network-based approach as a strength of the Schools on the Move programme, providing a new way to carry out development work. At the same time, the network collaboration approach is laborious and requires a lot of working hours from a coordination point of view. New teams, communities and partial networks have emerged in the Schools on the Move network, and the agents involved in these get social support, ideas and resources from these networks.



## Schools on the Move programme office and organisation of programme work

The Schools on the Move programme office coordinates the extensive Schools on the Move network. The office, which initially consisted of a single project manager and later in the key project phase of six employees, is located on the Finnish National Agency for Education's facilities and operates as part of the agency's work community and information networks. The personnel at the Schools on the Move programme office are employed by LIKES Research Centre for Physical Activity and Health. Based on interviews of central government, this administrative organisation approach for the programme is considered exceptional, but also successful (Kuure 2018).

The coordination of the office is financed from lottery funds granted to it by the area of expertise in sports and physical activity at the Ministry of Education and Culture.

The Schools on the Move has had access to the human resources and competence of the LIKES Research Centre for Physical Activity and Health. In addition to the staff of the Schools on the Move programme office, many employees of LIKES have been participating in the programme work, including related communications, event organisation and programme management.

It is worth noting that the role of the programme office is distinctive from, for instance, a grant system (see p. 59) in that the programme office does not make decisions on grant recipients.

## Linking monitoring and research

Right from the start, the implementation of the Schools on the Move programme has been strongly connected to research and the monitoring of the progress of the activities at schools and in municipalities. This monitoring and research has been financed from lottery funds by the area of expertise in sports and physical activity of the Ministry of Education and Culture as part of the implementation of the Schools on the Move programme. The results have also been reported in scientific publications based on funding applied and granted for separate scientific research (Ministry of Education and

Culture sport science research, Academy of Finland, foundations). The LIKES Research Centre for Physical Activity and Health has implemented monitoring and research for the programme ever since the pilot phase. At the key project phase, research has been incorporated into national monitoring systems.

The research has involved examining issues such as the effects of physical activity on learning, pupil involvement, and the development of pupils' physical activity. The Schools on the Move monitoring has provided the programme with up-to-date data on the development of the school culture, attitudes and views among staff, and the distribution of discretionary government grants in different areas.



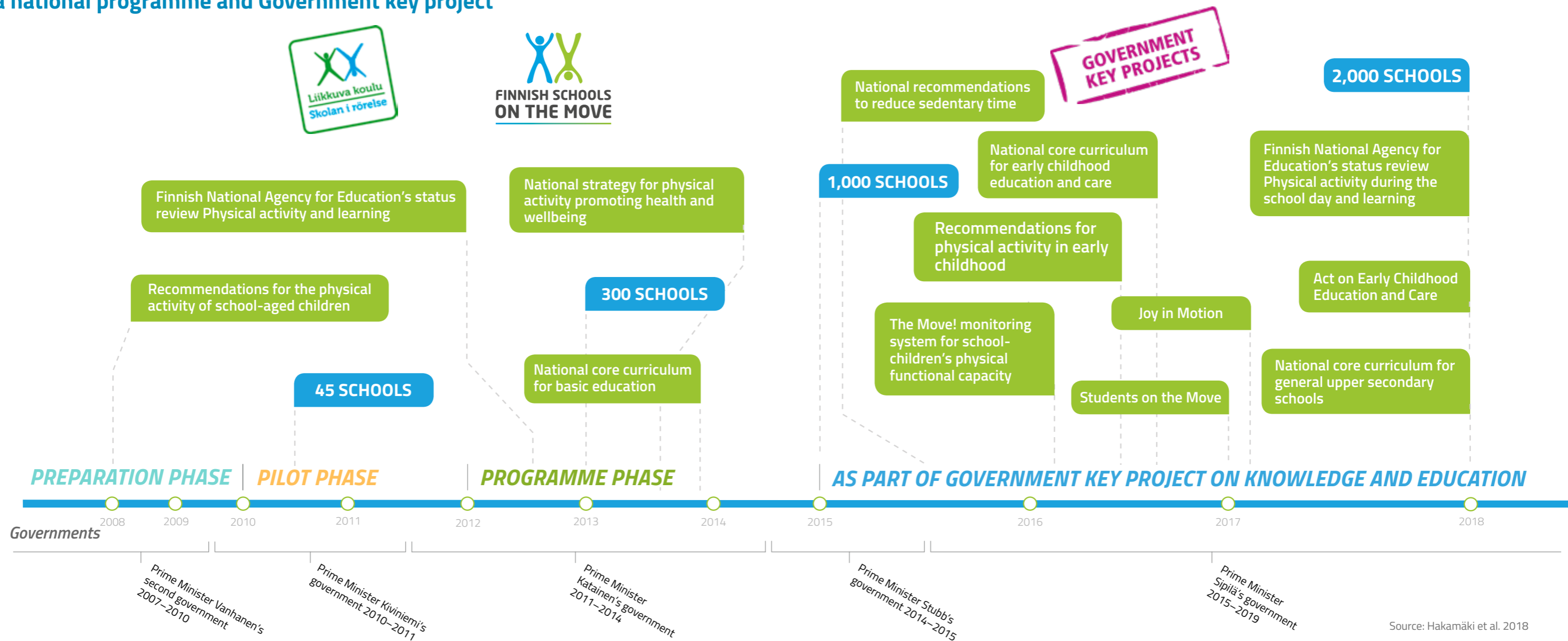
### Goals of the monitoring and research on the Schools on the Move programme

- strengthening the knowledge base that supports making school days more active
- supporting the efforts to make school days more active in the schools and municipalities involved in the programme
- collecting and assessing good practices for increasing physical activity
- supporting and developing schools' self-assessment
- monitoring the expansion of the Schools on the Move programme
- expanding and developing the operations of the research network of the Schools on the Move programme

## The phases of the programme



## From a project promoting physical activity into a national programme and Government key project



# Background and preparations

## Learning from previous measures

The Schools on the Move programme was preceded by projects funded by the ministry and led by non-governmental organisations, such as the Sport Programme for Children and Youth in Finland I and II. The experiences gathered from these projects contributed to the decision to implement the Schools on the Move programme as a government-led project.

The programme can be considered to be underpinned by a frame plan proposed by Young Finland on promoting the welfare of pupils and school communities with physical activity in 2006. The network was participated by the state's sports administration, the Finnish National Agency for Education, sports organisations (in practice Young Finland Association) and research communities in the field. In 2008, the Ministry of Education and Young Finland Association published recommendations for physical activity for school-aged children and young people. They also proposed that the main responsibility for implementing the Schools on the Move programme should be given to a sport organisation; however, this method of implementation was abandoned at the preparation stage.

Schools on the Move was launched as a project with a position of a policy session by Prime Minister Matti Vanhanen's 2nd Government (24 February 2009). Establishing the recommendation for physical activity for school-aged children and young people in all schools was determined as the goal in the position.



## Preparatory group

A preparatory group set up by the Ministry of Education was in charge of making preparations on the Schools on the Move programme (DNRO 44/040/2009). The group was tasked with making preparations for launching the Schools on the Move programme with an aim to increase physical activity among school-aged children and young people. The preparatory group had to utilise and coordinate previously implemented measures. An appropriation from Veikkaus and lottery funds for promoting sport and physical education was allocated to the project in the Budget of 2010 and 2011.

The group presented a plan that described creating an operating culture promoting physical activity as a key requirement for implementing the recommendation. The preparatory group had also commissioned a survey of previously conducted measures, and used this as the basis for proposing that it would be best to begin taking action by including physical activities in recesses. The preparatory group set the goal of creating conditions for making the results from Schools on the Move widely available for utilisation in determining school cultures as well as in the national core curricula for basic education. The preparatory group proposed 16 measures and also determined the parties responsible for each of these areas.

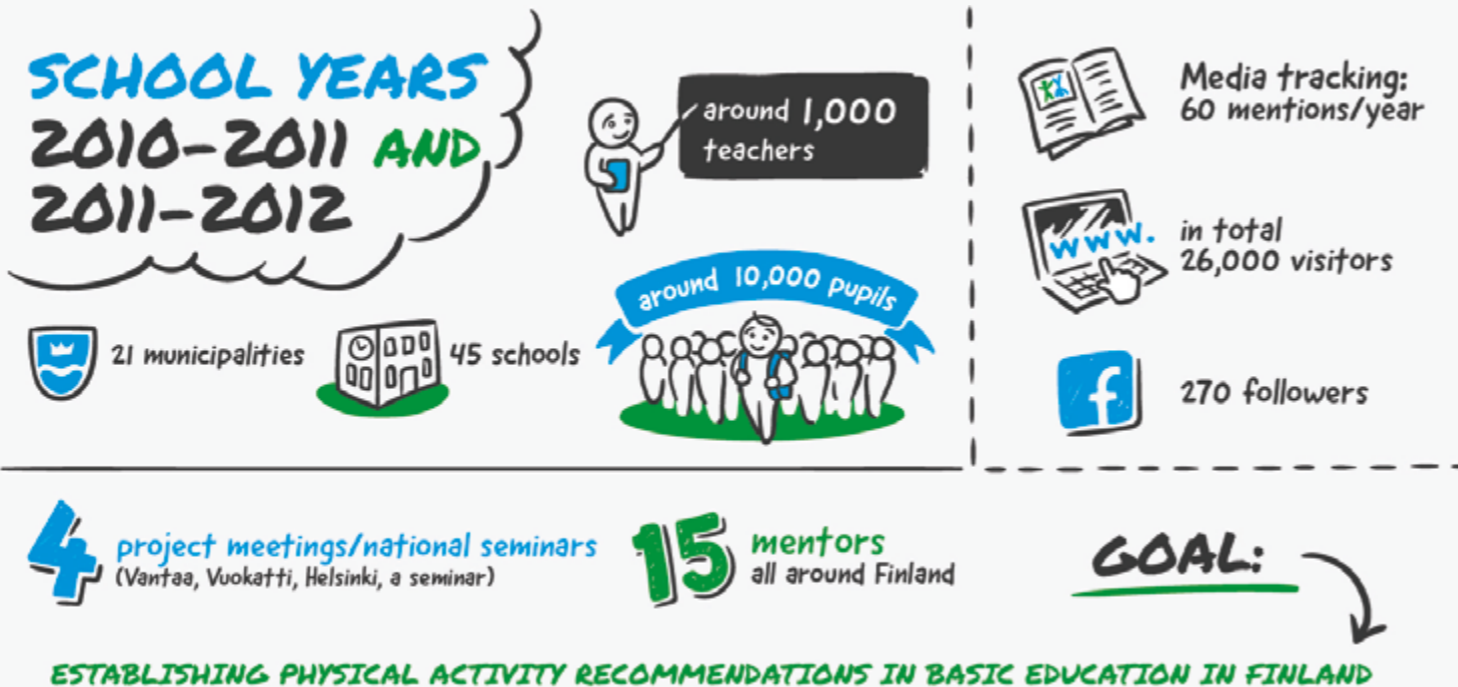
The decisions required by launching Schools on the Move were made during the spring of 2010. The initial measures included complementary training for teaching staff, developing the monitoring system for schoolchildren's physical functional capacity, establishing a working group, and a decision on the first trial project grants. LIKES was appointed to coordinate the Schools on the Move project on 27 May 2010. The Ministry of Education and Culture made the decision on the 21 municipalities provided with the trial grant on 11 June 2010. The monitoring system for schoolchildren's physical functional capacity was published in March 2011.

# Pilot phase 2010–2012

## Collecting good practices

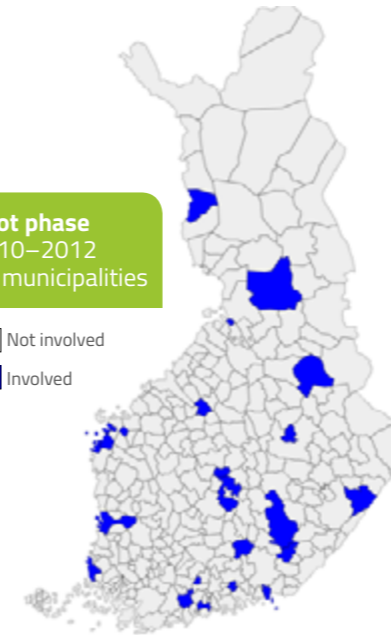
The pilot phase of the Schools on the Move programme involved introducing the position by the policy session by Prime Minister Vanhanen's 2nd Government (24 February 2009) on establishing the recommendation for physical activity for school-aged children and young people in practice. The aim was to establish an operating culture promoting physical activity in Finnish schools and increase physical activity during and immediately before and after school days.

In this context, physical activity at school comprehensively referred to all physical activity included in a school day or immediately before and after it (not merely physical education as a school subject). (The establishment of the Schools on the Move working group; DNRO 44/040/2009.) The name 'Schools on the Move project' was used during the pilot phase. (Tammelin et al. 2012.)



**Pilot phase**  
2010–2012  
21 municipalities

Not involved  
Involved



## First 45 Schools on the Move

45 Schools on the Move from 21 municipalities were involved in the project during the pilot phase. The schools were selected from a project application process organised by ELY Centres in the spring of 2010. In early June 2010, the Ministry of Education and Culture granted a total of EUR 442,250 of funding for the pilot projects by 21 municipalities out of 58 applicants. The selection of projects paid attention to issues such as the feasibility of operating and financial plans, the involvement of various stakeholders, the share of self-financing, and comprehensiveness of approaches. The schools experimented with a variety of operating models for incorporating physical activity into school days, including new ones and those that had been found to work well in previous contexts. (Laine et al. 2011.)

According to the assessment of the pilot phase (Kuure 2012), making municipalities responsible at the local level resulted in committing both schools and municipalities in the Schools on the Move activities. The commitment of municipalities promoted spreading and establishing the activities.

## Key features of the pilot phase

- a small pilot, best practices
- different models from various environments
- schools had ownership, bottom-up
- central government project = government-owned, top-down approach
- also included sport promotion (related to an ongoing change process for top-level sports)
- a culture of experimentation (no fully specified direction to pursue)
- monitoring as a fixed part of activities

The goals and direction were later specified based on the pilot phase and monitoring.



# The European Commission rewarded the Jyränkö school in Heinola

**The Jyränkö school in Heinola is one of the first Schools on the Move. It has been involved in the programme since the pilot phase. In 2018, the European Commission rewarded the Jyränkö School with the European Be Active award.**

The pupils of Jyränkö school stay active during lessons and recess alike. The secret to an active school day lies in action-based learning and an environment that encourages movement.

Encouraging pupils to engage in physical activity does not necessarily require unusual sports or top-notch equipment. The pupils of the Jyränkö school in Heinola, Finland, engage in physical activity during their school days without even noticing.

– Physical activity can be promoted even in peaceful work spaces. Our classrooms have exercise balls as seats, standing desks, and tables on hallways. Passive periods are interrupted by physically active breaks, for instance, describes headmaster Kimmo Nykänen.

– It is particularly important for sedentary children that their environment encourages physical activity.

Two long recesses providing pupils with enough time to engage in independent or guided physical activity have been included in the pupils' timetable.

When a school recess supervisor hangs up a vest as a sign on a branch, the schoolyard is expanded to the surrounding forest, trails and a shed building site. When recesses are spent indoors, pupils have access to the school's gymnasium and lobbies for their games and play. The city's pupil welfare employees bring their competence to the recesses to also activate the children excluded from others' activities.

– It all aims at the welfare of both pupils and staff. While physical activity is the basis and tool for learning, it also increases enjoyment and involvement, Nykänen says.

## Courage to experiment

One of the school's strengths is the courage to try different things and learn from them. Both successes and failures are discussed in the teachers' lounge, and good ideas are shared with the entire working community.

There is also interest in learning from other schools.

– When we started in 2005, we were pioneers. It all began with developing physical education lessons, Nykänen says.

– By now, hundreds of schools in Finland are using a highly progressive operating model. The Schools on the Move programme has facilitated building networks at both national and international levels.

The programme has also introduced learning by doing, which is also emphasised by the new national core curriculum.

– Whether you are learning about parts of speech or mental calculation, you can incorporate running games or pantomime into the exercises, Nykänen says as an example.

The persistent work has resulted in including physical activity in all daily school operations. At the start of each school year, the staff discusses what Schools on the Move means to them. Annual training is used to find a common ground for the discussion.

– On the marathon sprint of learning, we must keep checking which way we are going, Kimmo Nykänen summarises.

Networks at the pilot phase

The Schools on the Move programme coordinated cooperation between different agents in increasing physical activity among school-aged children and young people. The programme has been building collaboration between different stakeholders since the pilot phase.

Administrative networks at the pilot phase

The descriptions of the administrative networks at the different programme phases are based on a network analysis carried out on the basis of membership data from different groups (Lehtonen 2018; Lehtonen et al. 2018). The networks at the pilot phase included a steering group and a preparatory group preceding the pilot phase.

Based on the appointment decision by the Schools on the Move (DNRO OKM/44/040/2009) working group, the project had to be implemented in cooperation with different ministries, organisations, LIKES Research Centre for Physical Activity and Health and the University of Jyväskylä.

In the network analysis, the key organisations for the steering group and preparatory group included the Finnish National Agency for Education, the area of expertise in sports and physical activity and the Department for General Education and Early Childhood Education of the Ministry of Education and Culture,

and the Faculty of Sport and Health Sciences of the University of Jyväskylä, the Department for Wellbeing and Services of the Ministry of Social Affairs and Health, and Defence Command (Finnish Defence Forces). In contrast to previous, organisation-led development projects, the pilot phase was designed to bear the characteristics of a central government project. By taking more responsibility, public authority reacted to physical activity as a public policy issue (Kuure 2012).

The role of the Schools on the Move programme office (or a project manager at the pilot phase) was visible in the networks at the pilot phase as a membership in the steering group. The selected project manager had experience and vision of both central government and the activities of non-governmental organisations, which was crucial for managing the diverse programme entity. Positioning the project manager as a LIKES employee at the Finnish National Agency for Education under project financing was a creative solution used to ensure reliability at schools and flexible mobility between agents with different organisational cultures. (Kuure 2012.)

