

Athletics 4 Health – Finland
The Analysis of Club and School Surveys

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1. Introduction

Finnish Athletics Federation (In Finnish: *Suomen Urheiluliitto, SUL*) conducted two surveys in Finland during September–November 2021. These two surveys are part of the international EU-funded Erasmus project *Athletics 4 Health* that aims at constructing a strategy for increasing physical activity among children and youth. With these surveys, SUL has gathered information about the facilities and preconditions for Finnish athletics from two points of views, that of clubs' and that of schools'. The attention was paid especially to the funding and resources, physical facilities, and possibilities for athletics in both clubs and in schools.

The surveys differed from each other, which is why they cannot be compared directly to each other. Hence, the surveys' results have been analysed in their own section: section 3 deals with the results of the club survey, and section 4 looks at the results of the school survey. Although the surveys or their results are not in-line comparable, the results can be woven together with a focus on the most important viewpoints in these surveys. The surveys share the viewpoints of facilities, the amount and the educative quality of people instructing or teaching the youth, and the possible co-operation between the clubs and the schools.

Besides Finnish Athletics Federation (referred to as SUL), the national athletics federation of Poland, Bulgaria, Austria, and Slovakia are involved in the Erasmus project. Thus, this analysis only one, but also important part of a broader goal in increasing the physical activity of children and youth. This analysis is methodologically based on analysing the survey statistics applying both quantitative and qualitative methods.

2. Practicalities of the surveys

2.1. The club survey

The club survey was sent out to 200 clubs of which 49 responded to the surveys. Thus, 24,5% of the clubs answered the survey.

The questions and answers of the survey can be categorized into nine sections as following:

- 1) Funding of the athletics
- 2) Physical facilities of the athletics
- 3) Sports activities for different groups
- 4) Status of the clubs' athletes
- 5) Charging for trainings
- 6) Persons responsible for the coaching
- 7) Technology applied during trainings
- 8) The number of training hours
- 9) Co-operation with schools

The purpose of the club surveys is to explore the athletics arranged by the clubs in general without diving the activities into different sports.

2.2. The school survey

The school survey was sent out to 100 teachers in basic comprehensive schools, of which 31 responded to the survey representing the school they are working at. Thus, 31% responded to the survey. In Finland, comprehensive school includes 1) **primary schools** (in Finnish: *alakoulu*) that is for children aged 7 to 13 (grades 1.–6.) and 2) **middle schools** (in Finnish: *yläkoulu*) that is for the youth aged 13 to 16 (grades 7.–9.).

Out of the 31 comprehensive schools, 21 represented primary schools, 5 represented all grades of comprehensive schools (grades 1.–9.), 3 schools had grades both from primary school and from middle school (2 schools with grades 3.–9. and 1 school with grades 5.–9.), and 2 schools represented only a single grade.

In the school survey, most of the questions were generic that could be answered regardless of the grades represented in a school. However, some of the questions were specified into questions concerning either only primary schools or only middle schools. Thus out of 31 schools responded to the survey, 23 could answer the questions concerning primary schools and 8 questions concerning middle schools. It is clear, then, that especially when it comes to

middle schools, the sampling is not well-representing. This means that the answers cannot reliably be generalized to representing the big picture of Finnish middle schools.

The questions and answers of the school survey can be divided into nine sections as following:

- 1) The size and regionality of the schools
- 2) Education of the teachers instructing PE classes
- 3) The popularity of different sports
- 4) The causes and goals of physical education
- 5) The (non)obligatory nature of the PE classes and considering the special needs
- 6) Combining PE classes with other classes
- 7) Competitions and physical tests
- 8) Co-operation with sports clubs, top athletes, and parents
- 9) Facilities of the athletics and physical education

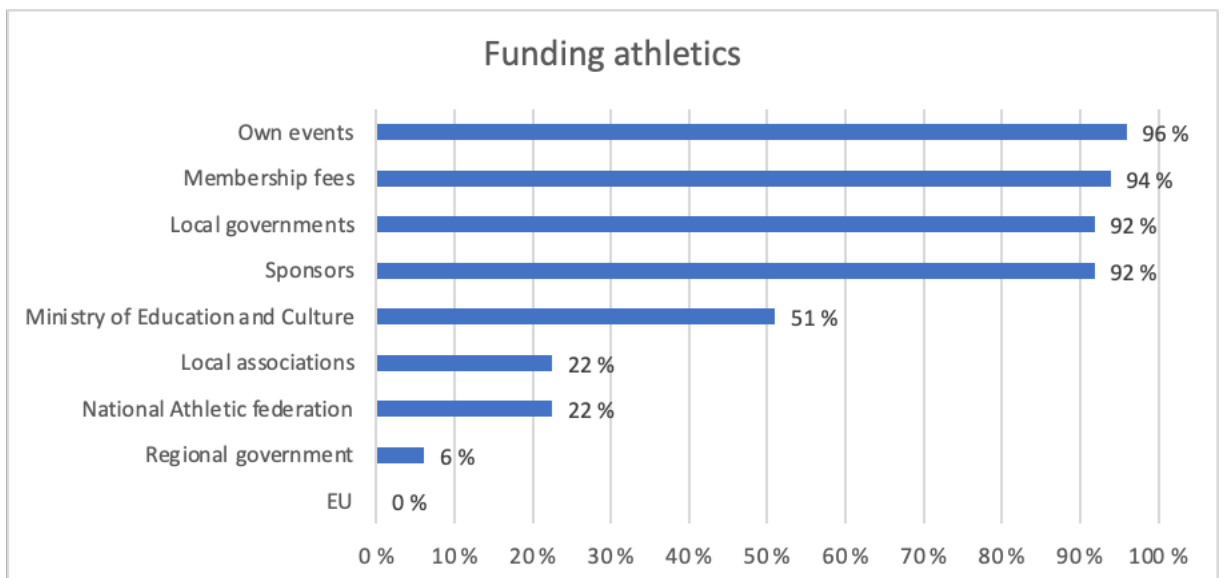
The purpose of the school survey is to explore the possibilities and conditions for teaching physical education, attending competitions, and the meanings of sports in the whole school system.

3. The club survey

3.1. Funding of the athletics

The financial basis of clubs' athletics consists of own club events, membership fees, local governments (community, city), and sponsors. Approximately half of the respondents (25 clubs) got financial support from *Ministry of Education and Culture* (in Finnish: Opetus- ja kulttuuriministeriö, OKM). The clubs received financial support the least from regional government, national athletic federation (SUL), and local associations (in Finnish: piiritaso). None of the respondents got financial support from the EU.