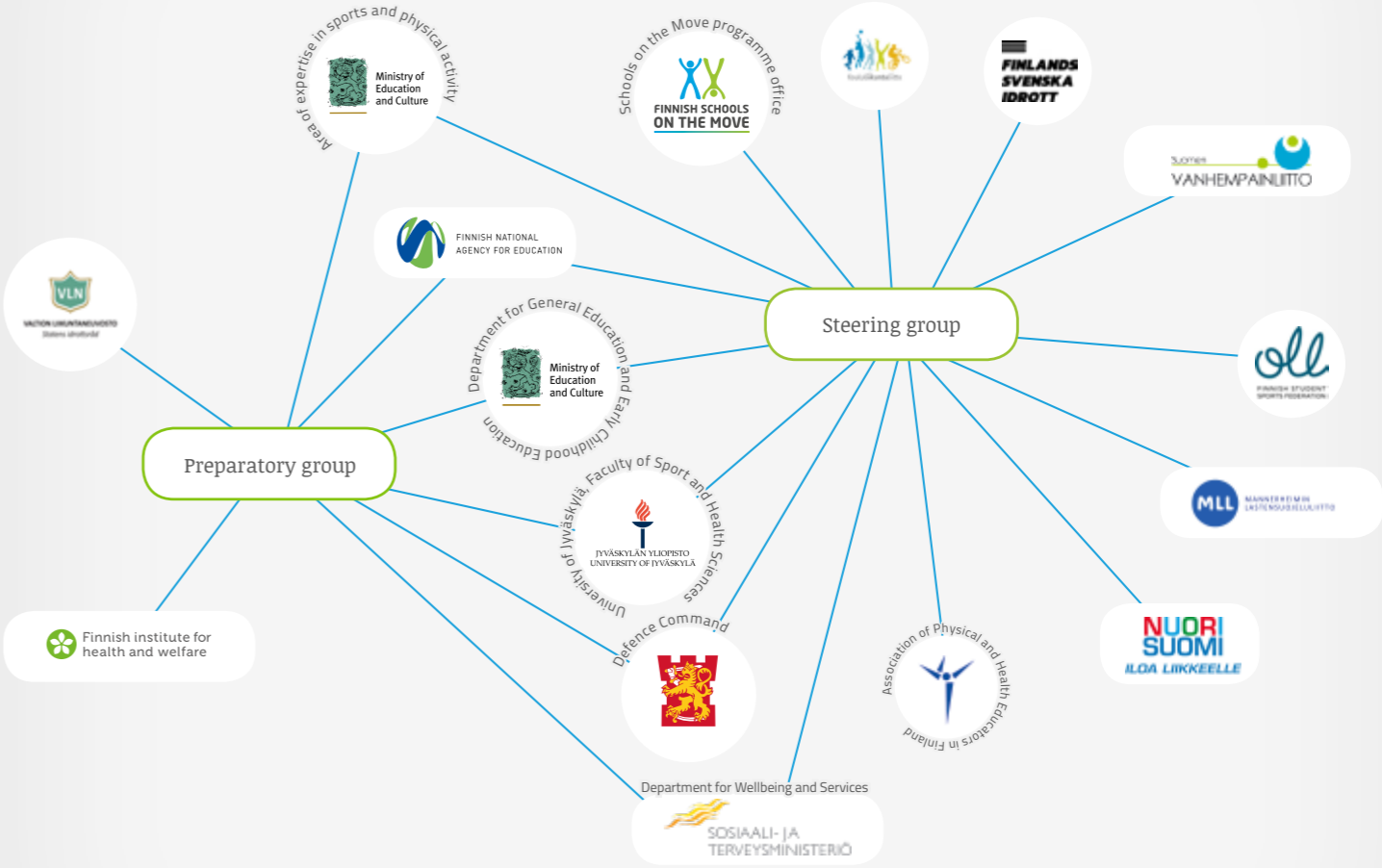


FIGURE 2 Administrative network at the piloting phase of Schools on the Move 2010–2012.

### Partner network at the pilot phase

The partner network at the pilot phase consists of agents implementing the Schools on the Move programme and supporting the schools' activities. The goal of the partners is to support the schools' core processes and aim at developing these (Kuure 2012). The partners have participated in implementing the programme from their own operating environment at the local, regional or national levels, and the intensity of participating in the activities has varied.

The network of the core operators is considered to comprise the **21 municipalities involved in the pilot phase**. The projects by the municipalities were coordinated with different organisation approaches at the schools or different administrative branches at the municipalities, and cooperation models varied. The responsibility for project leadership could lie with the school, a person hired from outside the organisation, or even another municipality.

The **mentor network** was the first and most concrete network operator, whose 14 members represented a number of partners. The purpose of the mentor network was to support the schools and municipalities in the development work. The competence and motivation of the mentors and geographic coverage were key to the implementation method.

To promote the **cooperation with organisations**, an account manager was hired to the programme office in the spring of 2012. The manager had previously worked in a sport organisation. Cooperation with organisations concerning school days was intensified with active interaction with national sport and public health organisations. The collaboration aimed at promoting the possibilities for operating in the school environment for organisations, sharing knowledge and competence of Schools on the Move to those involved in the organisations, and forming a shared view of increasing physical activity among pupils.



In **non-governmental organisations**, advocacy and promotion of physical activity was carried out by the Sports Federation of Finland and its member organisations (later Valo Association and Finnish Olympic Committee). The regional sports organisations (member organisations of the Sports Federation of Finland) were closest to the projects at the regional level. Sport clubs, associations providing afternoon club activities and other opportunities, and other associations and sport academies also played a role at the local level. A number of other stakeholders were also involved in Schools on the Move. These included NGOs, teachers' professional associations, Finnish School Sport Federation and parents' associations.

The programme has also collaborated with **companies** since the pilot phase. At the pilot phase, the programme carried out concrete cooperation with two companies related to sports technology and the utilisation of social media in engaging pupils in exercise. Polar Electro provided the programme with 50 activity trackers released to the market in the autumn of 2010 and intended for the schools. Experiences of using the trackers for different purposes, such as measuring activity rates and encouraging sedentary children and young people to engage in physical activity, were collected from the pilot schools. The social wellness service HeiaHeia of H2 Wellbeing Oy was used to engage pupils in physical activity at seven schools.

The **network of thesis supervisors** is a network comprising several universities whose members have supervised theses related to the Schools on the Move programme. The data collected as part of the monitoring of the Schools on the Move programme have been utilised in the theses. Some of those working on the thesis have also collected supplementary data from different schools. The network has consisted of four universities (University of Jyväskylä, University of Oulu, University of Turku and Åbo Akademi). The group's work has been coordinated by LIKES.

### Research and monitoring at the pilot phase

Monitoring and research have played a key role in the implementation of the Schools on the Move programme right from the start. Monitoring and research processes that quickly respond to the different needs for data and information in the programme have been built to support programme implementation. The monitoring and research of the Schools on the Move projects has also involved collecting objective physical activity data measured with activity trackers, which has laid the foundation for developing this field of research in Finland among school-aged children and young people.

The produced data have been utilised in monitoring the expansion of the programme, assessing the impacts of the measures at different levels, developing the programme, and communicating about the programme. Research evidence has helped the implementation and expansion of the programme. The research has also influenced the seriousness of commitment to the development activities at schools (Kuure 2012). Influencers and decision-makers at different levels have made use of the research data and materials in their work.

The LIKES Research Centre for Physical Activity and Health has been responsible for the monitoring and research related to the programme. The coordination of the Schools on the Move programme and related research and monitoring comply with the LIKES ideology. Research of physical activity among children and young people and the monitoring of sport programmes aimed at children and young people are part of LIKES' core activities and a focus area of recent years.

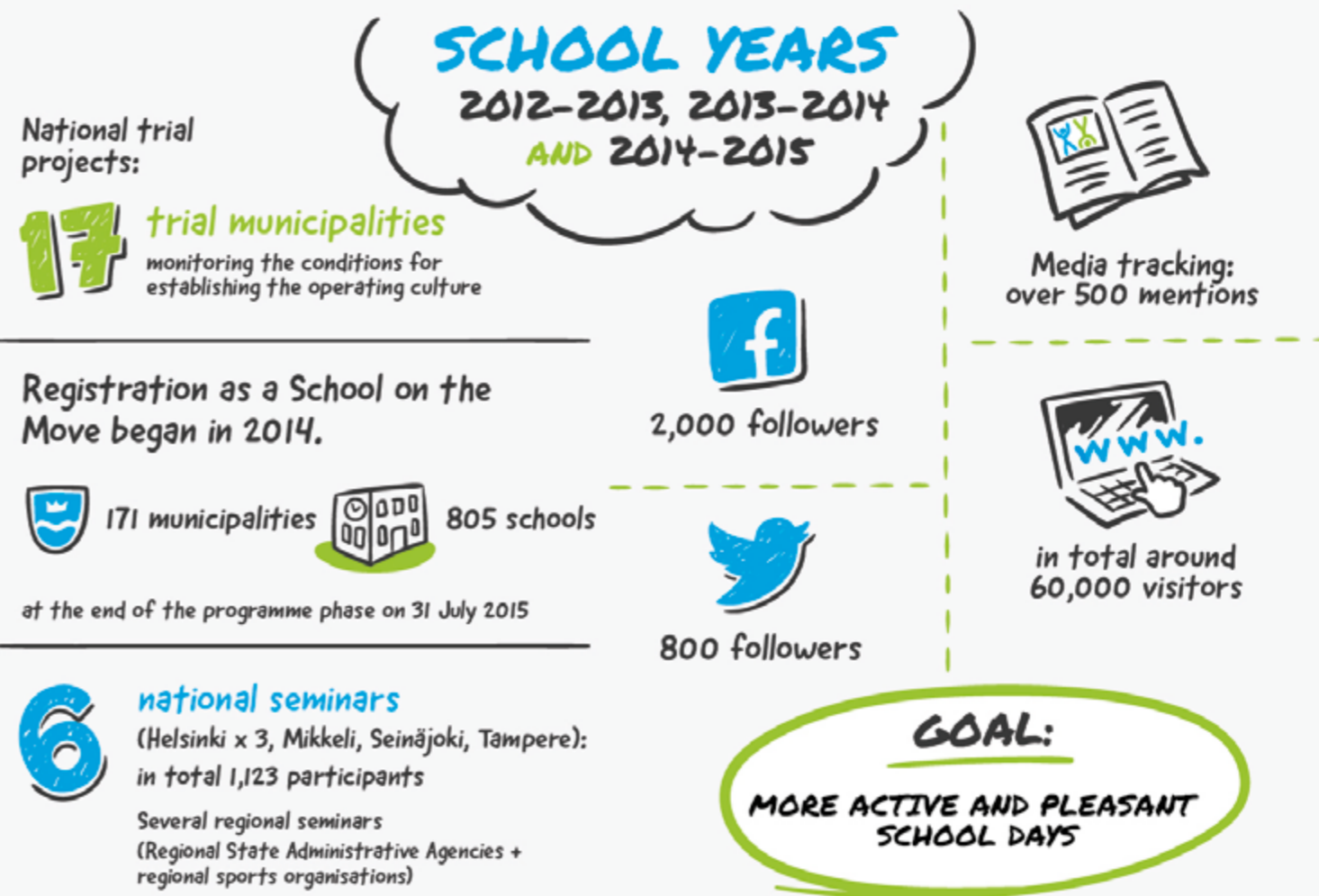
The background, launching and initial results of the Schools on the Move research and monitoring have been described in the final report of the pilot phase 2010–2012 (Tammelin ym. 2012). At the pilot phase, the purpose of the monitoring was to determine how the project had been implemented at schools and how it had affected the school culture, pupils' physical activity, and school community. Moreover, the research related to the pilot phase aimed at increasing the ba-

sic knowledge of the physical activity among children and young people of basic education age, particularly their activity during school days. Project implementation was monitored using surveys and interviews of project managers. Changes in pupils' physical activity was investigated at the schools using surveys and objective measuring of physical activity. The social impacts of the project on the school community, including its effects on the atmosphere at the school, social relationships, and bullying, were also explored. Several reports and theses were published based on the results. Thesis supervision was coordinated by a working group including representatives from various universities.



# Programme phase 2012–2015

## Spreading the activities



## Significant expansion of the activities

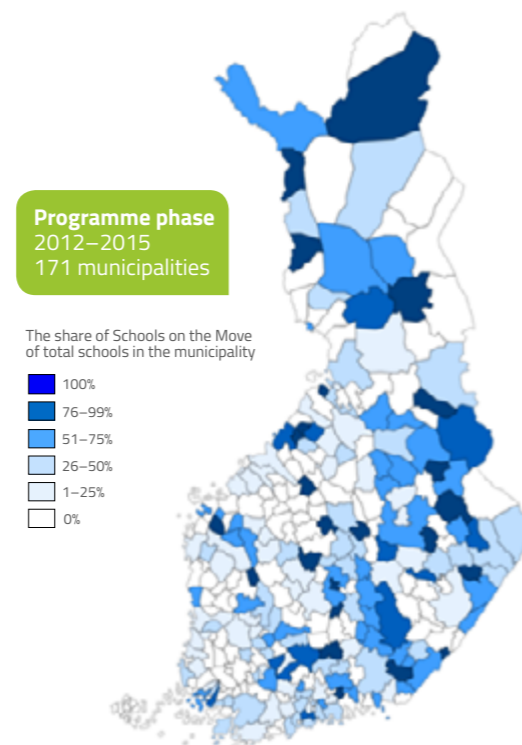
The Schools on the Move project (pilot phase of the programme) was turned into a programme with an entry included in the Programme of Prime Minister Jyrki Katainen's Government (June 2011). In 2012, the Ministry of Education and Culture granted funding for seventeen municipalities included in the experiment. The conditions of the establishment of the new school culture were monitored in these areas (so-called national development projects). Many large cities were involved, as a result of which the activities covered a large share of pupils in basic education.

Schools on the Move expanded considerably at the programme phase. The information provided about the programme emphasised more active and pleasant school days and paid attention to visual communications. A website was set up for the new programme and compiling an image bank was started. Setting up a webpage separate from the website of the Finnish National Agency for Education allowed more flexible development of the online materials.

The experiences of the benefits of active schooldays gathered in Schools on the Move were taken into account in the reform of the national core curriculum. The positive results obtained in the programme promoted including entries similar to the Schools on the Move idea in the general part of the national core curriculum for basic education. Contents of the Schools

on the Move programme were included in teacher education, in the initial phase in the training of class teachers specialising in physical education.

There was an increase in international research knowledge on the effects of physical activity on learning. Researchers compiled this information and the Finnish National Agency for Education published the Physical activity and learning research review in October 2012 (Syväoja et al. 2012). The review significantly affected the contents of the communications starting from the programme phase.



According to central government estimates, the Schools on the Move brand has played an important role in expanding the programme to the national level. The Schools on the Move brand is recognised at schools, and it has not been denounced as a concern of only those involved in physical education; instead, the concept has been perceived to concern all kinds of physical activity and enjoyment at school. Schools on the Move was registered as a trademark in Finland in 2012 and in the EU in 2019.

## Aiming at more active and pleasant school days

Establishing an operating culture that promotes physical activity in Finnish schools and increasing physical activity at schools were determined as the main goals of the Schools on the Move programme (DNRO OKM/72/040/2012). As the programme has proceeded, this goal has been modified and the core of the Schools on the Move content has been charted. At the programme phase in 2012, more active and pleasant school days were declared as the goal of Schools on the Move.

During the first school year in the programme phase, a lot of research findings were published based on the data collection carried out at the pilot phase. The publications dealt with pupils' physical activity and eliminating passivity, thesis completed on Schools on the Move, and journeys to and from school.

In January 2013, research findings were published on the views of staff (Kämppe et al. 2013). The findings allowed determining that staff experiences are a key factor governing the implementation of the programme, and this helped focusing the measures carried out in the programme. The Schools on the Move programme has involved recurrent staff surveys, and their significance has also been later recognised in implementing the Joy in Motion and Students on the Move programmes.

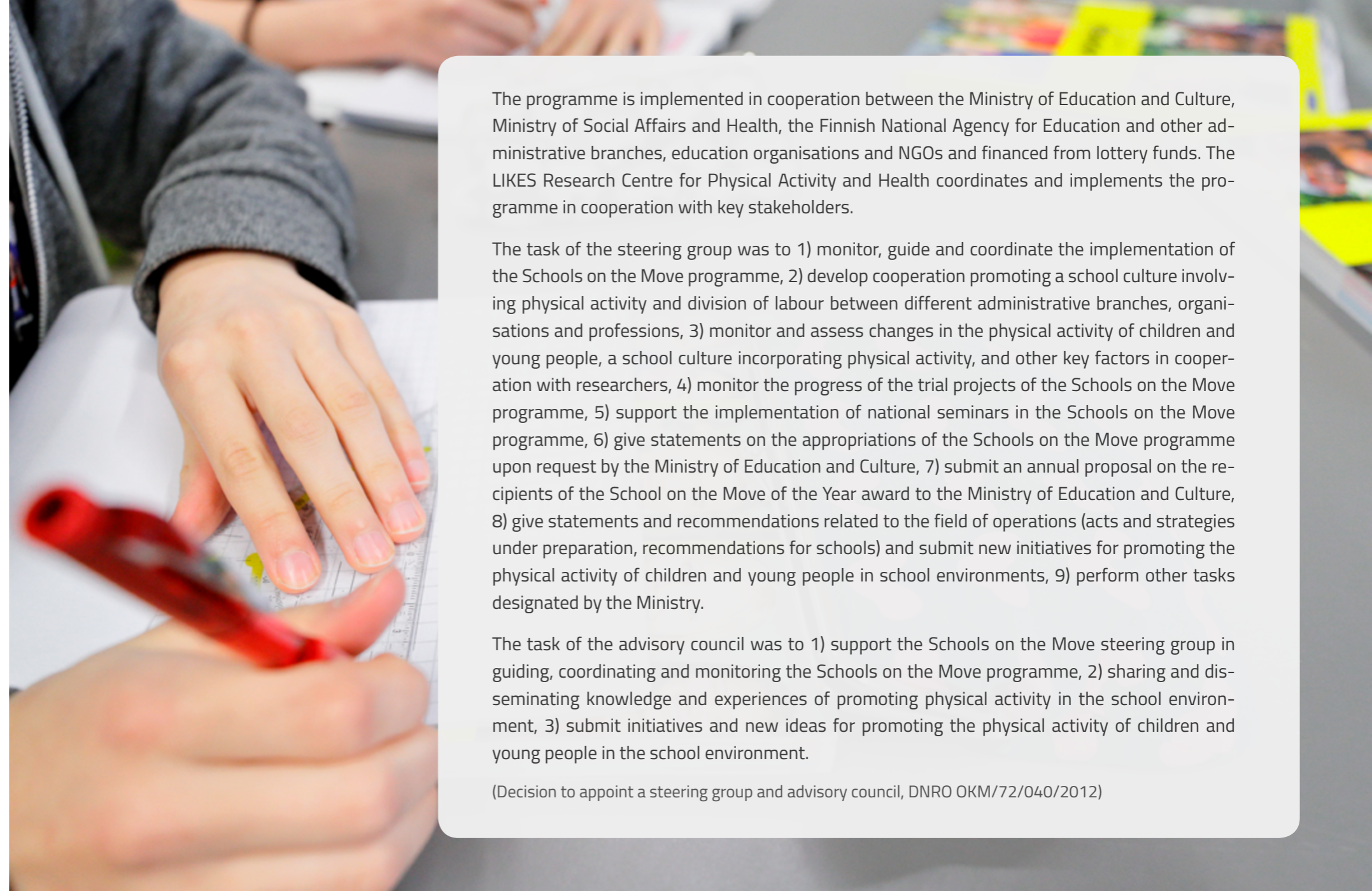
In international comparisons (McMullen et al. 2015; Tammelin et al. 2016), Schools on the Move has represented a holistic view which involves examining physical activity during the school day as well as leisure time. The aim has been to transform school culture by focusing on increasing physical activity and reducing sedentary time, involving pupils and staff, and supporting learning. The holistic model for incorporating physical activity in school days has been criticised for involving slow development and only slightly increasing the amount of moderate to vigorous physical activity (MVPA). From the perspective of public officials, creating a cultural shift at schools has been a successful goal. The goal allowed making Schools on the Move an issue applying to the whole school community that everyone could personally invest in.

## Networks at the programme phase

### Administrative networks at the programme phase

The administration at the programme phase has been characterised by diversification of representation. A more extensive advisory council was created for the Schools on the Move programme alongside its steering group (DNRO OKM/72/040/2012). The decision to appoint the advisory council was underlined by a decision to intensify steering group work: the steering group was smaller at the programme phase than that at the pilot phase. The steering group supported the operative management of the programme, while the advisory council was an informative group that convened less often. The advisory council included a wider array of representatives from different organisations, research institutes and agents in the municipal sector. The programme phase also included efforts to raise extensive awareness, and the extensive advisory council particularly served this purpose.

The Ministry of Education and Culture, Finnish National Agency for Education and Ministry of Social Affairs and Health continued as key operators in the programme. The status of the Schools on the Move programme office in the administrative structure was significantly strengthened. The agents also formed the basis for the cross-administrative preparatory group of the key project (DNRO OKM/45/040/2015). The involvement of the other agents in the preparatory group, including the Ministry of the Environment, the Department for Youth and Sport Policy of the Ministry of Education and Culture, and the Ministry of Transport and Communications, describes the expansion of the Schools on the Move programme to new administrative branches.



The programme is implemented in cooperation between the Ministry of Education and Culture, Ministry of Social Affairs and Health, the Finnish National Agency for Education and other administrative branches, education organisations and NGOs and financed from lottery funds. The LIKES Research Centre for Physical Activity and Health coordinates and implements the programme in cooperation with key stakeholders.

The task of the steering group was to 1) monitor, guide and coordinate the implementation of the Schools on the Move programme, 2) develop cooperation promoting a school culture involving physical activity and division of labour between different administrative branches, organisations and professions, 3) monitor and assess changes in the physical activity of children and young people, a school culture incorporating physical activity, and other key factors in cooperation with researchers, 4) monitor the progress of the trial projects of the Schools on the Move programme, 5) support the implementation of national seminars in the Schools on the Move programme, 6) give statements on the appropriations of the Schools on the Move programme upon request by the Ministry of Education and Culture, 7) submit an annual proposal on the recipients of the School on the Move of the Year award to the Ministry of Education and Culture, 8) give statements and recommendations related to the field of operations (acts and strategies under preparation, recommendations for schools) and submit new initiatives for promoting the physical activity of children and young people in school environments, 9) perform other tasks designated by the Ministry.

The task of the advisory council was to 1) support the Schools on the Move steering group in guiding, coordinating and monitoring the Schools on the Move programme, 2) sharing and disseminating knowledge and experiences of promoting physical activity in the school environment, 3) submit initiatives and new ideas for promoting the physical activity of children and young people in the school environment.

(Decision to appoint a steering group and advisory council, DNRO OKM/72/040/2012)

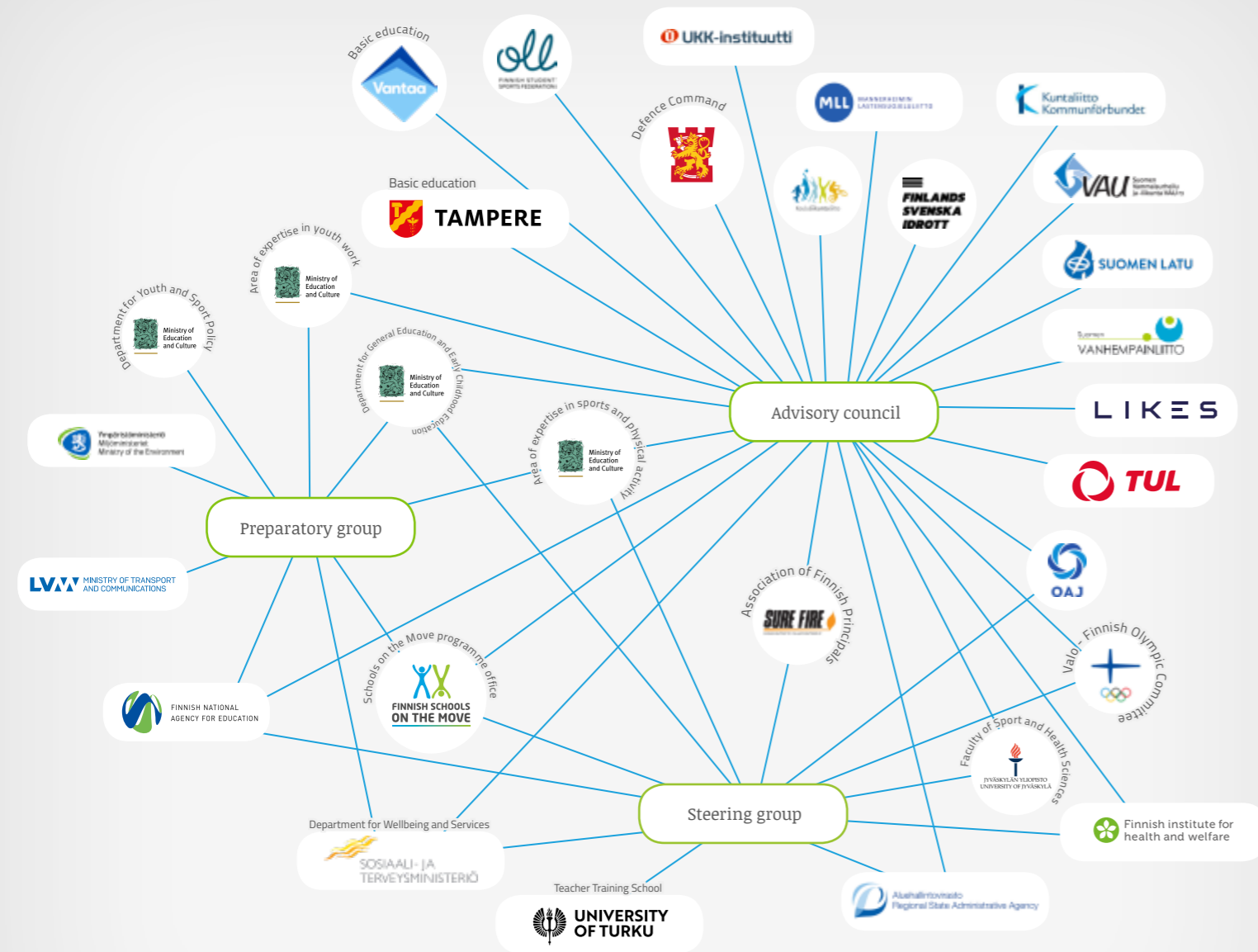


FIGURE 3 Administrative network at the programme phase of Schools on the Move 2013–2015.

### Partner networks at the programme phase

At the programme phase, the partner networks of Schools on the Move were expanded to include a large share of companies in the sport industry as well as social and healthcare organisations. It was key to the network cooperation at this phase to recognise the fact that the networks must be extended to partners beyond those traditionally operating in the field of sports (sports organisations and administration).

**Schools on the Move has been strengthening the cooperation between schools and different sectors.**

- Kuure 2017

### Expanding network of municipalities and schools

The collaboration with municipalities at the programme phase was launched with 17 national trial projects (municipalities). Several large cities were involved. The municipalities involved at the pilot phase also continued their work.

ELY Centres' application process for grants for the local development of physical activity among children and young people was made available to municipalities (the sports services of the current Regional State Administrative Agencies were located in ELY Centres at the time). Other municipalities could apply for discretionary government grants for their Schools on the Move activities from this instrument.

Schools could register as Schools on the Move as of the autumn of 2014. The registration also allowed including the schools that wished to launch Schools on the Move activities without project funding in the activities and communications.

### Schools on the Move consultant network

At the pilot phase, the support provided to schools and municipalities that started as a 14-person mentor network was renamed as a consultant network. The aim of the name change was to avoid confusion as Young Finland Association and regional sports organisations were provided with grants by the Ministry of Education and Culture for setting up their own Schools on the Move mentor network. At the programme phase, the Schools on the Move consultants particularly worked to support the 17 national trial projects.

### Networks of the Schools on the Move municipal coordinators and heads of administrative branches

At the final stage of the programme phase (2014), the consultant network was joined to the cities' Schools on the Move municipal coordinators to form a municipal coordinator network. The Schools on the Move network for heads of administrative branches was formed along with it. The aim of the work has been to create opportunities for establishing measures in municipalities. The network involves sharing good practices as well as identifying barriers to the activities and influencing these.

### Regional cooperation: Regional State Administrative Agencies and regional sports organisations

The support for regional Schools on the Move activities have particularly included collaboration with Regional State Administrative Agencies and regional sports organisations. Regional cooperation is carried out from the starting points of each region, as a result of which the cooperation varies regionally and is in different phases.

Since the programme phase, the Schools on the Move programme has organised regular meetings for planning the activities, and making shared choices and policies. In addition to regional administration and organisations as well as the Schools on the Move programme office and LIKES, representatives of the Ministry of Education and Culture and the Finnish Olympic Committee were invited to these collaboration meetings.

The Regional State Administrative Agencies and regional sports organisations have played a significant role in organising partner networks at the regional level. The operations of the partner networks in regional networks has somewhat differed from that in the national networks. The national partner network activities have been founded on voluntariness and a loose contractual basis. The cooperation has been based on the goal of increasing physical activity among children, and schools and municipalities have selected the implementation of the measures based on their specific needs. In the regional networks, regional administration and organisations have independently or jointly decided which partners they cooperate with. The co-

operation has been primarily based on regional seminars for which the agents in the partnership networks have produced contents (workshops or presentation stands). The regional sports organisations are used to selecting their partners carefully, and the selection has often included contractual elements. Regional State Administrative Agencies have been particularly unfamiliar with corporate cooperation.

### Companies

At the programme phase, the corporate cooperation was expanded to include sports equipment manufacturers and/or importers. The perspective of the cooperation was to enhance the versatility of the sports equipment available at schools with new kinds of equipment and devices. A further aim of the cooperation was to develop the equipment and fixtures used in classrooms and schoolyards to promote physical activity. Minor progress was made at the programme phase in connection with these goals. While companies' product ranges for classroom fixtures had somewhat changed, they offered practically the same schoolyard concepts at this point as they did at the pilot phase. At the programme phase, the cooperation involved around ten companies.

### Schools on the Move in the national core curriculum for basic education

The National core curriculum for basic education was published in 2014 and its implementation began in 2016. The core curriculum includes a policy concerning school cul-

ture: A learning community understands the importance of physical activity for learning and diminishes a sedentary way of living. The core curriculum created preconditions for more active school days and a change in the role of pupils. Based on the experience of the Schools on the Move network, the Schools on the Move operations had already been implementing the goals of the new curriculum before this was introduced (Kuure 2017).

**The Schools on the Move themes were widely apparent in the local core curricula for basic education (n=60). Only four out of sixty municipalities included none of the themes based on the criteria used in the curricula. The results are based on a text analysis of the curricula for basic education in 60 municipalities (Hakamäki 2018b).**

The mentions were typically concerned with recesses and journeys to and from schools. The curricula often used the same phrases or paragraphs.

*School meals, activities during recess, morning assemblies at school, celebrations, excursions, study visits and school camps and, as far as possible, the way to school will be organised to support the objectives set for the pupils' learning, versatile development and well-being. (included in 25 curricula)*

*The pupils are encouraged to use modes of transport that promote their health and fitness on their way to school. (included in 24 curricula)*

*Playing, incorporating game-like elements and physical activities, experimental approaches and other functional working approaches and various art forms promote the joy of learning and reinforce capabilities for creative thinking and perception. (included in 12 curricula)*

### 84% of school staff feel that Schools on the Move supports the implementation of the new core curriculum.

Education providers have used the national core curriculum as the basis for preparing local curricula, which were adopted on 1 August 2016 for grades 1–6 and later for higher grades in a gradual progression.

The majority of the bodies of text are identical. Some sections have been either localised or written from local starting points. There are three types of descriptions concerning Schools on the Move:

**1** A report of the municipality's or school's involvement in Schools on the Move or adherence to some of its practices, or a reference to the Schools on the Move support materials.

**2** A list or description of these practices: recess activities, long recesses, working that does not involve sitting at school desk, excursions and spending time outdoors, club activities, mentoring and peer tutors.

**3** Linking practices to principles or goals that are determined as follows: "Influencing one's own life can also be seen as an emphasis of daily exercise", an increase in the physical activity of the entire school community.

## Schools on the Move in teacher education

Since 2014, the Schools on the Move programme has been implementing training days for class and subject teacher students enrolled in teacher education. The operation was launched as a small-scale experiment at the programme phase, and was later expanded to include the majority of teacher education institutions. In 2017, the training was piloted among subject teacher students. The goal has been to include the Schools on the Move contents in the universities' own training modules in the future.

The Schools on the Move training day has included discussing the ideas for increasing physical activity and eliminating passivity using action-based methods. Research knowledge and practical experiences of the opportunities brought by physical activity have been provided to promote learning, enjoyment and a peaceful working atmosphere. The training has also included discussing the challenges related to developing an active operating culture and the opportunities provided by the curriculum for the development of pedagogical methods and cooperation transcending individual school subjects.

## Schools on the Move has implemented training in the following teacher education institutions

- University of Helsinki
- University of Eastern Finland, Joensuu
- University of Eastern Finland, Savonlinna
- University of Jyväskylä
- University of Lapland
- University of Oulu
- University of Tampere
- University of Turku
- University of Turku, Rauma unit
- Åbo Akademi, Vasa

## Numbers of participants

- 2014: 2 training sessions, 46 students
- 2015: 3 training sessions, 57 students
- 2016: 10 training sessions, 849 students
- 2017: 8 training sessions, 370 students
- 2018: 9 training sessions, 434 students

## Research and monitoring at the programme phase

At the programme phase, the Schools on the Move research and monitoring was expanded to several schools and municipalities. The wider sample resulted in forming a clearer picture of the pupils' physical activity. The research included investigating the changes in physical activity and functional capacity as pupils transfer from primary school to secondary school, and the factors influencing these changes.

In the national trial projects (17 municipalities) at the programme phase, the Schools on the Move activities were clearly expanded in terms of the number of schools and pupils involved. At the end of the programme phase, the Schools on the Move activities reached 52–100 per cent of the pupils in basic education in the municipalities involved in the trial. An examination of the conditions for establishing the national trial projects revealed that the municipalities that had been successful in implementing the activities had managed to create a structure supporting the daily practice at the schools suitable for the given municipality, which enabled developing the activities. By contrast, in places where implementation had been poor, there was a lack on a shared vision and coordination, resulting in isolating the activities from practice. Opportunities emerged when the Schools on the Move activities were integrated into municipal policies and curriculum processes, and when a network-based approach was adopted. (Aira et al. 2015.)

At the programme phase, a school registration system was developed and adopted in autumn 2014, and the 'Schools on the Move Self-Evaluation Survey', used to assess the school's current status, was introduced in 2015. This decision was based on an understanding that expanding the networks to cover hundreds of schools, the operations could no longer be guided in as concretely direct interaction as at the pilot phase. When a school registered in the programme, it served as proof that the school was interested in integrating more activity



in schooldays and that the school was covered by the operations of a national network and received information from the programme. Based on the most essential principle of the programme, the schools have been carrying out self-assessment for the primary purpose of developing their own activities. The Self-Evaluation Survey helps schools perceive the current situation of Schools on the Move activities at the school and determine the areas to which the development activities should be focused. The national results from the Schools on the Move Self-Evaluation Survey have been regularly compiled and reported (Kämppi et al. 2016; 2017; 2018a; 2018b; 2018c; LIKES 2019).



## Schools on the Move Self-Evaluation Survey emphasised activities in lower secondary schools in Oulu

In Oulu, the Schools on the Move concept was linked to the city's strategic goal of promoting welfare among its inhabitants. The Schools on the Move Self-Evaluation Survey has been used regularly.

– We were considering that we need an instrument for following the development of the Schools on the Move activities. The Schools on the Move Self-Evaluation Survey is brilliantly suited for this task, says Kati Grekula, a coordinator for Schools on the Move in Oulu.

Grekula annually presents the survey results to principals, who provide their schools with information about the matter. The survey data is also submitted to decision-makers in Oulu and the city and education service leaders, which allows widely utilising the survey results in support for decision-making.

### The survey revealed challenges at lower secondary schools

In Oulu, launching and developing the Schools on the Move activities has been more difficult in lower secondary schools than in primary schools. This is due to the different

institutional form of the schools. The activities require more coordination and training provided to teachers in lower secondary schools.

– The Schools on the Move Self-Evaluation Survey has clearly revealed the challenges faced by the lower secondary schools in Oulu. We have particularly invested in training teachers in lower secondary schools, says Grekula.

– The teachers have found the shared time used for planning the activities, and peer support and ideas provided by their subject group as necessary. In the future, similar education activities can be expanded to upper secondary school, vocational education and training, and early childhood education and care.

School staff discuss questions related to physical activity more than previously and actively develop opportunities for physical activity at schools. This is also visible as improved survey results.

– More resources have been allocated to Schools on the Move activities in schools' annual plans. This has also allowed improving the organisation of the activities and increasing the use of action-based teaching approaches at the lessons of various subjects.

## Schools on the Move Self-Evaluation Survey

- An electronic questionnaire filled out at the Schools on the Move website, which schools can use to monitor how they have managed to create an operating culture that promotes physical activity.
- Schools are provided with a visual report of their results that is easy to read. The results have been compiled in the Virveli database based on a principle of open data.
- The tool was developed in the Schools on the Move programme. The LIKES Research Centre for Physical Activity and Health is responsible for the national coordination, data collection, analysis and reporting of the assessment process.