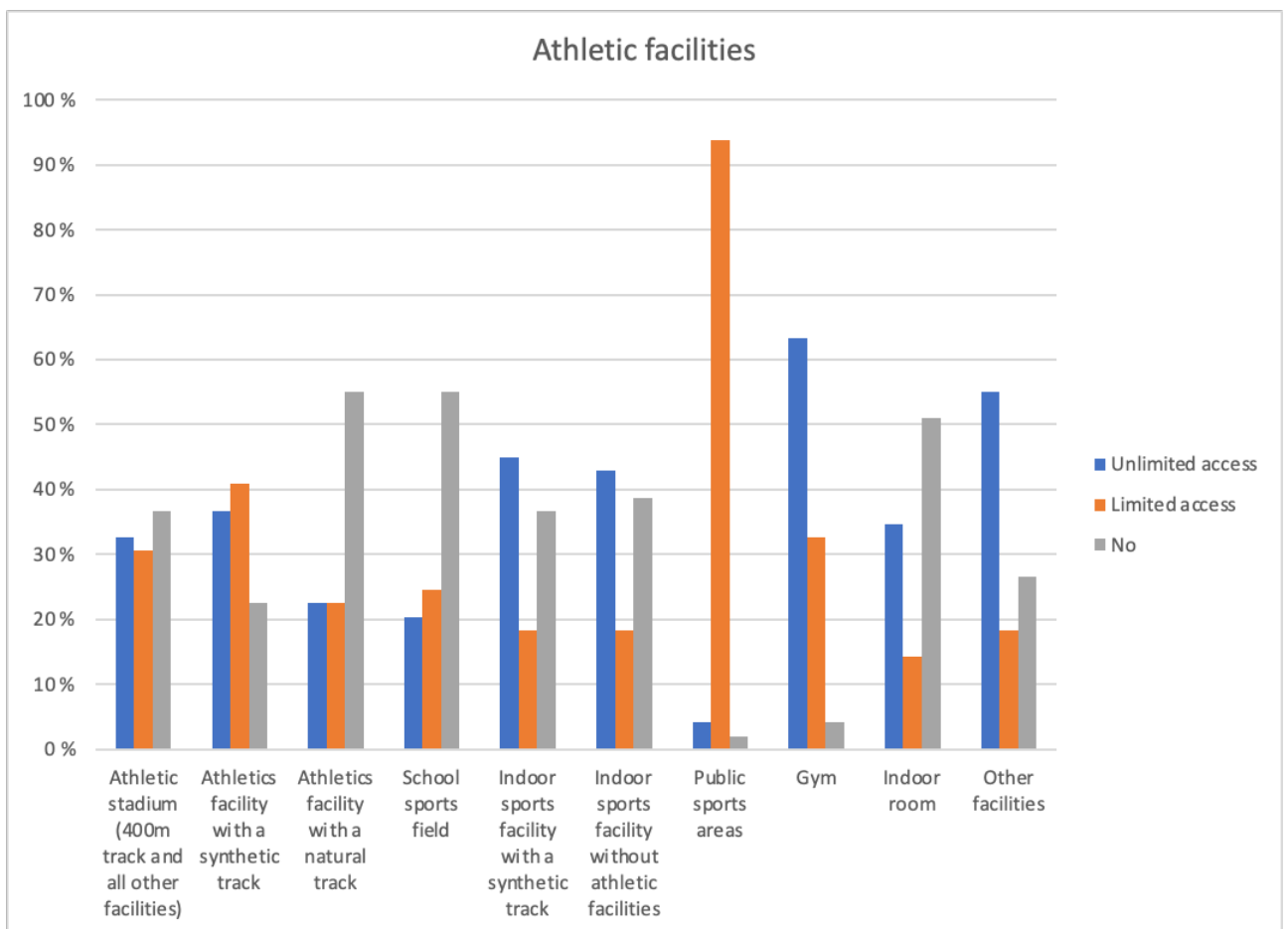
On average, out of nine possible financially supporting operators, the clubs received financial support from 4,76 operators.



3.2. Physical facilities of the athletics

Athletic stadiums (including 400m track and all other facilities) was not in use in 37% of the clubs. Instead, **78% of the clubs could use athletics facility with a synthetic track and 45% athletics facility with a natural track**. Indoor sports facility with a synthetic track was in use in 63% of the clubs, and 61% of the clubs had access to indoor sports facility without athletic facilities. Only two of the clubs did not have access to the gym.

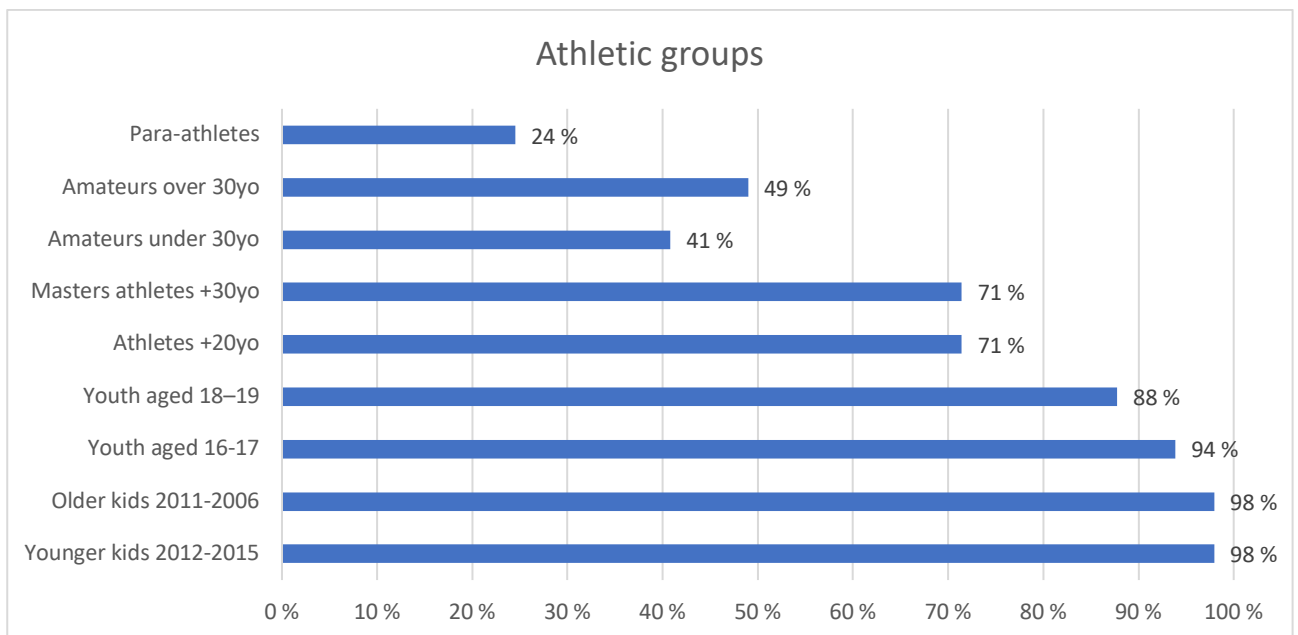
The table below displays in percent how many of the clubs have access to the named sports facilities.



3.3. Sports activities for different groups

Almost all the clubs offered activities for children (age 6–9) and the youth (age 10–15). Most of the clubs offered activities also for the youth aged 16–19. The possibility for competitive sports in adult athletes and masters' athletes was available in 71% of the clubs. Offering a possibility to competitive sports was more popular than offering a possibility to amateur sports: amateur sports for under 30-year-old athletes was possible in 41% of the clubs, while amateur sports for over 30-year-old athletes was possible in 49% of the clubs. **Only 24% of the clubs offered the possibility for parasports.**

Besides the groups mentioned in the table, one club offered sports activities for children with special needs, and one club offered sports activities for organ transplant patients.



3.4. Status of the clubs' athletes

One goal for the survey was to find out percentages that would tell how many of the clubs' athletes do sports professionally (main income through athletics), how many on the amateur level (without income from sports), how many does parasports both in amateur and competitive level, and how many of the athletes were masters athletes.

Due to the confusing expression in the question, the respondents did not answer in the same line for the question: some of the respondents gave their answer in percentages, some of them in number. Thus, there is no reliable way of drawing exact conclusions out of this section.

However, it is possible to state the following notions based on the answers:

In all clubs, professional athletes belonged to a clear minority in the clubs. In the clubs that have professional athletes, the most common number of them is 0–2. **In most of the clubs (71%), there were no professional athletes at all.**

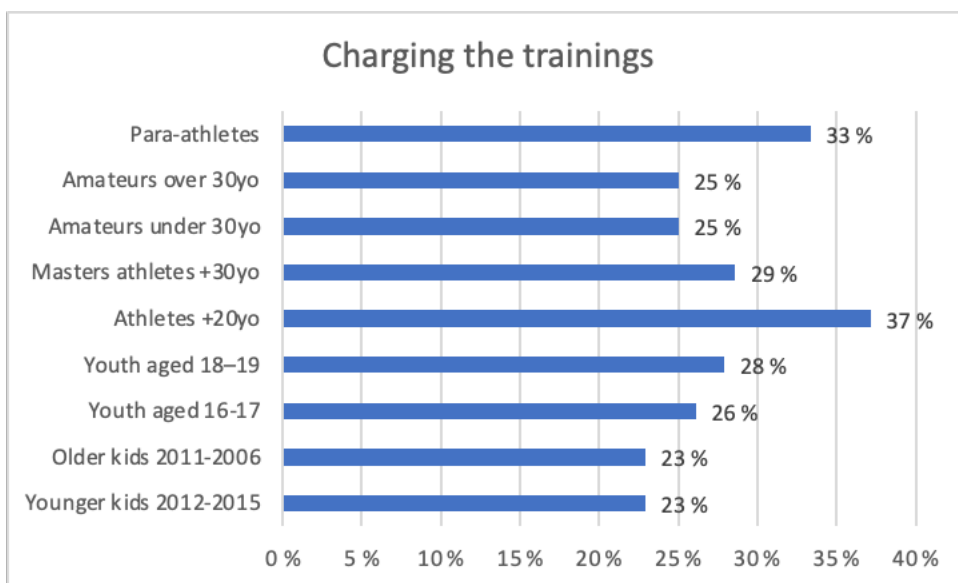
Persons doing parasports belonged to the clubs' minorities as well. These persons could be found only in nine clubs while 82% of the clubs do not have anyone doing parasports as a hobby. In eleven clubs, there are persons competing in parasports while in 78% of the clubs did not have anyone competing in parasports.

In most of the clubs, there were masters athletes involved (86%), and their amount varied between 1 to 200 amateur athletes.

3.5. Charging for trainings

Clubs attending the survey organize activities for various groups according to section 3.3. presented previously. In this section, it is presented whether the clubs charge for organizing trainings for various groups or not.

Most of the clubs charge for organizing trainings according to the information on how they are organizing activities for various groups. **The groups of adult athletes (aged under 30) are the ones who are charged less times for trainings. The groups of amateur athletes, children and the youth are the ones charged most times for trainings.**



3.6. Persons responsible for the coaching

The following persons attend the club trainings according to the club survey:

Coach	88%
Instructor	92%
Fitness coach	14%

The clubs responding to the club survey involve altogether **413 coaches** (on average 9 coacher per club) and **509 instructors** (on average 11 instructors per club).

3.7. Technology applied during trainings

In the clubs' trainings, **71% of the clubs apply technology** in the following way (a device / the number of mentions of that device in the survey's open answers):

Chronograph (for example a stopwatch)	26
Smart watch (for example Polar watch)	10
Cameras	2
Jump tests	2
Pacemaker light	1
Jumping platform	1
Lactate indicator	1
Lactate test	1
Other testing devices	1

3.8. The number of training hours

In the survey, the respondents were asked to specify the number of training hours spent in a week with three different age groups: 6–9 year olds, 10–14 year olds, and 15 year olds or older.

Presented by the training hours, the answers divided followingly:

Age / Time	0-2h	2-4h	4-6h	6-8h	8-10h	10-12h	12-14h	14h+
6–9yo	76 %	22 %	2 %					
10–14yo	12 %	49 %	33 %	6 %				
+15yo	8 %	18 %	27 %	27 %	12 %	4 %	2 %	2 %

3.9. Co-operation with basic schools

In the end of the club survey, the respondents were asked whether they do co-operation with basic schools or not, and if they do co-operation, what kind of co-operation is in question.