# Key project phase 2015–2018

## Key project of Sipilä's Government “One hour of physical activity each day”

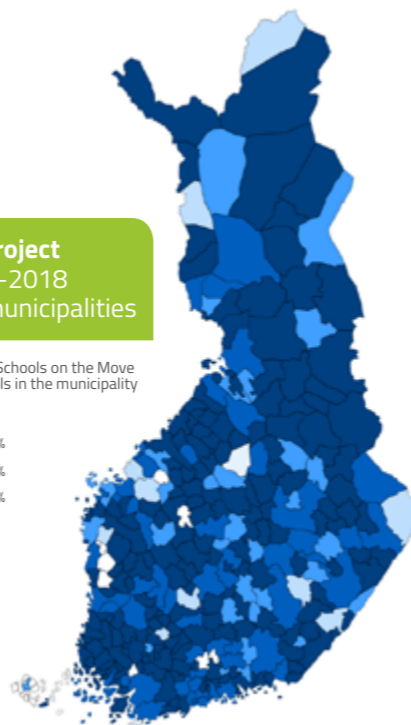
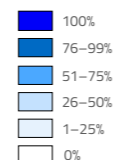
It was reported in the Strategic Programme of Prime Minister Juha Sipilä's Government that a Government key project, New learning environments and digital materials to comprehensive schools, will include the measure “the ‘Schools on the Move’ project will be expanded across the country to ensure one hour of physical activity each day”.

According to the preparatory group for the key project and decisions to appoint sub-committees (DNRO OKM/45/040/2015), the programme must be implemented in extensive cooperation with multiple stakeholders, coordinated by the LIKES Research Centre for Physical Activity and Health, and financed by the key project funding of Prime Minister Sipilä's Government Programme (2015), lottery funds and other sources.

**GOVERNMENT  
KEY PROJECTS**

**Key project  
2016–2018  
289 municipalities**

The share of Schools on the Move  
of total schools in the municipality



## SCHOOL YEARS

2015–2016, 2016–2017  
AND 2017–2018



289 municipalities



2,139 schools



(31.12.2018)



### national seminars

Schools on the Move seminar 2015 in Hämeenlinna: 350 participants  
Schools on the Move seminar 2016 in Turku: 475 participants  
Schools on the Move seminar 2017 in Helsinki: 724 participants  
Lifelong Motion joint seminar 2018 in Jyväskylä: 1,300 participants

Several regional seminars, Students on the Move and Joy in Motion events



**Media tracking:**  
2016: 350 mentions  
2017: 981 mentions  
2018: 1,287 mentions



**in total**  
85,247 visitors  
in 2018

[www.liikkuvakoulu.fi](http://www.liikkuvakoulu.fi)  
[www.ilokasvaaliikku.fi](http://www.ilokasvaaliikku.fi)  
[www.liikkuvaopiskelu.fi](http://www.liikkuvaopiskelu.fi)



### Group of municipal coordinators:

42 members from 29 towns



### Working group for heads of administrative branches:

22 members from 14 towns

## SOCIAL MEDIA:



5,749 followers



2,794 followers



2,040 followers

## GOAL OF THE GOVERNMENT PROGRAMME:



THE 'SCHOOLS ON THE MOVE' PROJECT WILL BE EXPANDED ACROSS THE  
COUNTRY TO ENSURE ONE HOUR OF PHYSICAL ACTIVITY EACH DAY

EUR 21 million in key project funding from the Budget was allocated to the measure in the period 2016–2018. This funding was allocated to municipalities in developing the Schools on the Move activities.

The main action of the key project, of mainstreaming the Schools on the Move programme nationwide, was found to have been completed in June 2016 (Government). The trials in upper secondary education described in the key project were launched in 2016. In March 2017, Minister of Education and Culture Sanni Grahn-Laasonen announced that the Joy in Motion programme for early childhood education and care, carried out by the Valo Association/Finnish Olympic Committee, would be merged with the Schools on the Move programme.

The activities of the Schools on the Move programme have been exceptionally successful and effective for a government key project, partly thanks to the successful pilot and programme phase of the programme prior to the key project stage. As a result, the activities as a key project could be launched quickly compared to the projects that started from the scratch and whose first year was spent on launching the project. (Kuure 2018.)



## Significance of key project status

### A significant basis for the activities by municipalities and schools

The Schools on the Move coordinators in municipalities (Kuure 2017) considered the Government key project status to form a significant basis for the Schools on the Move activities. According to the coordinators' views, the status as a key project provided credibility and political support for progressing matters in the municipal organisation, at the same time sending the message that the organisation was doing the right things. This made cross-administrative collaboration between different administrative branches easier and stronger.

The key project also increases credibility in the field; it is easier to advance the issues instead of having to spend time giving reasons to your existence.

- a municipal Schools on the Move coordinator, interview



### Central government perceived less significance

At the level of central government (Kuure 2018), the significance of the Government key project to the field was considered less substantial.

### Increase in activity from the perspective of regional administration

According to regional administrative officials, the key project gave a new incentive for the programme and increased overall awareness of the importance of physical activity among children and young people. At the key project phase, the criteria for financial support was expanded and facilitated new kinds of activities in the regions.



To be honest, I am not sure whether anyone other than public officials know that Schools on the Move is a Government key project.

an interview carried out in central government



The key project status increased familiarity with the programme and interest among municipalities in applying for discretionary government grants for developing their activities despite a 50-per-cent self-financing obligation. The additional resource was widely visible in the media (see p. 79), which increased interest in applying for the grant.

At the regional level, the political declaration of intent was apparent as an increased interest in the physical activity of children and young people, also broadening the societal relevance of physical activity. In terms of administration, the key project status provided the public officials working in the sports services of regional administration with new opportunities to collaborate and work with other departments of Regional State Administrative Agencies as well as the education and sports services of municipalities.

### Expanding the importance of physical activity

The stakeholder interviews (Kuure 2018) highlighted the good Schools on the Move brand. The brand contents, children and young people's welfare and learning, were considered important at the societal level. The key project status was considered to contribute to no longer perceiving issues related to physical activity to only include competitive sports and club activities, but rather as an action-based part of school days related to pupils' wellbeing and the daily life at school.

## Networks in the key project phase

### Administrative networks in the key project phase

In 2015, the Ministry of Education and Culture set up a preparatory group for the key project (DNRO OKM/45/040/2015). The preparatory group drew up a proposal of the measures and steering structures used to expand the Schools on the Move programme to all schools in 2016–2018.

A three-tier structure consisting of a steering group, executive committee and work division was proposed. The more extensive advisory council used in the programme phase was abandoned at this point.

Due to the key project status, the steering group had representation of competent agents that could solve administrative problems linked to cooperation between branches if necessary.

The tasks of the steering group were determined to include the implementation of the key project and monitoring of goal achievement.

One of the tasks of the steering group was to appoint work divisions based on its discretion. The work divisions were tasked with preparing proposals for measures to respond to the problems or challenges that had emerged in the implementation of Schools on the Move. The steering group was in charge of providing guidance to the work divisions. (Minutes of a meeting by the Schools on the Move programme steering group held on 3 November 2016.)

At the preparatory phase of the key project, eight work divisions convened around content-based themes. The themes were selected based on the fact that they significantly influenced reaching the goal set for the key project measure and required new or more effective measures.

- Equity, equality and accessibility
- Developing learning environments
- Promoting active journeys to and from school and community planning
- Knowledge and learning
- Trials at upper secondary institutions
- Establishing the measures in municipalities
- Research in the physical activity of children supporting the implementation
- Influencing parents

The work divisions were active for 3–4 months, until March 2017, with the exception of three permanent work divisions: the trials at upper secondary institutions, establishing the measures in municipalities, and research in the physical activity of children supporting the implementation. In the autumn of 2017, the steering group also set up the Joy in Motion work division for early childhood education and care. The division had the task of preparing a proposal for implementing the measure for early childhood education and care during the following government term. Each work division included a representative of the Schools on the Move programme as a secretary and, in two of the divisions, as the chair.

The introduction of the work divisions also resulted in expanding the administrative networks. At the same time, these networks became denser.





## Partner networks at the key project phase

The cooperation network has systematically expanded during the years as a key project. The key project has aimed at strengthening the network of local operators and support services, and spreading the good Schools on the Move practices widely across Finland. As Schools on the Move has expanded, the promotion of the measures has been relying increasingly on the activities of the partners and network cooperation.

The growth in the number of network operators is the clearest change that occurred in the partner networks from the pilot phase to the key project phase. For instance, more organisations have become involved in the activities and the research activities have become increasingly international.

The role of the Schools on the Move programme office in coordinating the activities has been growing at the key project phase. The office coordinates a number of sub-networks. The office also organises mutual networking events, such as national seminars and collaborative meetings for administration. Based on interviews of stakeholders, the collaborative meetings have helped harmonising the activities of different agents.

### Municipalities granted key project funding and schools registered as Schools on the Move

The key project has brought a considerable discretionary government grant to the development of the Schools on

the Move activities from the state's budgetary funds. A new requirement for considerable self-financing share (50%) has been introduced to the municipalities, aiming at creating the conditions for establishing the activities after the project term. This policy has increased the amount of resources available to schools. The aim has been to enable as many municipalities as possible to develop their Schools on the Move activities in basic education schools with the help of the key project funding. Two thirds of municipalities applied for the funding in the first year.

Schools could still register as Schools on the Move at the key project phase regardless of whether the municipality had applied for or been granted key project funding. The registration coverage, or the number of schools included in the network, has grown at the key project phase, from 785 to 2,139 schools and the number of municipalities from 171 to 289 municipalities.

### Networks of the Schools on the Move municipal coordinators and heads of administrative branches

At the key project phase, the networks of the Schools on the Move municipal coordinators and heads of administrative branches have been established as a work division (Work division for establishing the measures in municipalities), and the programme manager of Schools on the Move was appointed as its chair.

The work of coordinators links the activities carried out in the programme at the national level to local develop-

ment and implementation. In the Schools on the Move programme, the municipal coordinators have played a highly significant role in promoting the activities at the municipal level (see also Kuure 2017). Municipalities and schools have been able to discover workable models for implementing the Schools on the Move activities, which creates conditions for establishing the activities. The commitment of the heads of administrative branches to the Schools on the Move activities and the coordination of the activities in cities and towns are prerequisites for establishing the activities.

### Cooperation projects

The Ministry of Education and Culture has granted a discretionary government grant for projects promoting physical activity in early childhood education and care as well as school and study days. In its decisions concerning projects aimed at school and study days, the Ministry's area of expertise in sports and physical activity has suggested cooperating with the Schools on the Move programme and linking the activities to the cooperation network. The aim has been to avoid overlapping measures and increase cooperation at both national and local levels.

#### Projects involved in the project network

- 27 projects in 2016
- 30 projects in 2017
- 26 projects in 2018

Schools on the Move began coordinating projects related to school and study days more systematically in 2016. The projects have gathered biannually in national events, and Schools on the Move has been responsible for the arrangements and costs of the project meetings. The purpose of the events in the project network is to promote cooperation between different operators and related measures.

The Ministry of Education and Culture has requested the projects to appoint a steering group and invite a representative of Schools on the Move to the group. This steering group work has supported the operations of projects in reaching their goals, promoting the contents of the activities, and utilising the cooperation network. The measures carried out by the projects have been disseminated through the communication channels of the Schools on the Move programme as well as various events, such as national and regional seminars. Similarly, Schools on the Move has carried out cooperation with the projects of other funding providers. The projects have been financially independent and received separate funding for their operations.

### Companies

The key project phase saw a dramatic growth in the cooperation with companies. The companies' interest materialised as contacts and requests for meetings submitted to the programme office. The programme has added the interested companies on its contact lists, organised an information meeting, made companies' contact details

available for regional networks, and invited companies to national seminars to present their activities.

At the key project phase, providing individual guidance to companies turned out to be impossible from the viewpoint of working hour management. In spring 2016, a joint meeting was organised for companies, and included presenting the projects goals and the opportunities that the companies' services could bring to the schools. 28 persons participated in the event.

After the event in the spring of 2016, the national and regional Schools on the Move seminars have also served as forums for corporate cooperation. While the presentations provided by companies have primarily occurred at fairs, case examples related to applying some services may also have been included in the seminars. For example, 40 companies presented their services at the seminar held in spring 2017. Companies have described (Hakamäki 2018a) that participating in the seminars has provided them with means to learn how to package their available products and integrate them into the schools' curricula together with new pedagogical practices and financing conditions. Once the companies have grasped where the Schools on the Move are heading, they have been able to provide the schools with help and services. Many cities and towns have also negotiated on developing the companies' services to better meet their specific needs. The 'Ideas' section of the Schools on the Move website has also been available for companies to present their products and services free of charge.

As schools change, the fixtures and equipment they have been using become outdated. A new need and demand arises as the equipment must be replaced. Expanding the Schools on the Move programme to upper secondary education provides yet another opportunity. (Hakamäki 2018a.) As companies offer an increasing range of services, schools benefit by being able to provide more versatile activities and companies by increasing their turnover.



## Finances

The Schools on the Move grants of the key project item for basic education in 2016–2018				
	2016	2017	2018	Total
Total basic education applications (number)	225	230	243	698
Combined total costs of grant applications (EUR)	13,429,931	13,102,464	14,044,038	40,576,433
Total granted funding (EUR)	4,711,900	5,515,050	6,139,830	16,366,780
Minimum self-financing by municipalities as agreed (EUR)	4,700,000	5,500,000	6,100,000	16,300,000

The Students on the Move grants of the key project item for basic education in 2017–2018			
	2017	2018	Total
Total grants to projects (EUR)	2,062,300	2,379,618	4,441,918
Minimum self-financing by projects (EUR)	412,000	475,000	887,000

**Total financing by the key project item in the period 2016–2018:**  
EUR 16,366,780 for basic education + EUR 4,441,918 for upper secondary education = EUR 20,808,698

### Students on the Move

As part of the key project, the Schools on the Move programme was expanded to upper secondary education as the Students on the Move programme.



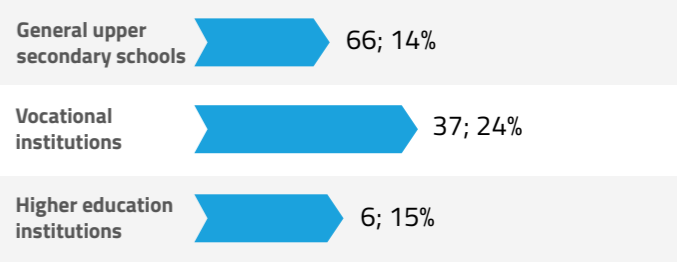
The goal of the Students on the Move programme is to increase physical activity and study ability among students by developing an active operating culture in their educational institutions. An operating culture supporting the activity of an educational institution refers to the attitudes, activities and competence of staff and students, and the conditions, structures, approaches and management of the educational institutions.

The two-year trial projects were launched in 2017, and a total of around EUR 4.6 million of funding was granted to them. The self-financing share of the funding granted by Regional State Administrative Agencies was 20%. 50 trial projects were launched, covering 124 educational institutions and 95,000 students. EUR 2.8 million were allocated to the Students on the Move programme from the government’s budgetary funds for 2019 and could be applied for by the education providers.

[www.liikkuvaopiskelu.fi](http://www.liikkuvaopiskelu.fi)



2017 120,000 students



2018 190,000 students

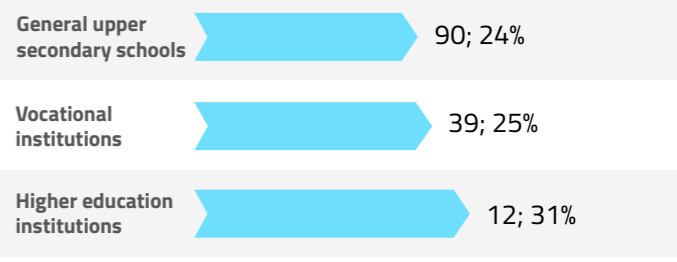


FIGURE 5 The development of the number of educational institutions registered in the Students on the Move programme, 2017–2018 (Schools on the Move register 2019).

# Joy in Motion

The Joy in Motion programme of the Finnish Olympic Committee (previously known as the Valo Association) implemented in early childhood education and care (ECEC) was transferred as part of the Schools on the Move programme in the summer of 2017. As a result, the work division for Joy in Motion in ECEC was included in the Schools on the Move key project.

Physically active early childhood education and care was included in the Report on sports policy (2018) submitted to the Parliament in the autumn of 2018. On 21 December 2018, the Parliament allocated EUR 1 million of the Budget to the development of the Joy in Motion activities in ECEC.

The purpose of the programme is to allow every under-school-aged child to experience joy in motion and a sufficient daily amount of physical activity.

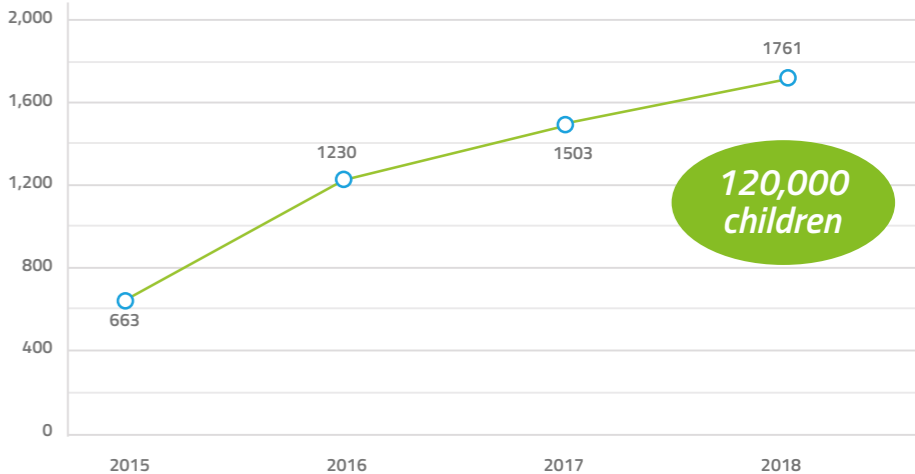
The Joy in Motion programme gives early childhood education and care providers tools to increase physical activity among children and developing their work based on the National core curriculum for early childhood education and care (2017) and the recommendations for physical activity in early childhood (2016).

As part of the local development projects for promoting physically active lifestyles of the Ministry of Education and Culture, the municipalities have had the opportunity to apply for discretionary government grants for projects promoting physical activity among children under school age. In 2018, a total of EUR 1,345,430 of funding was granted to projects aimed at under-school-aged children (65 projects). The self-financing share of the funding granted to municipalities by Regional State Administrative Agencies was 50%.

[www.liikkuvavarhaiskasvatus.fi](http://www.liikkuvavarhaiskasvatus.fi)



ECEC units registered in the Joy in Motion programme



Municipalities registered in the Joy in Motion programme

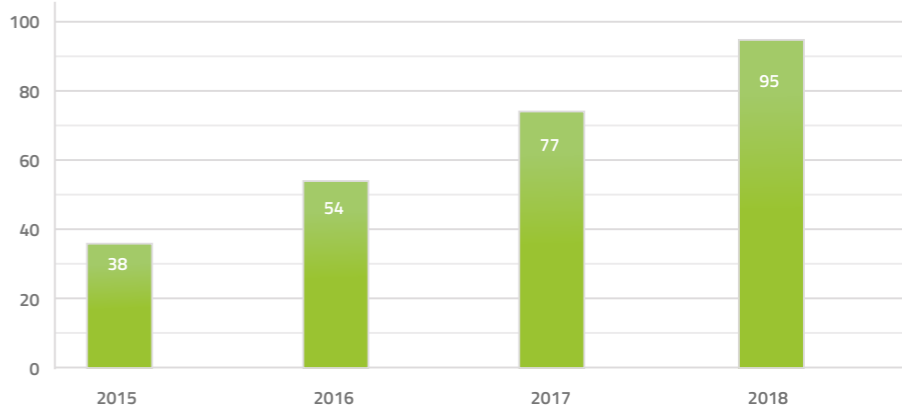


FIGURE 6 The ECEC units and municipalities registered in the Joy in Motion programme (Schools on the Move register 2019).

## Research and monitoring at the key project phase

The results of the Schools on the Move Self-Evaluation Survey were compiled in a visual database, Virveli, at the key project phase in 2017. The survey had been filled out by 1,760 schools by the end of 2018. The database, which is open for all, can be used for examining the results at the municipal, regional or national level, or based on different forms of education. The database also offers infographic templates for purposes such as a municipality's wellbeing report. The results of the Schools on the Move Self-Evaluation Survey have been reported in Finnish (Kämppi et al. 2017; 2018a; 2018b) and presented in congresses in Finland and internationally (Kämppi et al. 2016; 2017; 2018c).

At the key project phase, it was considered beneficial to include the monitoring of pupils' physical activity as part of the monitoring systems for physical activity among children and young people at the population level. The national Physical Activity Behaviours of Children and Adolescents in Finland (LIITU) study was launched in 2014. In 2016 and 2018, the LIITU study included questions concerning the key themes of the Schools on the Move programme. Information about the changes in physical activity at the pupil level in the period 2016–2018 is obtained from the LIITU study at the national level (LIITU 2019). The LIITU study is coordinated by the University of Jyväskylä.

A database on physical activity among children and young people was published in October 2018. The database includes key indicators from different national data sources



(School Health Promotion Study, TEAvisari, the LIITU study, the Schools on the Move register, and the Schools on the Move Self-Evaluation Survey). This work resulted from the activities of the Schools on the Move research work division in the period 2017–2018.

A doctoral thesis was published on the Schools on the Move activities, physical activity and social relations between pupils in 2017 (Haapala 2017).

International research on the significance of physical activity for learning produced a lot of new information during the key project phase. Researchers at LIKES compiled this information and published it in the Physical activity during school day and learning research review in 2018 in the publication series of the Finnish National Agency for Education (Kantomaa et al. 2018). Other LIKES research projects related to physical activity and learning, AFIS (Active, Fit and Smart) and Moving Maths, have also contributed to accumulating and disseminating research knowledge on the topic. These projects have received funding from the Academy of Finland and Ministry of Education and Culture (sport science research).

During the key project phase, monitoring and research have been expanded to also include trial projects in upper secondary education and early childhood education and care. The results have been presented in seminars and utilised in developing measures promoting the welfare of young children. (Kämppi et al. 2018d; Siekkinen et al. 2018a; 2018b.)





## The progress of the Schools on the Move programme from the government programme to the physical activity of pupils in basic education

The Schools on the Move key project aims at creating a change in the daily life at schools and an increase in pupils' physical activity. This section examines how the goal set in the key project has progressed to the level of schools from a systemic point of view, starting with the government programme and central government, and proceeding from the levels of regional administration all the way to municipalities and schools. Each organisation plays a particular role and follows certain operating principles and logic in the system. They do not automatically work in a manner promoting reaching the goal. This means that the goals of the Government key project are not automatically achieved at the different levels. Interviews have been carried out at the different levels of the system (Kuure 2018; 2017) to form an understanding of the significance of each part in the system and find any points that hamper the achievement of the goal.

The Schools on the Move programme is coordinated by the LIKES Research Centre for Physical Activity and Health. The Schools on the Move programme office is located in the Finnish National Agency for Education. These organisations do not prepare proposals or make decisions concerning key project funding, and they have no authority to steer any of the organisation described in this section. However, the role of the Schools on the Move programme involves promoting the operations of the system, paying attention to the operating logic and primary task of each organisation, and integrating the promotion of the programme's objectives into these.

### Government programme

The Strategic Programme of Prime Minister Juha Sipilä's Government (Finland, a land of solutions 2015) involved establishing key projects, for which funding was allocated from the budget. Schools on the Move was included as part of the key projects for knowledge and education. The current key projects are partly cross-sectoral and partly belong to certain administrative branches. The Schools on the Move key project is a typical cross-sectoral project. From an administrative perspective, the project is within the remit of the Ministry of Education and Culture. The ministers in charge of the programme during the key project phase included Minister of Education Sanni Grahn-Laasonen (National Coalition Party) and the Minister for European Affairs, Culture and Sport Sampo Terho (Blue Reform).

The government programme defined expanding the Schools on the Move programme across the country to cover all basic education and increasing physical activity as goals. A total of EUR 21 million from the Budget was reserved for the programme for a three-year period. This funding was allocated to municipalities, as they are responsible for providing basic education.

According to the interviews conducted in central government (Kuure 2018), the Schools on the Move key project caused no territorial disputes between representatives of different political views. Increasing physical activity among children and young people has been perceived as a societal problem which should be solved in joint collabora-

tion. This shared goal has facilitated cross-sectoral cooperation and developing network-based activities (transcending organisational borders).

Central government

The steering mechanisms employed by the central government in the Schools on the Move programme include information and resource allocation, the latter of which manifests as discretionary government grants in the sports sector. The main operators in central government include the Department for Youth and Sport Policy of the Ministry of Education and Culture (area of expertise in sports and physical activity) and the Finnish National Agency for Education. While the Finnish National Agency for Education is not involved in granting key project funding, it is the central government body in charge of schools’ core processes.

Schools on the Move is included in the key project within the administrative branch of the Ministry of Education and Culture. All of the departments of the Ministry of Education and Culture organisation are involved in the Schools on the Move programme with the exception of the Department for Higher Education and Science Policy. However, the interviews carried out among central government officials (Kuure 2018) revealed that there continues to be unharnessed potential in the cooperation between the different departments of the Ministry of Education and Culture as well as in the cooperation between different ministries.

The assessment of the Schools on the Move key project is a statutory duty of the National Sports Council.



Regional administration

The sports services of Regional State Administrative Agencies (AVI) is the regional operator in the area of expertise in sports and physical activity of the Ministry of Education and Culture. At the pilot phase, the regional sports services were still a responsibility of the ELY Centres. The national projects included in the pilot and programme phases received direct funding from the Ministry. The key project funding was allocated to municipalities through Regional State Administrative Agencies.

The Regional State Administrative Agencies process the applications to the Schools on the Move project by the municipalities in their area and decide which projects will receive discretionary government grants. The decision criteria and their justifications provide indicative guidelines to the contents of the projects. Resource and information guidance are the most significant steering methods used.

The Regional State Administrative Agencies differ from one another in terms of the number of population, industrial structure, and number of municipalities in the region as well as their operating culture. There is considerable variation in the number of municipalities, schools and pupils in a given region (see figure 7; see also Kokkonen & Pyykkönen 2018). Depending on the region, the public officials working for the Regional State Administrative Agencies may be responsible for evaluating from a few dozen to clearly over one hundred Schools on the Move applications. Major regional differences make it difficult to assess project applications equally and based on the same criteria.

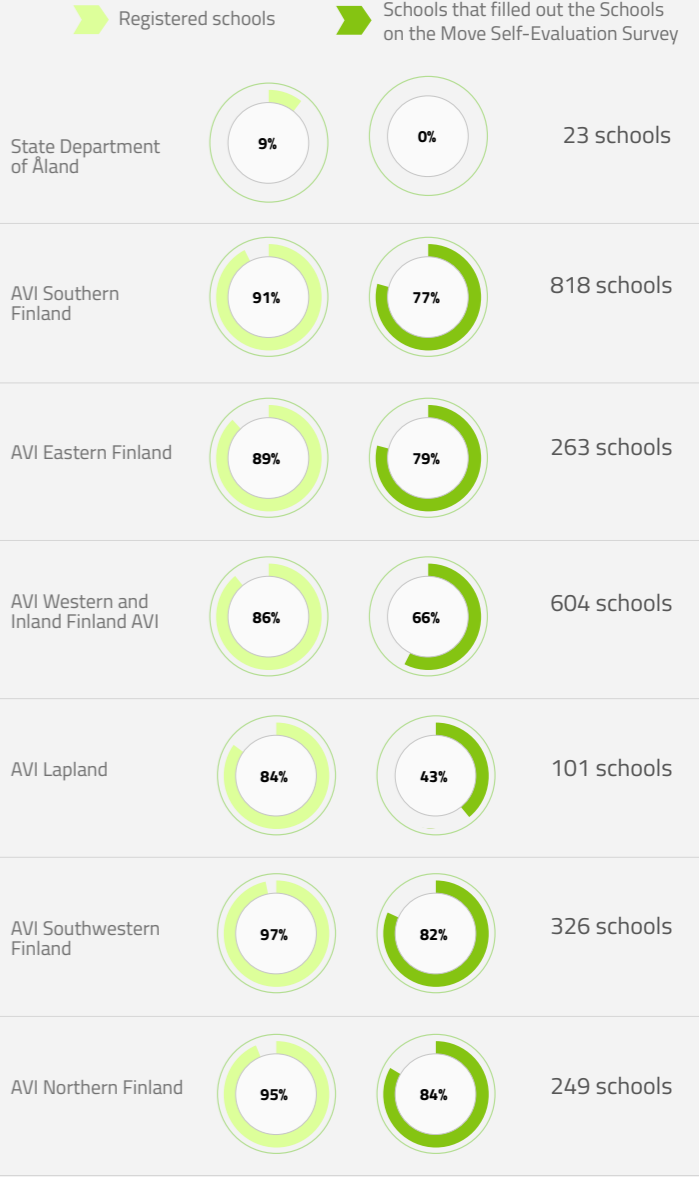
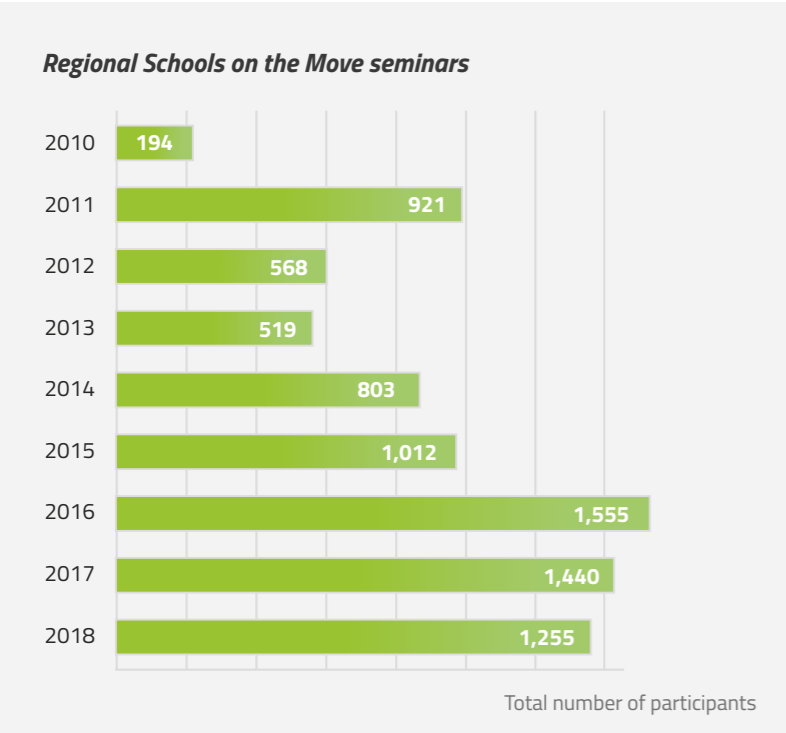


FIGURE 7 The shares of the schools providing basic education, schools registered as Schools on the Move, and schools that filled out the Schools on the Move Self-Evaluation Survey in the areas covered by different Regional State Administrative Agencies (AVI) (Schools on the Move register 2019).

The Regional State Administrative Agencies have played a major role in providing guidance by information to schools and municipalities, and supporting them in building regional networks. The agencies have cooperated with regional sports organisations in arranging regional Schools on the Move seminars. Above all, the regional seminars have provided a forum for peer learning. They have also included sharing information about applying for funding, services available at partners, research findings related to the Schools on the Move programme, and the implementation of the programme. The seminars have therefore served as an important vehicle for guidance by information.



### The practices of regional administration in granting funding

At the key project phase for the Schools on the Move programme, all public officials working on the programme at the Regional State Administrative Agencies were interviewed in 2017. The interviews were used as a basis for analysing so-called ‘administrative friction’ described by the officials. Regional differences in interpreting the criteria and granting funding emerged as the most significant sources of friction. (Laine 2017.)

Already prior to this programme, there were differences in the ways in which the regions interpreted the instructions agreed with the Ministry of Education and Culture regarding the criteria for granting funding. While this had been discussed among the agencies and with the ministry, the situation has continued unchanged: each region has used its own approach in both interpreting the criteria and applying the instructions and justifications. According to the public officials, the fundamental problems in the process stemmed from familiar ways of doing things, different attitudes, and fundamental differences between regions. This basis makes it difficult to find a completely coherent and cohesive line of operation.

An improvement suggestion proposed by the Regional State Administrative Agencies in the interviews involved stronger steering provided to the key project by the Ministry of Education and Culture’s area of expertise in sports and physical activity as well as stronger mutual cooperation between the regional authorities. The officials hoped that the coordination and cohesiveness of the measures would be improved by clearer instructions and concrete interpreting methods and guidance. They wished that the cooperation would also do a better job at reaching the follow-up of decisions and projects than previously. They felt that strengthening mutual cooperation was prevented by the fact that “we keep talking about it, but everyone still does things the way they’ve always done them”.

According to the views of the public officials at the agencies, the different practices for granting funding have been emphasised at the key project phase. The instructions, coordination and management provided by the ministry were considered to be insufficient at the point when a transition was made to distribute the key project grants. The officials often had to consider the interpretations of the criteria for granting the funding from a practical perspective. For instance, a lot of questions emerged in interpreting the EUR 20,000 procurement price limit defined in the criteria for “fixed physical activity equipment”. What sort of sport facility construction is not “fixed”? What is the difference between the Schools on the Move grant and a separate form of financial assistance for constructing sports facilities?

## Municipalities

In the Schools on the Move programme, the task of municipalities has been particularly to coordinate and support the Schools on the Move activities. The role of municipalities, together with schools, is the most important from the perspective of the Schools on the Move programme. Schools operate in different municipal environments, which significantly affects the Schools on the Move activities.

The key project has involved municipalities applying for discretionary government grants to the Schools on the Move programme from their local Regional State Administrative Agency. In order to obtain the grant, municipalities have been required to finance some of the Schools on the Move activities by themselves. As a result, practically half of the funding for the programme has originated from the municipalities. Municipalities have used different solutions in allocating and using self-financing.

The monitoring carried out at the programme phase included examining the structures in municipalities that support the Schools on the Move activities. Successful examples collected from the municipalities involved creating a structure in the municipality that enabled including new schools in the programme as well as developing and expanding the Schools on the Move activities. (Aira & Laine 2015.) At the programme and key project phases, the municipalities have created varying structures and solutions shared by sectors suitable for the needs of different municipalities, aiming at supporting the schools. The Schools on the Move structures have been typically created in the education and sports services (Kuure 2017).

The Schools on the Move activities are already rather visible in municipal strategies. 68 per cent of the schools that filled out the Self-Evaluation Survey reported that the Schools on the Move activities have been included in the municipal strategy, well-being strategy or other similar document (LIKES 2019).

Schools on the Move coordinates a network of local coordinators and heads of administrative branches. The network of local coordinators both enables peer support related to the Schools on the Move activities between municipalities and links the programme to the local level.



42 %

of the schools that filled out the Self-Evaluation Survey (LIKES 2019) report that they never or seldom collaborate with the different sectors of municipal administration in promoting a physically active lifestyle.

## Cross-sectoral cooperation in municipalities

One of the strengths of the municipalities where the activities have been successful has been engaging in cooperation transcending traditional administrative borders. The key is that each branch is able to find its own perspective in the process and that the municipality has joint coordination that links different viewpoints to fall in line with the shared goals. (Aira & Laine 2015.)

In some cases, a considerable silo mentality was detected in administrative branches at the programme phase, causing friction to the activities at the municipal level, and resulting in a lack of collaboration (Aira & Laine 2015). Even at the key project phase, 42 per cent of the schools that filled out the Self-Evaluation Survey (LIKES 2018) reported that they never or seldom collaborate with the different sectors of municipal administration. It is possible that municipalities have organised the cooperation with the different sectors of municipal administration in a way that has resulted in schools not perceiving that this is directly occurring. In any case, the cooperation with the different sectors of municipal administration remains an at least partly underutilised resource in many municipalities.

According to the estimates by the Regional State Administrative Agencies, the quality of the cooperation between the different sectors of municipal administration has also been reflected on the grant applications. There are plenty of good examples of the development of the cooperation from the Schools on the Move activities. By contrast, with poorer development models, the Schools on the Move activities have relied on one or a few responsible persons. In this case, a person preparing a grant application may not have been aware of the needs and situations at schools, and has not discussed the action plan with other municipal officials or school staff. (Aira & Laine 2015; Kuure 2017; Laine 2017.)

In stakeholder interviews (Kuure 2018; Laine 2017), establishing the Schools on the Move activities in municipalities no longer receiving discretionary government grants was considered a key future challenge to the programme. The commitment of municipalities in the Schools on the Move activities was considered essential to establishing the activities, which is closely influenced by the cooperation between the different sectors of municipal administration. Safeguarding resources for local coordinators is also crucial for establishing the activities at the municipalities.

## **Vantaa gave permanent employment to its Schools on the Move coordinators**

Establishing the Schools on the Move project as part of schools' regular activities in Vantaa, Finland has required finding a suitable common purpose, enthusiastic people, a goal-oriented approach, and a structure that joins all sectors of municipal administration. In 2010, Vantaa used project funding to hire two sports instructors who initially only focused on the activities of one primary school. Once they had established the activities at this school and achieved good research results, the activities were extended to six more schools and further developed. Now, the activities have been expanded to all schools. Vantaa employs two Schools on the Move coordinators under permanent employment contracts. A steering group comprising representatives of sports and education services guides the activities. The group meets 4–5 times per year. Vantaa has realised that, as there is no ready-made model available for cooperation between the sectors of municipal administration, they must build their own. The city also calls attention to the fact that the only barriers that exist are made by adults, and these must be removed to promote children's wellbeing.