The co-operation is done in 59% of the clubs in the following way:

Physical tests for the primary school	8%
Physical tests for the middle school	10%
Competitions	67%
Activities/clubs after school	67%

In the open answers, the following formats for the co-operation are mentioned (the format of co-operation / the number of mentions):

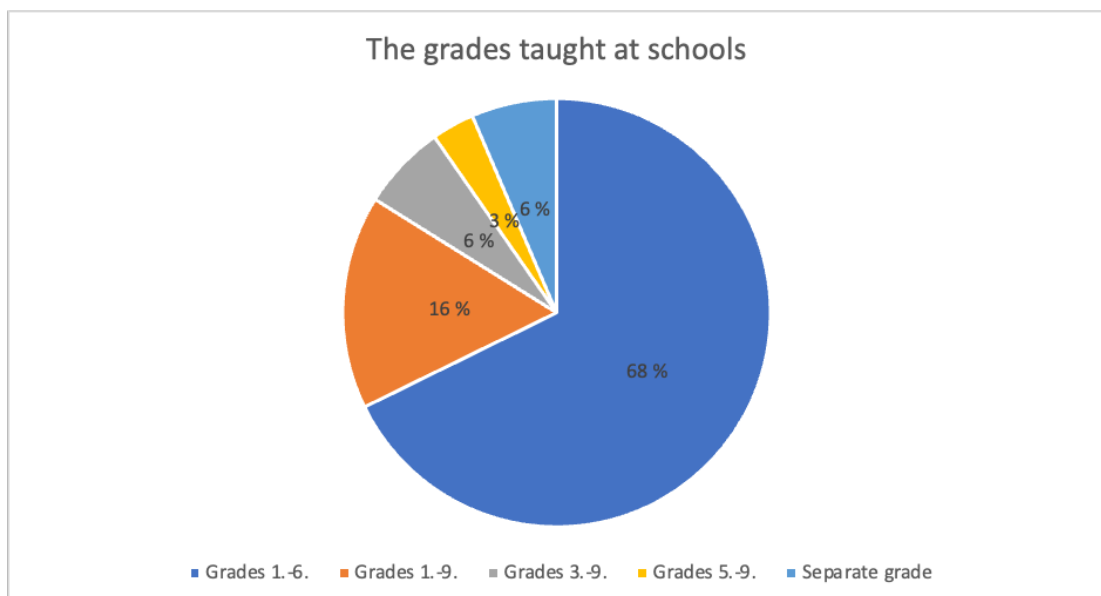
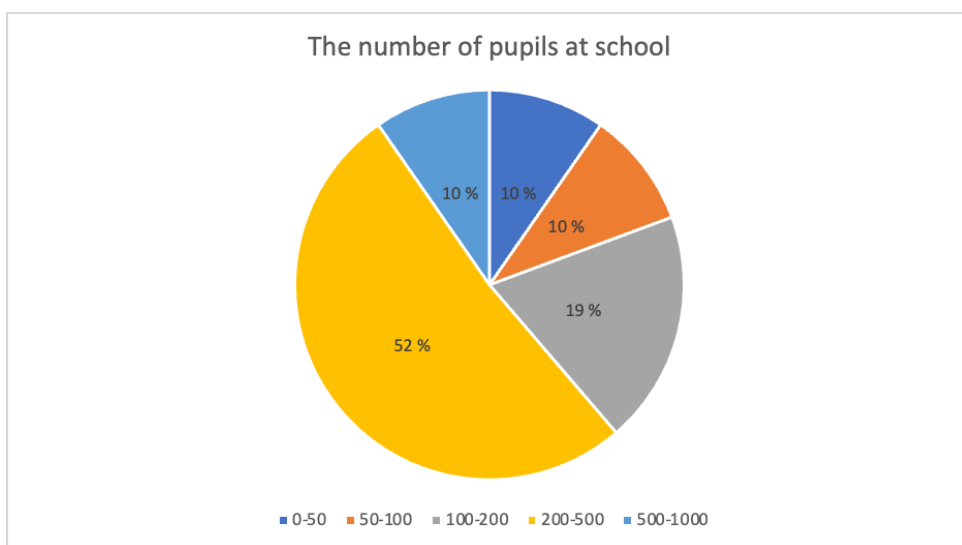
School competitions	13
Club activities	7
Information on the sports clubs	4
Trainings	3
Co-operation with coaching	2
National <i>Hese</i> -competitions	2
Projects	2
National <i>Elovena Voimapäivä</i> -event	2
Cross country competitions	1
Track and field afternoons	1

4. The school survey

4.1. The size and regionality of the schools

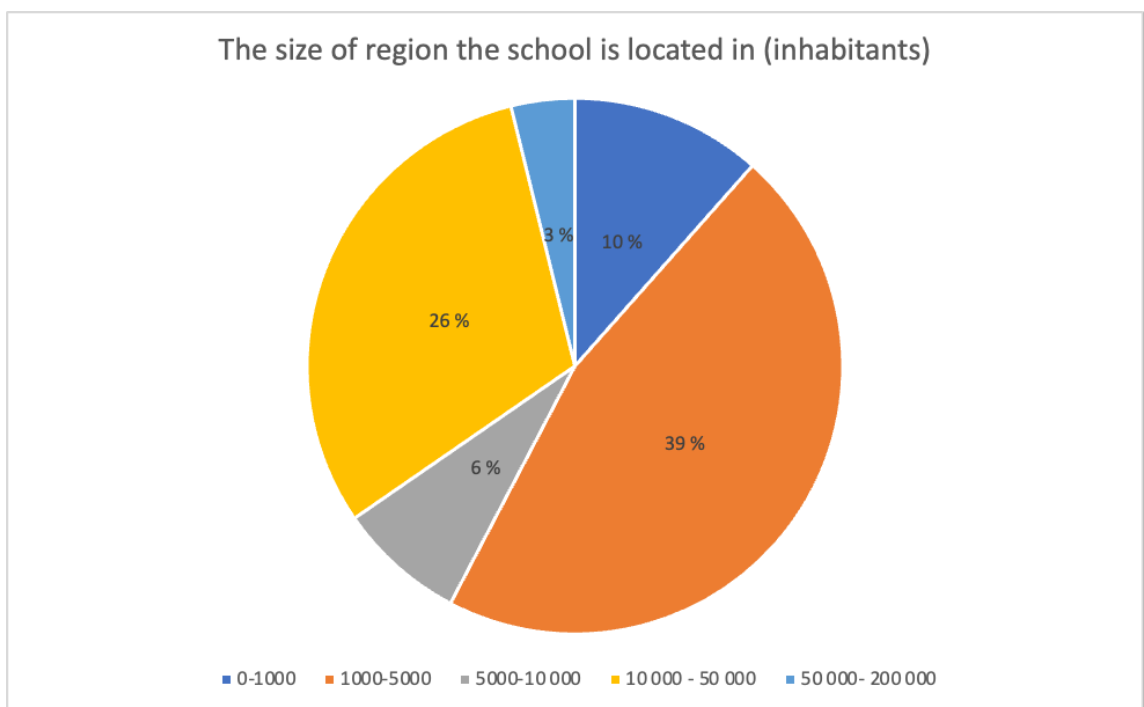
In the club survey, answers were received from 31 schools. The number of pupils in these schools varied between 22 pupils to 980 pupils. In these schools, altogether 8 650 pupils are registered, and on average one school has 279 pupils.