## **Turku has competence in recreational activities at schools**

In Turku, 2019 marks the final year of operation for the Schools on the Move project. The activities will become permanent as of this autumn. Preparations have been made for long and with great care. Coordinators from the city's education and recreational activity sectors have been working as a pair for over two years. Turku has been particularly recognised for carrying out recreational activities including physical activity at schools. The city's schools have over 200 groups for recreational activities that involve physical activity and engage around 3,000 children and young people each week. The financial resources allocated to the activities are substantial at EUR 200,000 per year, but the same can be said about the amount of physical activity taking place. Each week, the recreational activities involve five hours of exercise per school, amounting to 225 hours in total. The recreational groups involving physical activity are part of the schools' operations. The groups are instructed by teachers working at the schools as well as instructors and coaches from Turku's exercise and sports clubs. The coordinators highlight the fact that without education there can be no development. This year, the city has trained one hundred Swedish-speaking and 500 Finnish-speaking teachers.

## Schools

Based on school registration rates, the Schools on the Move programme has spread to 93 per cent of Finland's municipalities and 90 per cent of Finland's schools, where it reaches 92 per cent of the pupils in basic education. Registration can be considered an indicator of how many schools have been reached. The schools take the leap towards more active and pleasant school days in their practical operations. The process of permanently changing the school culture is often slow.

The Schools on the Move activities can also be organised inappropriately at the school level, for instance, when one person in charge is left alone with the responsibility.

**59%** of the schools have a team to coordinate the Schools on the Move activities.

The principles and measures of Schools on the Move align with the new curriculum, which puts emphasis on an activity-based approach. This strengthens establishing the activities within the school.



## The autonomy of Schools on the Move

Some stakeholders have proposed that schools should only achieve the Schools on the Move status when they follow certain operating models and fulfil certain criteria. This “top-down” model has been traditionally followed in the promotion of physical activity.

The Schools on the Move principle, which relies on school autonomy and individual implementation, has been new to many partners, as the previous models have often been based on guidance and ready-made or constantly improved operating models and criteria.

*“National effectiveness and change can be accomplished if consistency and quality can be ensured”*  
(stakeholder survey 2018)

The independent status of schools has been considered essential in the Schools on the Move programme. The schools make decisions on their own measures and timetables. Central government has found this to be an exceptional and successful solution compared to the development projects commonly related to schools (Kuure 2018).

*“I feel that it is rather exceptional how comprehensively this project has been able to reach nearly all schools for development purposes. After all, that is fairly unusual. Typically, the way it goes is that the same active schools are always involved in different projects.”*

(interview of a public official working for the government, 2018)



## Equality and equity

### Promoting gender equality in the Schools on the Move programme

Promoting gender equality has been one of the cross-cutting themes of the Schools on the Move programme since the beginning (a memo by the preparatory group of the Schools on the Move programme, Ministry of Education and Culture 2010). Promoting equality has been visible in all the programme phases and on different levels. As the programme has advanced, awareness of gender issues has also increased: as new research findings of differences between girls and boys have emerged, the project has reacted to these using guidance by information and resource allocation.

In the period 2016–2017, “Equity, equality and accessibility” work division worked under the Schools on the Move Programme. The division discussed and aligned the promotion of equality in the programme. The working group proposed the following development measures related to the promotion of equality: 1) The national and regional steering will raise equality as well as revealing and dismantling gendered structures as themes, 2) The Schools on the Move communication materials will be updated to give visibility to diverse pupils, and 3) Cross-cutting contents related to equality, equity and accessibility will be included in teacher training. In 2018, knowledge of equality issues among teachers was included particularly in the instructions aiding the projects at the key project phase.

#### Projects

In development funding granted to the Schools on the Move activities, gender equality has been included in both application-specific special criteria as well as general criteria. The application instructions for the key project phase note that particular attention must be paid to increasing physical activity among girls, as girls are less physically active than boys in all age groups. When making a decision on development grants to Schools on the Move, the applications have also been assessed from a gender perspective. Taking the gender perspective into account in the project's goals, measures, monitoring and assessment has been a factor promoting the financing of the project. On average, gender has been given limited visibility in the project applications. The monitoring and steering of projects has reminded agents to take gender perspective into account.

The follow-up survey for national projects for incorporating physical activity into school and study days, carried out in 2017 and 2018, asked projects about taking gender perspective into account. In 2017, half of those involved in the projects reported that the gender perspective had been included in the project's goals and that the effects of the project's activities had been examined from the viewpoint of gender. In the measures carried out by the projects, gender perspective had been taken into account in 82 per cent of the projects. In 2018, the share of pro-

jects that took gender perspective into account clearly dropped, to around one third of the projects (figure 8). This shift may be a result of a change in question setting: in 2017, the questions on gender perspective warranted a yes or no answer only, whereas in 2018, a compulsory explanation of “how” this had been done was required. A further response alternative, “I don’t know”, was also included. One project operator reported not knowing whether a gender perspective had been taken into account in the measures.

Research and monitoring

In the research related to the Schools on the Move programme, data have been collected and key results presented per gender. The genders included in the surveys are girl and boy.

The final report for the pilot phase of the Schools on the Move programme (2010–2012) investigated the views of girls and boys, presented the results of each gender in tables, discussed the barriers to participation, and the atmosphere during recesses. The differences between girls and boys were also reported in the descriptions of pilots (e.g. games involving dancing). The report’s summary section on research findings also presented that the differences between girls and boys must be taken into account in the future when the contents of physical activity that motivate pupils are planned.

The results of the research and monitoring at the pilot phase revealed a need to separate the activities to better

correspond to the goals set for promoting equality and equity. After the observations made at the pilot phase, all monitoring and research of the Schools on the Move programme has included gender as a variable, and the numbers of girls and boys have been calculated for all items. However, not all results have been reported for each gender. The information about gender has been reported for those variables with significant gender-based differences as well as the themes where there have been gender-related differences between years of observation.

The research work division established for the Schools on the Move programme in 2016 also collects municipality-specific monitoring and research data from the perspective of the implementation of gender equality. The research data are collected for the purposes of further measures and guidance by information, to raise awareness of equality among school staff and those involved in the projects, and increasing the gender sensitivity in implementing and planning the programme. In 2018, the research work division of the Schools on the Move programme prepared a summary of the follow-up indicators used in the programme, utilising national data collection systems. The summary presents the follow-up indicators related to physical activity and functional ability separately for girls and boys.

Communication

The programme has paid attention to the need to communicate with gender awareness. The images used in the online resources, other materials and guides of

the Schools on the Move programme present both girls and boys as active subjects. Attention has been paid to whether the images and materials repeat the predominant stereotypes. Practical issues have emerged, for instance, when no boys have agreed to be photographed in certain photoshoots. Similarly, girls have had clear views of how they wish to be photographed. These factors have contributed to what sorts of photographs have been available.

There has been an aim to take the gender perspective into account in seminars and training in a cross-cutting manner. Special subjects covered by the seminars have included the perspective of girls in secondary schools. Equality has also been one of the cross-cutting themes in the training provided at the Teacher Training School since the beginning. The differences in the physical activity of girls and boys has been one of the regular themes in the training.

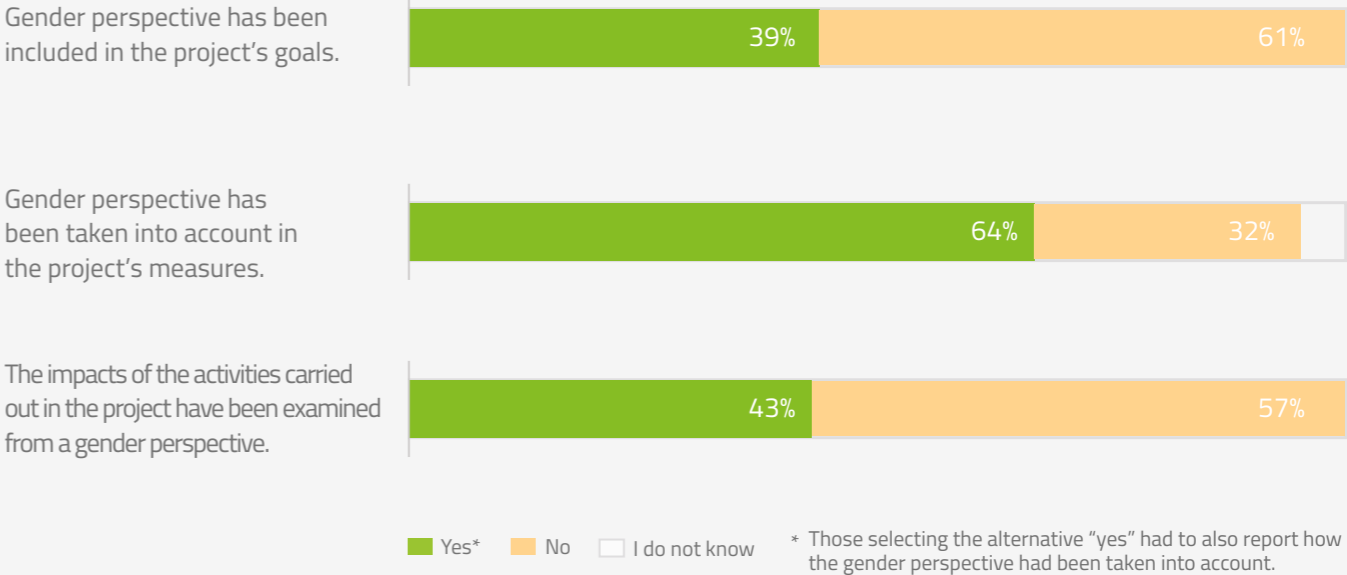


FIGURE 8 Taking gender perspective into account in the national development projects for integrating physical activities into school and study days in 2018 (n=28).

## Promoting equity in the Schools on the Move programme

Promoting equity in the Schools on the Move programme is based on the Act on the Promotion of Sports and Physical Activity as well as the entries on sports policy included in the Budget. This has been expressed slightly differently in different years – for example as equal accessibility. The National core curriculum for basic education has included equity in the obligations concerning education provision and the value basis of education. “A learning community promotes equity and equality” has been reported as the principle guiding the development of school culture. As a result, all measures aiming the transform the school culture must consciously aim at this goal.

In the period 2016–2017, an “Equity, equality and accessibility” work division worked under the Schools on the Move programme. The division discussed and aligned the promotion of equity in the programme. The working group proposed the following development measures: 1) An expert on equity issues will be asked to join the Schools on the Move steering group, 2) The application criteria for the Schools on the Move development grants will be adjusted to encourage developing the practices to be more equal, 3) The Schools on the Move communications materials will be update to make diverse pupils visible, 4) The Schools on the Move activities will be supported and their efficiency improved in schools with a lot of pupils with an immigrant background, 5) The Schools on the Move support materials will be produced to provide opportunities for all pupils to

participate in the shared activities. Special needs schools and accessibility issues will be better taken into account in producing the materials, and 6) Teachers’ competence in taking equity issues into account will be increased through both teacher training as well as by providing the teachers already in the workforce with supplementary training.

A survey aimed at the Schools on the Move coordinators carried out in December 2018 charted the equity perspective included in the Schools on the Move activities at the municipal level. The survey explored the good practices used by municipalities in promoting equity. It also investigated which groups the measures related to equity or inclusive activities had targeted, and how the municipalities had managed to engage pupils in need of special support in the activities.

In October 2018, a survey on physical activity among Sámi children and young people was carried out as part of the monitoring of the Schools on the Move programme. Representatives of Lapland’s Regional State Administrative Agency, Ministry of Education and Culture and LIKES met with representatives of the Sámi Language Bureau in the Sámi Parliament. The cooperation was used to examine the opportunities for increasing the opportunities of Sámi children and young people for participating in the Schools on the Move, Joy in Motion and Students on the Move programmes in the so-called Sámi municipalities in Lapland. (Laine 2018.)

The promotion of integration through physical activity can be summarised as involving integration at different paces from preparatory education to different subjects – typically starting with artistic subjects. The differences are not just related to language learning. One of the teachers involved in Schools on the Move reported that although the beliefs that the pupils have adopted at home affect their conditions for learning when it comes to issues such as the origins of the universe, cultural factors do not determine the pupil’s starting level for practising motor skills. Another teacher describes football as a globally strong sport that girls are also happy to play. The difference in gender roles has been visible, for instance, in offering dance workouts and flexibility exercises as physical activity alternatives to girls. It is essential that young people with immigrant backgrounds play an active role, for instance as sports instructors.

Equity has been one of the criteria for obtaining discretionary government grants right from the start (selection of pilot projects in 2010). Special groups have been taken into account in school activities (Haapala et al. 2014; Maijala & Pasanen 2015). At the programme level, systematic efforts to invest in equity issues have only taken place at the final part of the key project phase. It has taken time to form the network, and allocating expert resources has partly hampered putting emphasis on the equity perspective. The equity survey carried out in December 2018 will help forming an image of the measures carried out by schools. The results will be presented in a publication describing the activities carried out by the schools.



## Disseminating the message

# Schools on the Move communications

The communications of the Schools on the Move programme have been strongly based on research and monitoring as well as disseminating good practices. The national, regional and local networks have played an important role in raising awareness of Schools on the Move. Importantly, the communications have been successful in linking physical activity to more extensive themes such as learning and enjoyment at school (Kuure 2017).

A full-time communications coordinator started working at the Schools on the Move programme office at the start of 2016. The programme has also had access to the competence and work input of the communications specialists at the LIKES Research Centre for Physical Activity and Health throughout its existence.

### Research evidence as the basis of communications

Research has been a strong part of the Schools on the Move programme since the start, and this has also been visible in the communications about the programme in multiple ways. The research and monitoring have allowed producing important information about the reasons for implementing the programme for schools, municipalities and decision-makers. This has involved drawing up school and municipality specific summaries of the surveys and measurements carried out at the schools. The schools and municipalities have been able to use these materials in their own communications and development efforts.

Research evidence has also been significant to defining the focus areas of the programme and therefore also determining the pro-



gramme's core messages. Improving enjoyment at school, which emerged in the results of the first staff survey, has been included in the goal declared for the Schools on the Move programme, "more active and pleasant school days", since the programme phase.

In addition to scientific publications, the aim has been to widely communicate about research findings since the pilot phase. The programme phase involved compiling four-page summaries of the research findings, and there was a lot of interest in these at both national and regional Schools on the Move seminars. The research summaries on different themes have also been translated into Swedish and English. In total, over 10,000 summaries have been handed out at different events. Dozens of articles have been published on the results of the Schools on the Move programme studies and monitoring in the programme's own channels as well as in a variety of periodicals and professional journals.



### School activities in focus

The goal of the Schools on the Move programme is to promote a school culture that involves physical activity and to increase physical activity among children and young people of basic education age. The programme has aimed to communicate these goals from the schools' perspective and put particular emphasis on the indirect benefits of physical activity, such as the effects on learning of physical activity.

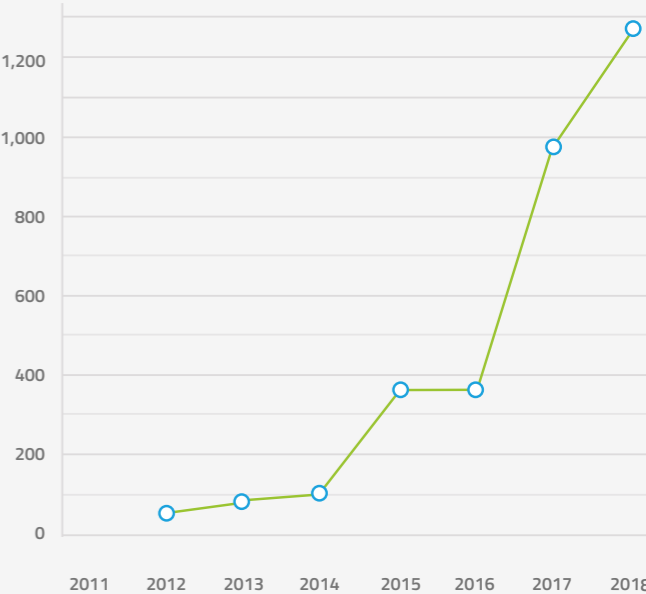
The Schools on the Move activities are strongly linked to the school's fundamental task. The Physical activity and learning research review, prepared in 2012 and published in a publication series of the Finnish National Agency for Education, served as an important basis for examining the connections between physical activity and learning. The Physical activity and learning during the school day review was published in 2018, and includes discussing the effects on learning of physical activity during school days. The communications have also highlighted the connection of the Schools on the Move programme to the National core curriculum for basic education introduced in 2016.

The research and monitoring data of staff experiences has been particularly important in the communications. Among other things, the staff has found that the physical activity during school days improves a peaceful learning environment, increases enjoyment at school, and improves community spirit.

### Key project increased national visibility

Since the pilot phase, there have been efforts to make the Schools on the Move programme visible in the local and national media. Visibility in the media has been important to raising awareness at schools and, through this, accomplishing the goals set for registration as well as making the results of the activities visible. At the national level, the communications have primarily concerned research and monitoring results. At the key project phase, information about the progress of the Schools on the Move programme was provided together with the Ministry of Education and Culture.

*Number of mentions in the media in the period 2012–2018*



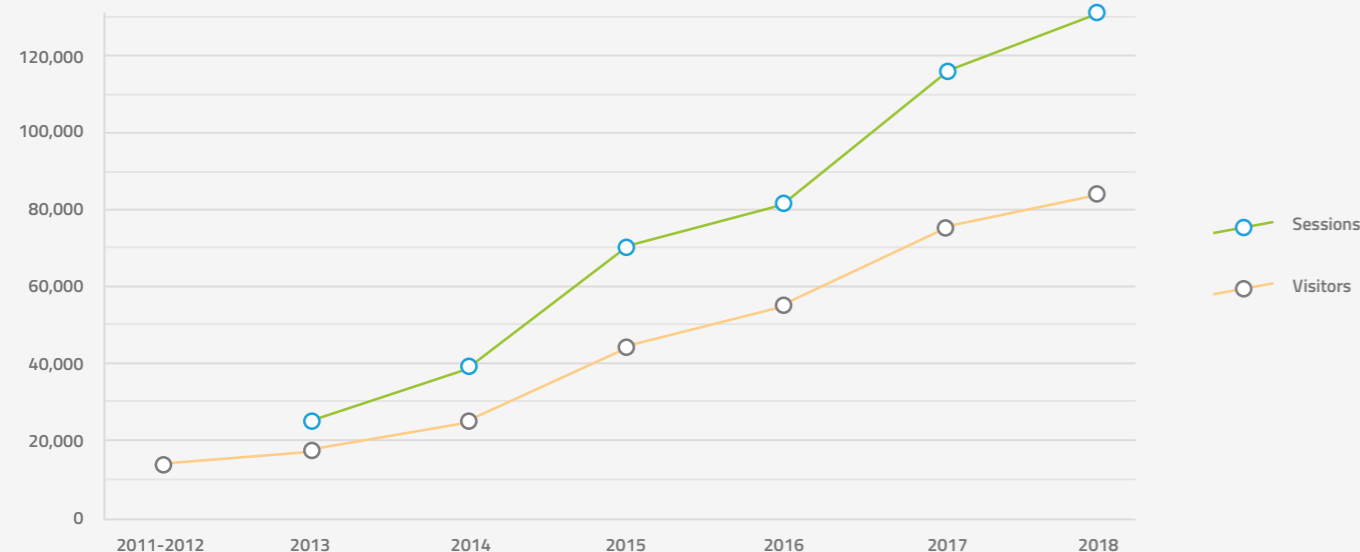
The Schools on the Move programme has utilised media tracking since 2012. The number of mentions in the media grew significantly as a result of the key project status in 2015. The media has been interested in issues such as discretionary government grants provided to the key project and the local ways of implementing the programme. In 2017, Schools on the Move had been mentioned in national, regional or local media for over one thousand times.