According to the tables below, approximately half of the schools have 200–500 pupils. Most of the schools (68%) are primary schools where the grades 1.–6. are taught. Only 8 schools teach the middle school grades (1.–7.).



Out of the 31 schools, 6 schools (19%) have classes with special focuses (on physical education for example). All the schools are governmental schools, and 55% of them are urban schools and 45% rural schools.

The schools were asked to define the approximate size of the region the school is located in, and 26 school could do this. On average, a school is located in a region with 17 185 inhabitants.

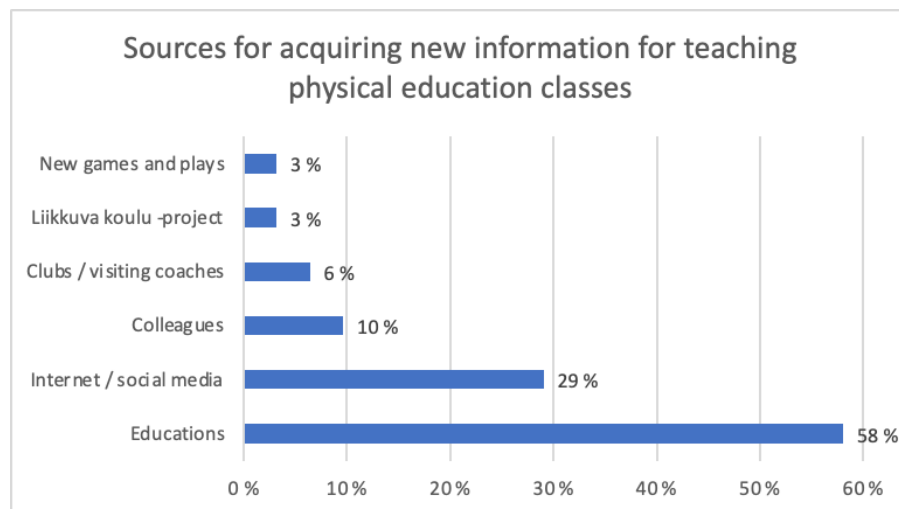


4.2. Education of the teachers instructing PE classes

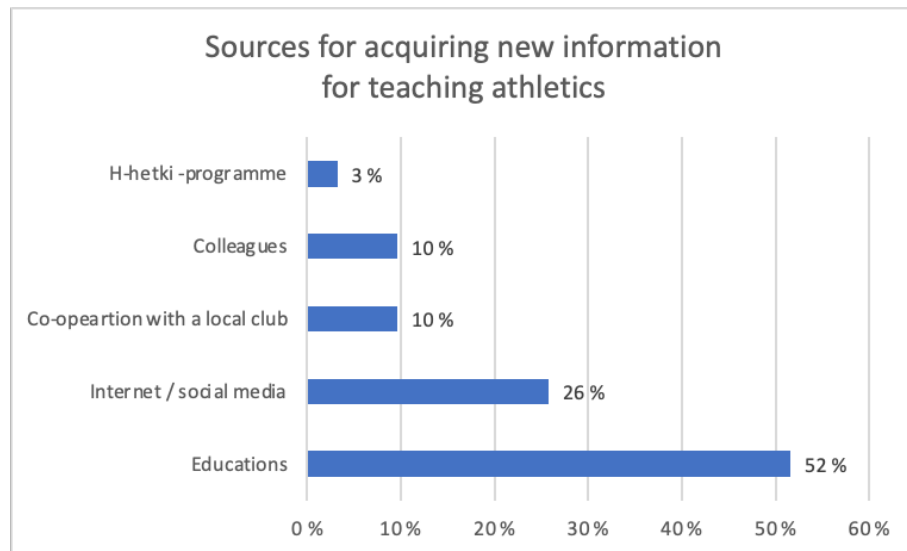
All the 31 schools attending the survey teach primary school grades (1.–6.). Considering these schools, **the teachers instructing PE classes in primary schools have education in sports in 20 of the schools (65%). In the schools with middle school classes (8 schools), all the teachers have education in sports.**

The respondents were asked to describe and consider the teachers' motivation for acquiring new information in order to develop their teaching methods. **Almost all the schools attending the survey (90%) agreed that the teachers are motivated to learn new information.**

The table below presents the sources used for acquiring new information for teaching. The most important source, according to the survey, was **various courses and educations.**



The respondents were asked what sources they used for acquiring new information especially on athletics. Here, too, **various courses and educations** were highly valued both in open answers (first table) and in ready given options (second table). Also, **internet** was named as an important source for new information.



In the second table, the respondents were asked to evaluate (scale 1–5) how important the ready given option was for gathering new information (1 = non-important, 5 = very important).

Sources for learning	1	2	3	4	5	
Books		29 %	10 %	32 %	19 %	10 %
Magazines		29 %	19 %	32 %	10 %	10 %
Educations, conferences, courses		13 %	19 %	16 %	32 %	19 %
Internet		3 %	0 %	3 %	13 %	81 %
Other		32 %	3 %	3 %	3 %	13 %

Other sources of information appearing in the open answers – and worth mentioning – are national *Liikkuva koulu* (in English: *Moving school*) materials, school visits by coaches, following athletics trainings on the spot, and the information shared among colleagues.

4.3. The popularity of different sports

The respondents were asked to evaluate how important different sports were in the physical education classes. Besides the ready given options, it was possible to choose “Other”. The respondents were asked to mark top 5 sports using the scale 1–5 (1 = most popular, 5 = non-popular).

Football was chosen as the most important sports with 31 mentions and the highest rankings, while **athletics** (29 mentions), and **basketball** (25 mentions) were chosen as the second and the third important sports. The least important sports were rugby (0 mentions), netball (1 mentions), and handball (3 mentions).