## Sharing good practices

One of the most important tasks of the Schools on the Move communications has been to share good practices. In addition to national, regional and local seminars and meetings, the programme's webpage has been an important channel for disseminating ideas and good practices.

At the beginning of the pilot phase, the webpage operated under the edu.fi website run by the Finnish National Agency for Education. A website dedicated to the Schools on the Move programme, liikkuvakoulu.fi, was set up in January 2013.

**Number of Schools on the Move website visitors and sessions in the period 2012–2018**



The goal of the website update carried out in 2016 was to make good practices and materials available in a format that is easier to view and share with others. In fact, as planned, the 'Ideas' section has become the most frequently used part of the webpage. The goal for making the contents easier to share has also been reached, and is visible as an increase in visitors coming to the site from social media.

The share of website visitors from social media was

- 5% in 2016, 80 % of them from Facebook
- 24% in 2017, nearly 80 % of them from Facebook
- 16% in 2018, over half of them from Pinterest and 45 % from Facebook

The first social media channel was already introduced at the pilot phase. The Facebook page of the Schools on the Move project was replaced with a new one as the transition to the programme phase took place in 2012. A Twitter account was set up for Schools on the Move in 2014 and an Instagram account in 2016.

Awareness of the Schools on the Move programme and its support services has also been promoted through participation in national and regional education events, such as the Educa fair, Hyvinvointifoorumi wellbeing forum, Suomi Areena, and the events of the Finnish National Agency for Education.

## Schools on the Move logo originates from a competition

The Schools on the Move logo originates from a logo competition held in the 45 schools involved in the project at the pilot phase. 18 logos were submitted to the competition, and received a total of nearly 1,800 votes on the project website.



The visual look of Schools on the Move was updated in 2012, at which point the logo also found its current form.



## Giving a voice to the target groups

Sharing experiences from schools was started in the form of blog posts at the programme phase. As a result of the website update, the role of storytelling has also become increasingly prominent in the programme's communications. In 2018, the texts and blog post posted on the 'Stories' section on the website have been viewed nearly 10,000 times in total.

The Schools on the Move communications first targeted pupils in 2016 as the programme set up an Instagram account by organising a photo contest to the pupils. The Instagram communications aimed at pupils were continued in the period 2016–2017 in collaboration with partners. In the autumn of 2018, the pupils got their voices heard in the Schools on the Move channel as lower secondary school pupils took over the Schools on the Move Instagram account as part of an Instagram Takeover.



## International cooperation

The Schools on the Move programme has been carried out in extensive cooperation ever since the pilot phase. The perspective of international cooperation has also been on the agenda since the pilot phase. At the initial part of the programme, this meant individual cooperation meetings or presenting the programme at sporadic events (research cooperation and promotion of physical activity). The Schools on the Move programme was first presented at the Nordic Movement Solutions congress in Malmö in the autumn of 2010. As the programme has progressed, it has attracted increasing international attention.

In the global context of the promotion of physical activity, the Schools on the Move programme stands out thanks to its national scope, breadth of measures and political value at the national level. These three factors are significant to both the research community – together with also incorporating research in the programme implementation – as well as those promoting physical activity. After the pilot phase, the interest of research communities defined the national interest in the implementation of the programme. This was the first time when the programme could present research findings regarding its implementation, which allowed raising awareness of the programme in the research community. The amount of published research findings increased in the key project phase. Joining research knowledge to the political value

and key project status of the programme has increased international interest. There would be more potential in international cooperation, as it has not been among the project's key measures so far.

The goal of international meetings has been to gain knowledge of the status of other countries and measures they have taken. Cooperation has been closest with Estonia and Sweden. The goal set by the Schools on the Move programme for the cooperation has been to support launching of similar measures in two different cultures. The measures carried out in Estonia and Sweden provide an opportunity for examining whether the Schools on the Move programme can also be spread internationally.

After the key project phase, the Schools on the Move programme must determine whether it aims to create an international education export model based on the programme. There is clear potential for this. The network of corporate agents that has emerged around the programme at the national level also supports achieving this goal. Some of these companies are interested in the international sales of their products. The national interest in the "Schools on the Move model" has strengthened Finland's national brand in education competence, increased the visibility of competence in promoting physical activity in Finland, and strengthened international researcher networks.

**Research co-operation** ●

- Estonia
- Denmark
- USA
- Ireland
- Australia

**International scientific conferences, presentations** ●

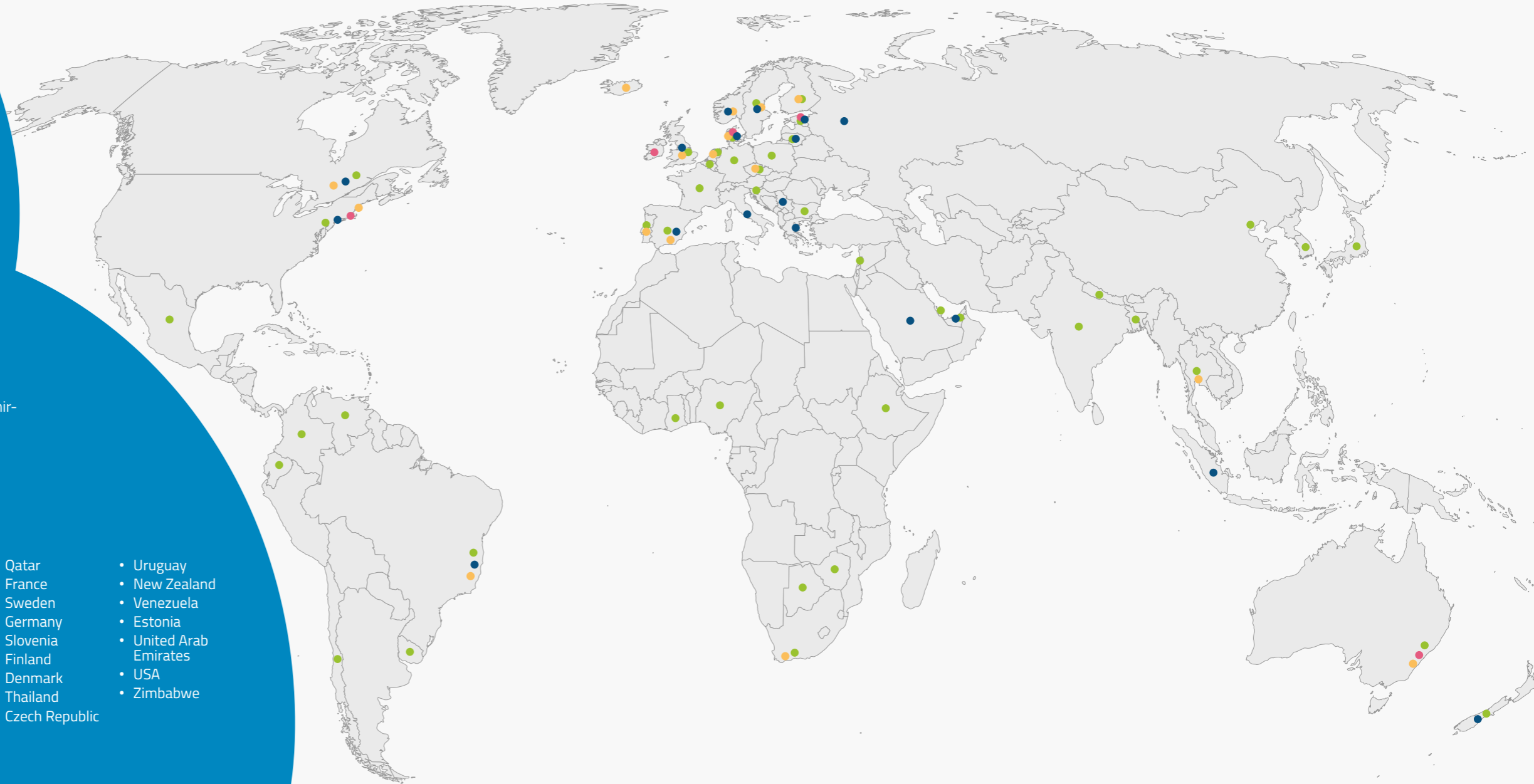
- |                  |               |                |
|------------------|---------------|----------------|
| • Australia      | • Sweden      | • USA          |
| • Great Britain  | • Norway      | • Iceland      |
| • Spain          | • Canada      | • Portugal     |
| • Czech Republic | • Brazil      | • South Africa |
| • Finland        | • Denmark     |                |
| • Thailand       | • Netherlands |                |

**Presenting the Schools on the Move activities** ●

- |                 |               |                        |
|-----------------|---------------|------------------------|
| • Norway        | • New Zealand | • Canada               |
| • Brazil        | • Denmark     | • Serbia               |
| • USA           | • Lithuania   | • United Arab Emirates |
| • Russia        | • Spain       | • Saudi Arabia         |
| • Indonesia     | • Greece      |                        |
| • Great Britain | • Italy       |                        |
| • Sweden        | • Estonia     |                        |

**Active and Healthy Kids Global Alliance** ●

- |              |                 |             |                  |                        |
|--------------|-----------------|-------------|------------------|------------------------|
| • Australia  | • South Africa  | • China     | • Qatar          | • Uruguay              |
| • Bangladesh | • South Korea   | • Colombia  | • France         | • New Zealand          |
| • Belgium    | • Ethiopia      | • Lebanon   | • Sweden         | • Venezuela            |
| • Botswana   | • Ghana         | • Lithuania | • Germany        | • Estonia              |
| • Brazil     | • Netherlands   | • Mexico    | • Slovenia       | • United Arab Emirates |
| • Bulgaria   | • India         | • Nepal     | • Finland        | • USA                  |
| • Chile      | • Great Britain | • Nigeria   | • Denmark        | • Zimbabwe             |
| • Ecuador    | • Japan         | • Portugal  | • Thailand       |                        |
| • Spain      | • Canada        | • Poland    | • Czech Republic |                        |





## Examination of the impacts of the Schools on the Move programme

### Goal 1: Schools on the Move will be expanded to the national level

Sub-goal	Indicators	Data
<b>Sub-goal 1a:</b> Schools will register as Schools on the Move	Registration coverage	Schools on the Move register 2010–2018
<b>Sub-goal 1b:</b> Municipalities apply for grants to promote the Schools on the Move activities	Key project funding granted to the Schools on the Move programme	Schools on the Move monitoring and research 2016–2018
<b>Sub-goal 1c:</b> The Schools on the Move activities are visible in schools' and municipalities' documents	Visibility of the Schools on the Move activities in schools' and municipalities' documents	Schools of the Move Self-Evaluation Survey 2015–2018

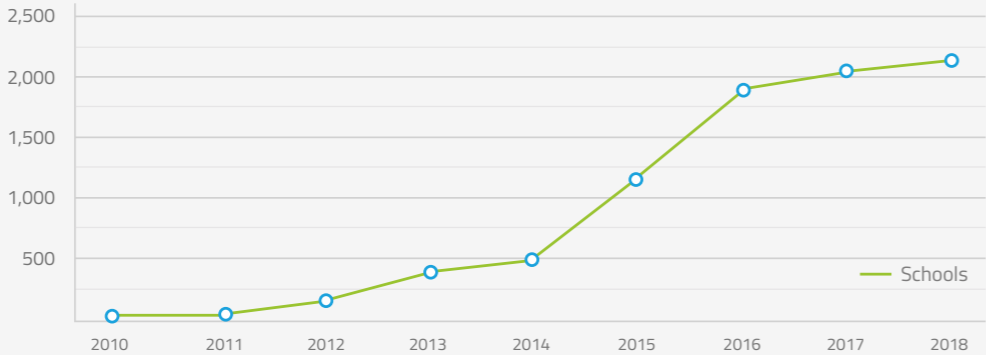
# Result indicators

## Sub-goal 1a: Schools will register as Schools on the Move

(Schools on the Move programme 31 December 2018)

### Development of the registration of schools, 2010–2018

92% of Finland's pupils in basic education attend a School on the Move.



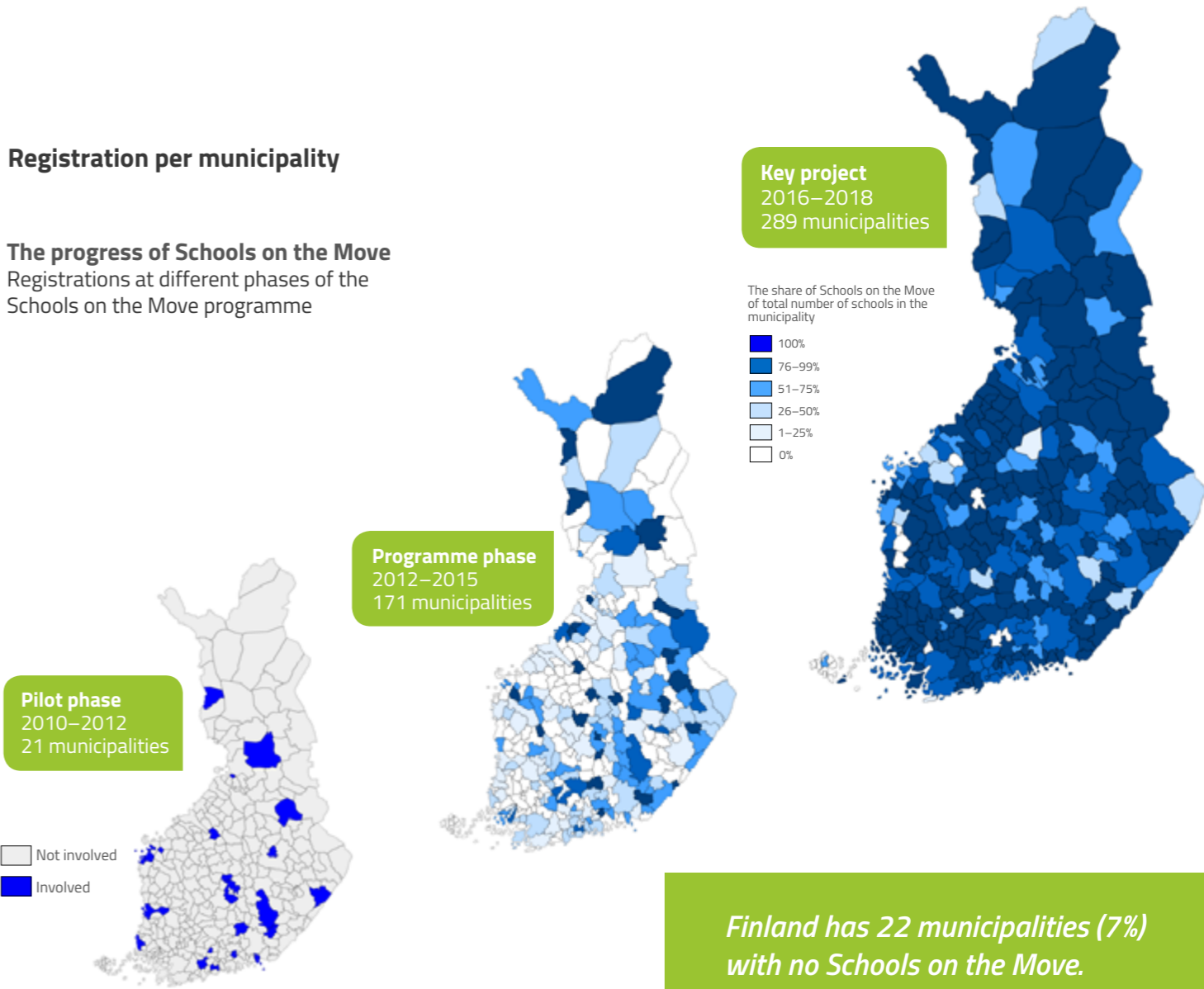
<sup>1</sup> The numbers of schools and pupils in the autumn term 2018 have been compared with the numbers for the school year 2017–2018 of Statistics Finland. The statistics for school year 2018–2019 will be updated in early spring 2019, which may change the presented relative shares due to issues such as the closing down of some schools.

The numbers of Schools on the Move in the period 2010–2014 depict the number of schools receiving grants to implementing Schools on the Move activities. Registration as a School on the Move was introduced in 2014.

- Proportions of registered units on 31 December 2018:**
- 2,139 schools = 90% registered as Schools on the Move
  - 91% of primary schools
  - 87% of joint comprehensive schools
  - 94% of lower secondary schools
  - 63% of other basic education providers (incl. special needs schools)

### Registration per municipality

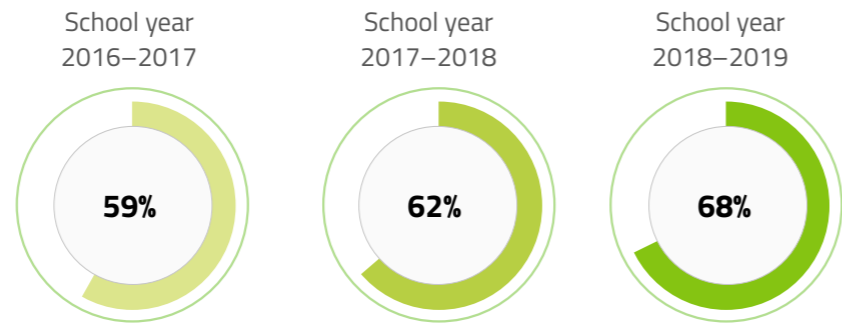
The progress of Schools on the Move  
Registrations at different phases of the Schools on the Move programme



Finland has 22 municipalities (7%) with no Schools on the Move.

Sub-goal 1b: Municipalities apply for grants to promote the Schools on the Move activities

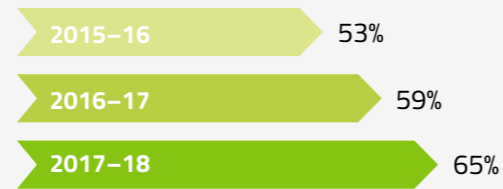
Municipalities that received key project funding to their Schools on the Move activities (share of all municipalities) (Schools on the Move monitoring and research 2016–2018)



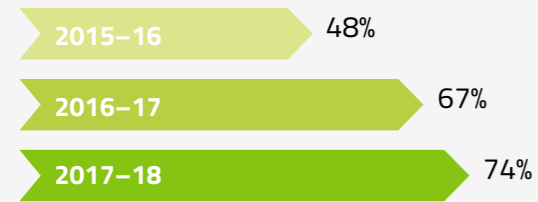
Sub-goal 1c: The Schools on the Move activities are visible in schools' and municipalities' documents

(Self-Evaluation Survey 2015–2018)

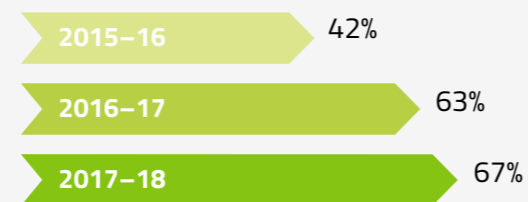
Physical activity during the school day has been set down in the school's operating plan for the school year.



The Schools on the Move activities have been set down in the **municipal strategy**, well-being strategy or other similar document.



The promotion of wellbeing and physical activity has been entered in the **school's curriculum**.



Longer-term impacts:

The following indicators can be used to assess the longer-term impacts in the future:

- Establishing the activities at schools and in municipalities
- Development of registration as a School on the Move
- Development of the results of the Self-Evaluation Survey
- The funding allocated to the Schools on the Move activities by municipalities
- Schools on the Move employees hired by municipalities
- The Schools on the Move activities have been included in the school's and municipality's documents (e.g. curriculum and municipal strategy)



# Goal 2: Engaging in one hour of physical activity per day

Sub-goal	Indicator	Data
Sub-goal 2a: The school culture changes to encourage physical activity		
Increasing the use of action-based teaching methods	Prevalence of action-based teaching methods	a, b
Reducing excessive sedentary time	Practices of breaking up sedentary time	a, b
Promoting physical activity during recess	Prevalence of long recesses	a, c
	Spending recesses outdoor and engaging in physical activity in a gymnasium during recess	d
Modifying and utilising schools' indoor spaces, yards and local environment	Modifying schools' indoor spaces to support activity	a
	Increasing stimuli in the schoolyard	a
	Utilising the local environment	a
Promoting active transportation	Pupils' active journeys to and from school	d
	Encouraging active journeys to and from school	a
Promoting pupils' involvement	Active participation of pupils in physical activity during school days	a
	Implementing active school days in cooperation with pupils and staff	a
Increasing opportunities for recreational activities and cooperation at schools	Schools' cooperation with local agents in implementing club activities	a
	Extracurricular recreational activities or clubs organised by an exercise or sports association	c
	Participating in the school's sports club	d
Sub-goal 2b: School-aged children and young people will engage in at least one hour of physical activity per day	Share of pupils in basic education engaging in one hour of physical activity per day	d, e, f
Sub-goal 2c: The share of sedentary pupils will drop	The share of sedentary pupils	d, e, f

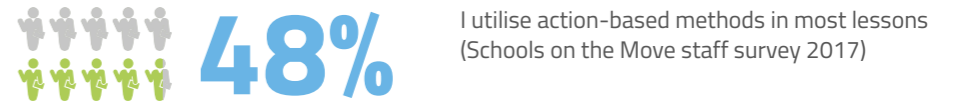
## Data:

- a) Schools of the Move Self-Evaluation Survey 2015–2018 (LIKES), schools as respondents, n = 2,973
- b) Schools on the Move staff survey 2017 (LIKES), school staff as respondents, n = 3,103
- c) TEAvisari 2017 (THL), principals in basic education as respondents in cooperation with a pupil welfare group, n = 2,071
- d) LIITU study 2016 and 2018, survey (University of Jyväskylä), pupils as respondents, n = 7,565 and 6,980
- d) LIITU study 2016 and 2018, activity measurement (UKK institute), pupils as respondents, n = 2,931 and 2,046
- f) Health Behaviour in School-Aged Children 2010 and 2014, survey (University of Jyväskylä), pupils as respondents, n = 6,564 and 5,799

# Result indicators

## Sub-goal 2a: The school culture changes to encourage physical activity

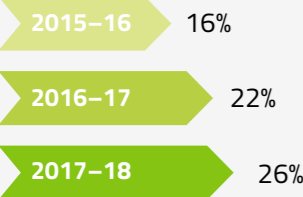
### Increasing the use of action-based teaching methods



According to the staff survey of the Schools on the Move programme carried out in the spring of 2017 (n=3,687), there are no significant differences in women's and men's attitudes towards including physical activities in school days. The majority of the women and men working at schools have a positive attitude towards the Schools on the Move measures.

In the staff surveys, a gender difference emerged in questions concerning the teachers' own activities for promoting physical activities during the school day (n=3,062). Clearly more women than men utilise action-based methods and break off pupils' extended periods of sitting down.

Reducing excessive sedentary time

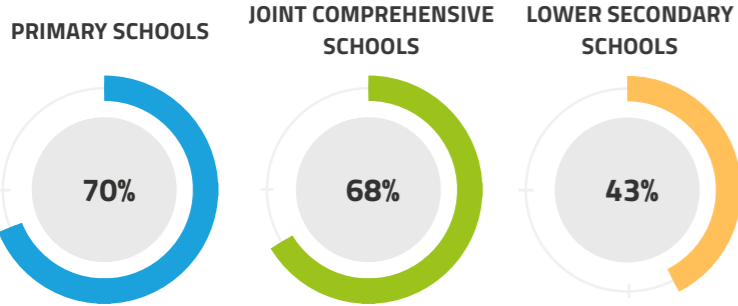


There are agreed on practices for breaking off excessive sedentary periods during classes (Self-Evaluation Survey 2015–2018)



I break off long sedentary periods in most lessons (Schools on the Move staff survey 2017)

Promoting physical activity during recess



The school has long recesses with physical activity (TEAvisari 2017).



Each school day includes an at least 30-minute joint recess with physical activity (Self-Evaluation Survey 2015–2018).

PRIMARY SCHOOL PUPILS



Boys are more likely than girls to spend recesses outdoors and engage in physical activity in the school's gymnasium.

LOWER SECONDARY SCHOOL PUPILS



Each school day includes an at least 30-minute joint recess with physical activity (LIITU study, survey 2018).

Primary school pupils spend recesses outdoors nearly without exceptions.

I engage in physical activity in a gymnasium during recess:

OF LOWER SECONDARY SCHOOL PUPILS



I mostly spend recesses outdoors:

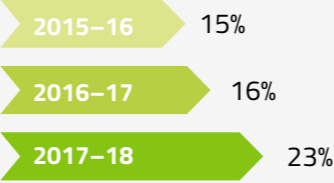
OF LOWER SECONDARY SCHOOL PUPILS



(LIITU study, survey 2016 and 2018, Rajala et al. 2019.)

Modifying and utilising schools' indoor spaces, yards and local environment

The school's teaching facilities have been modified to facilitate more action-based methods during lessons.



Stimuli available in the school yard have been increased with schools' own measures (such as playground paintings).



The schoolyard and local environment are used to support education.



(Self-Evaluation Survey 2015–2018)

Promoting active transportation

The majority of pupils with school journeys under 5 kilometres engage in active transportation to and from school (LIITU study, survey 2018; Kallio et al. 2019)

Share of pupils engaging in active transportation in school journeys under 5 km

In primary school, there are no differences between the genders in the ways pupils travel to and from school. In the 7th grade, boys are slightly more active than girls in their school transportation, but in the 9th grade, girls were more active than boys. (LIITU study, survey 2016 and 2018, Kallio et al. 2019.)

PRIMARY SCHOOL PUPILS



LOWER SECONDARY SCHOOL PUPILS



Schools encourage pupils to walk or cycle to school (Self-Evaluation Survey 2015–2018)

Promoting pupils' involvement

(Self-Evaluation Survey 2015–2018)

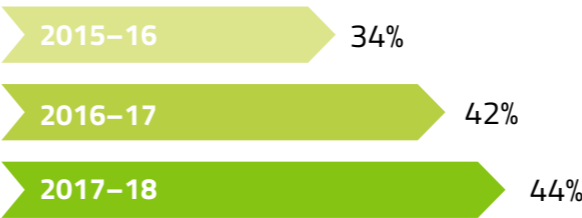
Pupils actively participate in physical activity during school days.



The staff implement an active school culture together with the pupils.

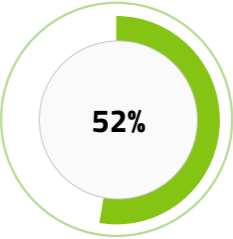


Increasing opportunities for recreational activities and cooperation at schools



The school cooperates with local organisations in implementing club activities (Self-Evaluation Survey 2015–2018).

Exercise or sports associations organise extracurricular recreational activities or clubs in connection with school days (TEAvisari 2018).



Pupils participate in a sports club at school (LIITU study, survey 2018; Martin et al. 2019)

Boys participated in the sports club organised by the school more frequently (26%) than girls (21%) (LIITU study, survey 2018; Martin et al. 2019).

Sub-goal 2b: School-aged children and young people will engage in at least one hour of physical activity per day

Physical activity of pupils according to surveys

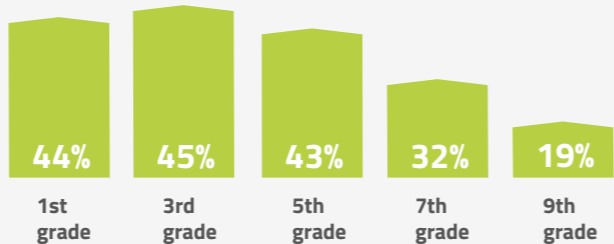
Slightly over one third (38%) of pupils in basic education engage in physical activity in accordance with the physical activity recommendations (one hour per day, seven days per week). Boys meet the recommendation more often (42%) than girls (34%) (grades 1–9). Slightly under half of primary school pupils and around one in four lower secondary school pupils engage in one hour of physical activity per day. (LIITU study 2018, surveys; Kokko et al. 2019)

Positive development in the 2010s – more and more young people exercise for one hour per day

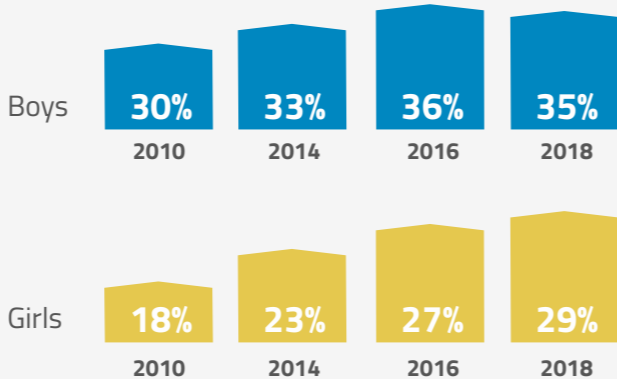
In the survey carried out as part of the LIITU Study, pupils met the physical activity recommendations slightly more often in 2018 than in 2016 (grades 3–9, LIITU study, surveys 2016 and 2018; Kokko et al. 2019; the result only statistically significant with grades 3 and 7.)

The share of 11–15-year-olds meeting the recommendation has been similarly growing throughout the 2010s according to similarly repeated surveys (Finland’s Report Card 2018).

Meeting recommendations for physical activity, pupils in grades 1–9



The proportion of boys and girls aged 11–15 meeting the physical activity recommendations (%) in 2010–2018 (Health Behaviour in School-aged Children study 2010 and 2014, LIITU study, survey 2016 and 2018).

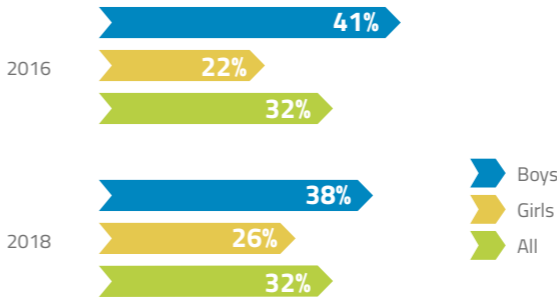


Physical activity of pupils according to activity measurements

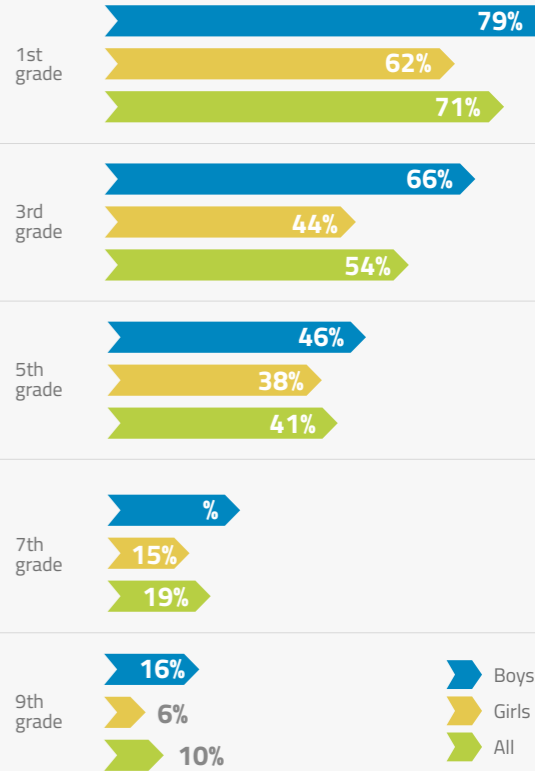
(LIITU study, activity measurements 2016 and 2018, Husu et al. 2019.)

Nearly half of pupils in basic education engage in physical activity in accordance with physical activity recommendations based on accelerometer measurements. There are major differences between age groups. Boys meet the recommendations more often than girls. (LIITU study 2018, activity measurements; Husu et al. 2019)

The share of pupils in grades 3–9 engaging in physical activity according to recommendations in 2016 and 2018 (LIITU study, activity measurements 2016 and 2018, Husu et al. 2019.)



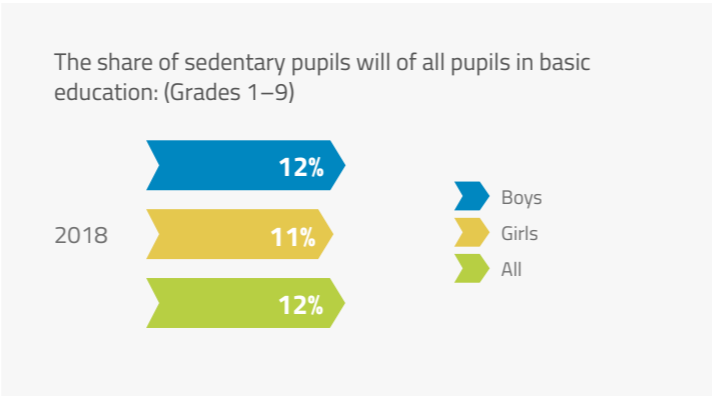
The share of pupils engaging in physical activity in different age groups in 2018 (Husu et al 2019)



Sub-goal 2c: The share of sedentary pupils will drop

The children and young people who engage in very little physical activity need special support for their physical activity. The most common measures for promoting physical activity typically fail to encourage the most inactive people. They need targeted measures, such as individual counselling. (Siekkinen et al. 2019.)

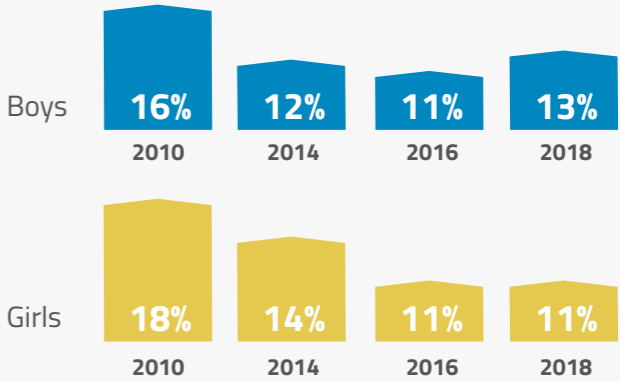
12% of pupils in basic education engage in very little physical activity, i.e. one hour per day on at most two days per week. The share of inactive children and young people increases as they grow older. (LIITU study 2018, survey; Kokko et al. 2019)



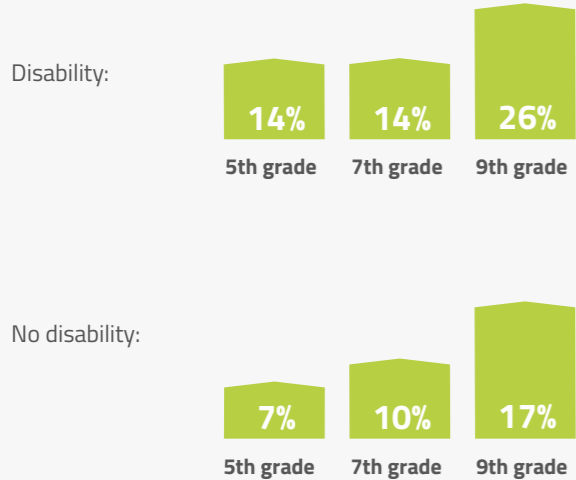
Positive development in the 2010s – the share of sedentary children and young people has dropped

The share of sedentary children and young people has dropped during the previous decade based on surveys repeated in the same format. (Finland’s Report Card 2018).

The share of sedentary young people of 11–15-year-olds (WHO Health Behaviour in School-aged Children study, surveys 2010 and 2014; LIITU study, surveys 2016 and 2018)



The share of sedentary young people (%) (LIITU study 2018, survey; Finland’s Report Card 2018; Ng 2018)



Children and young people with disability rarely meet the physical activity recommendations, and include a larger share of sedentary children and young people. (Finland’s Report Card 2018). Approximately 15 per cent of children and adolescents have a disability or injury related to seeing, hearing, mobility or cognitive information processing that interferes with everyday activities.

Longer-term impacts:

The following indicators can be used to assess the longer-term impacts in the future:

- Physical functional ability status of pupils in basic education
- Health status and related symptoms of pupils in basic education
- Social wellbeing of pupils in basic education

A report on the activities carried out by schools published in 2019 will further examine the indirect effects of physical activity and its benefits to the school community, including learning, a community spirit, and enjoyment at school (Aira & Kämppi 2017; Rajala ym. 2018).

# Sources

## Publications included in the Schools on the Move key project

[liikkuvakoulu.fi/karkihankeraportti](http://liikkuvakoulu.fi/karkihankeraportti)

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