The most important sports in general

Sports	1	2	3	4	5	Mentions
Football	3 %	26 %	16 %	10 %	45 %	31
Athletics	19 %	10 %	35 %	13 %	16 %	29
Handball	0 %	3 %	0 %	6 %	0 %	3
Gymnastics	19 %	16 %	3 %	16 %	10 %	20
Swimming	13 %	10 %	16 %	13 %	10 %	19
Volleyball	6 %	6 %	3 %	6 %	0 %	7
Basketball	23 %	16 %	13 %	26 %	3 %	25
Rugby	0 %	0 %	0 %	0 %	0 %	0
Netball	0 %	0 %	3 %	0 %	0 %	1
Other	13 %	10 %	10 %	10 %	16 %	18

Whereas in the previous section the respondents were asked to evaluate the sports considering the benefits of different sports in general, here the respondents were asked to evaluate the sports' importance in the viewpoint of schools in practice. Besides the ready given options, it was possible to choose "Other", and these others are listed under the following table. The respondents were asked to mark top 5 sports using the scale 1–5 (1 = most popular, 5 = non-popular).

Here, too, football was chosen as the most important sports for the schools in practice. Athletics was chosen as the second important sports. Basketball and other team sports, like floorball, were set on the third place. Rugby turned out to be the least important sports without a question.

The most important sports in practice in the schools

Sports	1	2	3	4	5	Mentions	
Football		0 %	0 %	13 %	32 %	55 %	31
Athletics		0 %	3 %	6 %	61 %	29 %	31
Handball		42 %	35 %	13 %	13 %	0 %	31
Volleyball		0 %	16 %	52 %	23 %	6 %	30
Basketball		0 %	3 %	26 %	52 %	19 %	31
Rugby		90 %	3 %	3 %	0 %	0 %	30
Other team sports		13 %	10 %	16 %	32 %	26 %	30
Other		10 %	3 %	6 %	26 %	23 %	21

Other:

Floorball	8
Baseball	3
Orienteering	1
Badminton	1
Gymnastics	1
Winter sports on ice	1
Dance	1

The third questions concerning the popularity of different sports was about athletics. The respondents were asked to mark the five most popular athletic events using the scale 1–5 (5 = most popular, 1 = least popular).

The most popular athletic events were jumps, throws, relays and sprint runs. The least popular athletic events were multi-events (penta-, hepta-, and deca-), and distance runs.

The most popular athletic events in the schools

Laji	1	2	3	4	5	Mentions	
Sprints		3 %	6 %	35 %	32 %	23 %	31
Hurdles		0 %	23 %	29 %	23 %	26 %	31
Long distance		19 %	52 %	10 %	16 %	3 %	31
Relays		3 %	13 %	13 %	35 %	32 %	30
Jumps		0 %	3 %	29 %	48 %	19 %	31
Throws		0 %	3 %	29 %	48 %	19 %	31
Walk		16 %	26 %	39 %	13 %	6 %	31
Multi-events		26 %	19 %	42 %	10 %	3 %	31

4.4. The causes and goals of physical education

The respondents were asked to define what are the most and the last important causes for physical education classes in school. In the survey, eight options were given ready, and the respondents were asked to evaluate them using the scale 1–5 (5 = important cause, 1 = non-important cause).

Improvement of general motor skills or motor development, and physical activity and health promotion were chosen as the most important causes for physical education classes in school. Next causes in line were promoting social development of the children, children having fun, and improving general fitness. The least important causes were preparing children for physical education tests which are used for grades.

Causes	1	2	3	4	5	Mentions
Improvement of general motor skills	0 %	0 %	3 %	10 %	87 %	31
Physical activity and health promotion	0 %	3 %	0 %	29 %	68 %	31
Children having fun	0 %	0 %	10 %	48 %	42 %	31
Promoting social development	0 %	0 %	6 %	45 %	48 %	31
Improvement of athletic technics	0 %	13 %	55 %	26 %	6 %	31
Preparation for competitions	48 %	29 %	16 %	6 %	0 %	30
Improving general fitness	0 %	0 %	13 %	39 %	48 %	31
Preparing for physical education tests	74 %	16 %	6 %	3 %	0 %	31

4.5. The (non)obligatory nature of the PE classes and considering the special needs

Considering primary schools, **in 94% of the schools teaching some or all of the grades 1.–6. physical education classes were obligatory.** Regarding middle schools (8 schools), every school's physical education classes were obligatory.

The respondents were asked to define what kind of solutions the schools had for children with special needs (overweight, disability, medical condition etc) for the physical education classes. The schools apply following things for children with special needs:

Exempt from PE classes	0 %
Special curriculum designed by the government (OKM)	42 %
Creative ways to include special kids into physical activities	94 %
Separate programmes tailored to the specific condition	39 %
Other	26 %

“Other” ways to pay attention to children with special needs were:

A child has his/her own programme

Organizing activities modulated to meet the needs

Special exercises for the PE classes

4.6. Combining PE classes with other classes

The respondents were asked whether it is possible to combine physical education classes with teaching other subjects. **Most of the teachers (87%) claimed it to be possible to combine and apply physical activities into other primary school classes.** Physical activities have been exercised in the following ways in primary schools:

Format	%	Mentions
Environment studies	26 %	8
Functional teaching	23 %	7
Mathematics	19 %	6
Mother language / literature	13 %	4
MOK	6 %	2
Theme day	6 %	2
English	3 %	1
Outdoor to learn -classes	3 %	1

The most popular class to combine physical activities with is so called environment classes (including biology and geography that are combined with each other in Finnish basic schools). According to the respondents, in environment classes pupils are asked to collecting plants or practicing orienting, or then classes can all told be hold outdoors.

Functional teaching refers to teaching method that applies physical or functional activities with everyday classes. These activities can include for example having breaks for exercising; doing physical exercises (running stairs for example) after assignments; collecting assignments from different places at school and then coming back to the class room to solve the assignment.

MOK-week refers to a theme week consisting of project-learning that focuses on interdisciplinary themes combining different subjects. Physical education can form a theme for various theme days or weeks.

Regarding middle schools, combining physical education with other classes was claimed to be more difficult. In Finnish middle schools, teachers are specialised to teach only a few subjects and they do not have a class of their own that they should teach every subject. This is why it is considered easier to primary school teachers (with their own classes) to combine classes the way they want. According to the survey, half of the middle school respondents (4/8) viewed it possible to combine physical activities with other classes.

4.7. Competitions and physical tests

The respondents were asked whether their school organizes different competitions of athletic physical tests for their pupils.

According to the following table, pupils have a good possibility to attend various competitions via their school. Local competitions were more popular than national competitions.

Format	%	Results
Competitions for primary schools	77 %	24/31
Competitions for middle schools	50 %	4/8
Local competition	87 %	27/31
Regional competitions	81 %	25/31
National competitions	65 %	20/31

Most of the primary schools (87%) organize athletic physical tests for their pupils. In Finland, there is a national Move-test that is meant to run for pupils on the fifth grade once a year. Most of the respondents (24 mentions) mentioned the Move-test in the open answers as a form of physical test.

All the schools teaching middle school classes organize athletic physical tests for their pupils. The Move-test is applied also among middle schools for eighth graders, ran once a year – according to the survey, the Move-test is the most popular test for middle school pupils as well.

4.8. Co-operation with sports clubs, top athletes, and parents

The schools responding to the survey do co-operation with sports clubs, top athletes and parents to some extent, but the co-operation is not highly popular. Only a few schools do co-operation with sports clubs, and the co-operation with parents and top athletes is only occasional.

The schools do co-operation with athletics club (32%) and other sports clubs (39%). Divided by sports, the co-operation is done followingly (number of mentions in open answers):

Football	8
Athletics	7
Volleyball	3
Floorball	3
Basketball	2
Baseball	2
Gymnastics	1
Swimming	1
Ice hockey	1
Orienteering	1
Skiing	1
General club with several sports	1

The co-operation with athletics clubs runs mostly through instructing physical activities of after-school clubs at school. Co-operation is done also through different events and theme activities, such as so called athletics moments (in Finnish: *yleisurheilutuokio*) for schoolchildren.

The co-operation with different athletics operators (athletics club, regional / local athletics club, national federation) is done in the following way:

Co-operation with a local athletics club	Mentions
Regularly (1–2x per week and more)	4
Often (1–2x per month)	4
Rare (1x a year)	15
Never	8

Co-operation with a regional association	Mentions
Regularly (1–2x per week and more)	1
Often (1–2x per month)	0
Rare (1x a year)	11
Never	19

Co-operation with national athletics federation	Mentions
Regularly (1–2x per week and more)	0
Often (1–2x per month)	0
Rare (1x a year)	6
Never	25

Co-operation with parents is done basically never or rarely in the following way:

Co-operating for organizing competitions	Mentions
Regularly (1–2x per week and more)	0
Often (1–2x per month)	1
Rare (1x a year)	17
Never	13

Co-operation for coaching	Mentions
Regularly (1–2x per week and more)	0
Often (1–2x per month)	1
Rare (1x a year)	10
Never	20

Co-operation with volunteering & running events	Mentions
Regularly (1–2x per week and more)	0
Often (1–2x per month)	2
Rare (1x a year)	19
Never	10

Approximately half of the schools (42%) do co-operation with top athletes. Thus, co-operation with top athletes can be considered more popular than with athletics clubs or parents. Still, co-operation is only occasional with top athletes whereas the co-operation can be much closer with an athletics club, although there are fewer schools doing co-operation with an athletics club.

At most times, the schools contact top athletes via personal relations. A top athlete can also be a former pupil of the school in question or otherwise a local athlete.

How often?	Mentions
Once a year	3
1–2x a year	1
Every fifth year	1
Occasionally	6
Rare	1

4.9. Facilities of the athletics and physical education

As the last section of the survey, the respondents were asked to describe the facilities and equipment available for athletics. Almost all the schools (94%, 29/31) have access to either an athletic stadium or a sports field. Only one school did not have access to either an athletic stadium, a sports field, or an indoor multi-events hall. Most of the schools (74%) have access to a gym that is located either right near the school or a bit further away.

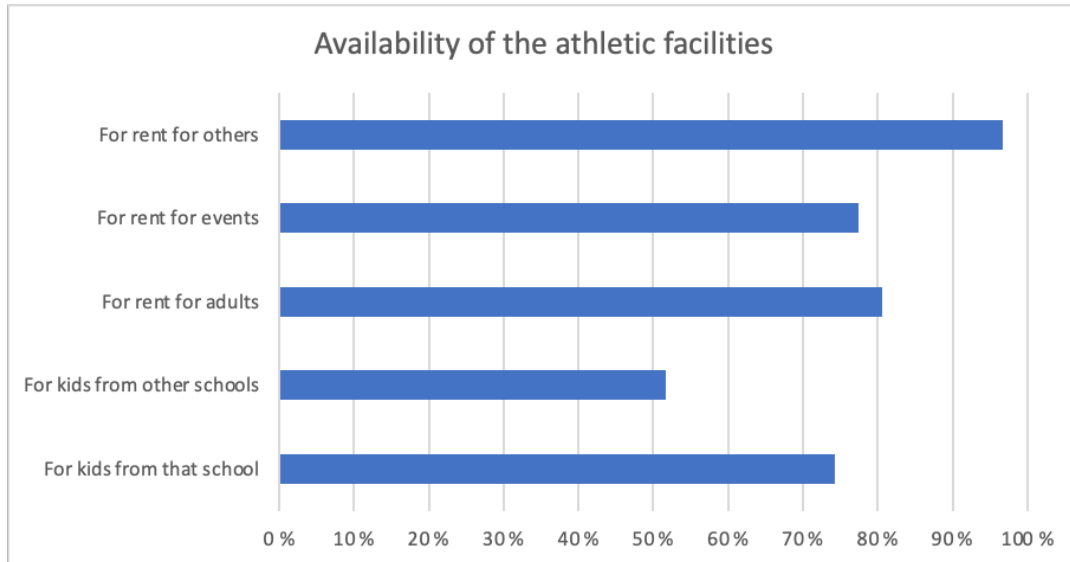
Facility	School area	<1km	>1km<10km	No
Athletic stadium	0	5	10	16
Sports field	2	9	18	2
Indoor hall	10	7	8	6
Gym	7	10	6	8

Besides ready given options, the respondents could fill in openly what other facilities they have in use. The answers are presented below:

Other, what?

Swimming hall	4
Baseball field	3
Football field (real or artificial)	3
Indoor ice rink	2
Cross country tracks	2
Ski trails	1
Tennis courts	1
Fitness track	1
Mountain bike trails	1
Fitness stairs	1
Ping-pong tables	1

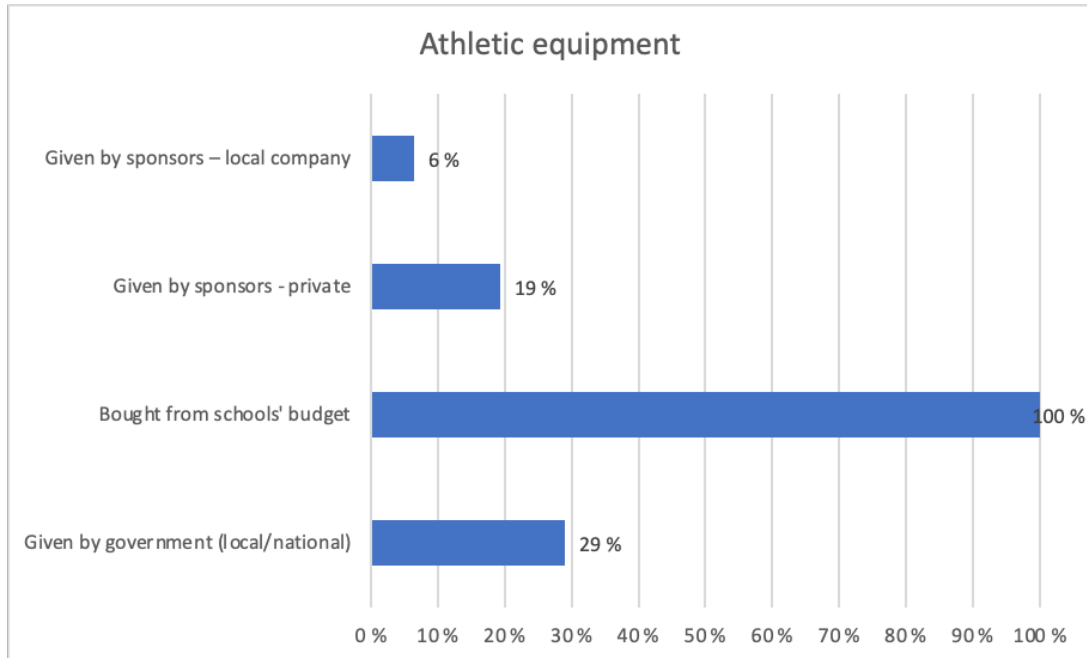
Almost all of the schools have an access to dressing rooms (97%) that have a shower (94%). Schools' sport facilities and infrastructure are available to other users beside normal classes in the following way:



The respondents were asked to specify the equipment in use at schools, especially for considering athletics. **Timing equipment (stopwatches etc), long jump equipment, hurdles, discs, and javelins were the equipment most popular in number at schools. Only some of the schools have starting blocks in use.**

Athletic equipment	Yes, enough	Yes, too less	No
Hurdles	15	13	3
Medicine balls, shot put balls	18	9	4
Discs, javelins	15	13	3
Starting blocks	10	2	19
For high jump	14	9	8
For long jump	19	10	2
Timing equipment	19	12	0
Measuring equipment (throws/jumps)	22	9	0

The schools have got their athletic equipment in different ways, and one school can have got athletic equipment from different operators. All this, in the following way according to the survey and ready given options:



5. Conclusion

Finnish Athletics Federation (In Finnish: *Suomen Urheiluliitto, SUL*) conducted two surveys in Finland during September–November 2021. These two surveys were meant for gathering information especially on preconditions for athletics, especially considering the funding, facilities, and possibilities offered for athletics. The surveys and their answers are part of the international EU-funded Erasmus project *Athletics 4 Health* that aims at constructing a strategy for increasing physical activity among children and youth. Besides Finnish Athletics Federation (referred to as SUL), the national athletics federation of Poland, Bulgaria, Austria, and Slovakia are involved in the Erasmus project.

The club survey was answered by 49 clubs, and the school survey was answered by 31 schools. Thus, the sampling is not broad enough for drawing determinate or comprehensive information on the situation in Finnish basic schools (especially middle schools). Consequently, the conclusions drew in this analysis must be applied and generalised carefully.

The main conclusions of the club survey:

- The financial basis of clubs' athletics consists of own club events, membership fees, local governments (community, city), and sponsors.
- Most of the clubs (78%) have an athletics facility with a synthetic track in use. Majority of the clubs (63%) has an access to an indoor sports facility with a synthetic track.
- Almost all the clubs offered activities for children (age 6–9) and the youth (age 10–15). Most of the clubs offered activities also for the youth aged 16–19.
- Most of the clubs (71%) do not have any professional athletes.
- Most of the clubs charge for organizing trainings according to the information on how they are organizing activities for various groups. The groups of adult athletes (aged under 30) are the ones who are charged less times for trainings. The groups of amateur athletes, children and the youth are the ones charged most times for trainings.
- 71% of the clubs apply technology in their trainings.
- 59% of the clubs do co-operation with basic schools.

The main conclusion of the school survey:

- Teachers instructing PE classes in primary schools have education in sports in 65% of the schools. In the schools with middle school grades (8 schools), all the teachers have education in sports.
- Almost all the schools (90%) agreed that the teachers are motivated to learn new information.
- The most important sources for acquiring new information for teaching were various courses, educations, and internet.
- The most important and popular sports at schools are football, athletics, and basketball. The least important are rugby, netball, and handball.
- The most popular athletic events were jumps, throws, relays and sprint runs. The least popular athletic events were multi-events (penta-, hepta-, and deca-), and distance runs.
- Improvement of general motor skills or motor development, and physical activity and health promotion were chosen as the most important causes for physical education classes in school. Next causes in line were promoting social development of the children, children having fun, and improving general fitness. The least important causes were preparing children for physical education tests which are used for grades.
- Almost all the primary schools (94%) PE classes are obligatory. None of the children with special needs are exempted from PE classes. Most of the times teachers find creative ways or special curriculum designed by the government for having the children with special needs with everyone else in the PE classes.
- Most of the teachers (87%) claimed it to be possible to combine and apply physical activities into other primary school classes. In middle schools, combining physical activities with other classes more difficult.
- Pupils have good possibilities for attending competitions via schools.
- Most of the schools test pupils' fitness level both in primary schools and in middle schools.
- 32% of the schools do co-operation with an athletics club and 39% with other sports club. 42% of the schools do co-operation with top athletics, mainly occasionally.

6. Attachments

Attachment 1: The format for the club survey (in Finnish)

Attachment 2: The format for the school survey (in Finnish)

Attachment 3: The aggregation of the answers used for the analysis (in Finnish)