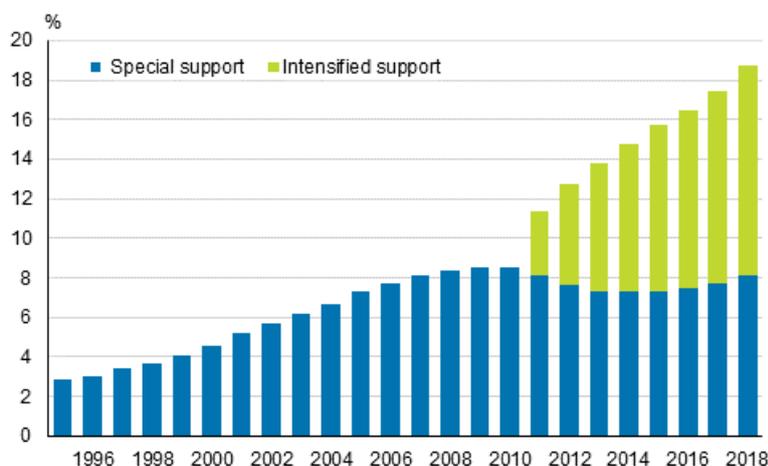


Special education 2018

Nearly one in five comprehensive school pupils received intensified or special support

Intensified or special support was received by 18.8 per cent of comprehensive school pupils in autumn 2018. Intensified support was received by 59,700, or 10.6 per cent of comprehensive school pupils and special support by 45,400, or 8.1 per cent of comprehensive school pupils. The share of pupils in intensified support grew from the previous year by 0.9 percentage points and in special support by 0.4 percentage points. These data derive from Statistics Finland's education statistics.

Share of comprehensive school pupils having received intensified or special support among all comprehensive school pupils 1995–2018, % 1)



1) Pupils accepted or transferred to special education before 2011 have been regarded as equal to pupils having received special support.

Among the recipients of intensified support, 64 per cent were boys and 36 per cent girls. Among the recipients of special support, 71 per cent were boys and 29 per cent girls. In autumn 2018, a total of 560,500 comprehensive school pupils were in pre-primary, basic and post-basic education of the comprehensive school, 51 per cent of whom were boys and 49 per cent girls.

The three levels of the support system for learning and schooling are general, intensified and special support. Of these, a pupil can receive only one level of support at a time. The statistics on special education in comprehensive schools contain data primarily on [intensified and special support](#). In addition, the statistics include information on part-time special education arranged as general support.

[The database tables connected to the statistics on special education](#) and [the database tables related to statistics on pre-primary and comprehensive education](#) allow examination of support received by pupils by area and place of implementation of teaching, for example. Data on special education in vocational education are collected at the end of the text section of this release and in [Appendix table 10](#).

Share of those receiving all education in special education groups falling further

Among the recipients of special support, 8.6 per cent received all education in special education groups in special schools in autumn 2018. The share of those receiving all education in a special education group in a special school has fallen yearly; its share was 4.7 percentage points lower in 2018 than in 2011. The share of those receiving all education in other than a special education group in a special school was 27 per cent in 2018, which was one percentage point lower than in 2017.

Among the recipients of special support, 35 per cent received all education in a special education group and 21 per cent received all education in a general education group in 2018. The remaining 43 per cent received part of the education in a general education group and part in a special education group.

Comprehensive school pupils having received special support by place of provision of teaching, 2011–2018, %

Place of provision of teaching	2011	2012	2013	2014	2015	2016	2017	2018
Teaching fully in a general education group	21,1	19,4	18,7	19,1	18,9	19,7	20,7	21,3
51-99% of teaching in a general education group	18,0	18,9	18,7	18,3	19,4	19,1	18,4	20,2
21-50% of teaching in a general education group	8,7	9,2	9,0	10,4	9,4	10,2	10,3	9,8
1-20% of teaching in a general education group	10,7	11,7	11,6	12,1	12,5	13,1	13,2	13,3
Teaching fully in a special group, other than special school	28,2	28,1	29,2	27,8	28,7	28,3	27,9	26,9
Teaching fully in a special group, special school	13,3	12,6	12,8	12,2	11,0	9,6	9,5	8,6
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

Of the pupils receiving special support, 22.8 per cent had extended duration of compulsory education. The shares of extended compulsory education have decreased in recent years; the share was 27.5 per cent in 2013, in 2015 it was 26.5 per cent, and 24.2 per cent in 2017.

Individualisation of subjects decreases, general syllabus increasingly common

Fifty-five per cent of the pupils having received special support in basic and post-basic education of the comprehensive school studied general education syllabuses in all subjects in autumn 2018. The share of those studying according to the general syllabus has grown yearly; the share was 44 per cent in 2011, it was 47 per cent in 2014, and 53 per cent in 2017.

Twelve per cent of the pupils having received special support in 2018 had individualised syllabuses for one subject, 12 per cent for two to three subjects, and 16 per cent for four or more subjects. Five per cent of the pupils receiving special support studied according to functional skill areas. The teaching can be arranged according to functional skill areas if it cannot be arranged by subject syllabuses due to the pupil's severe disability or illness.

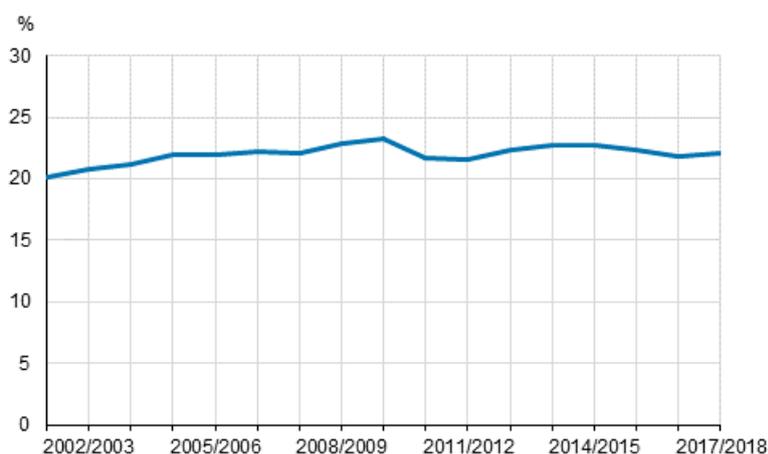
Differences in the support forms of intensified and special support

Seventy-four per cent of the pupils who received intensified support in autumn 2018 received part-time special education, 55 per cent remedial teaching, and 39 per cent special needs assistance and/or interpretation services. Forty-one per cent of the pupils who received special support received part-time special education, 37 per cent received remedial teaching, and 59 per cent special needs assistance and/or interpretation services.

Twenty-two per cent of comprehensive school pupils received part-time special education

In the school year 2017 to 2018, altogether 122,800 comprehensive school pupils received part-time special education, which was 22 per cent of comprehensive school pupils in autumn 2017. The share has grown slightly from the previous school year.

Share of comprehensive school pupils having received part-time special education among all comprehensive school pupils in academic years 2001/2002 to 2017/2018, %



In autumn 2017, part-time special education was included in intensified support for 40,400 pupils and in special support for 17,200 pupils. By subtracting, we can conclude that around 65,200, or 53 per cent, of the 122,900 pupils having received part-time special education in the school year 2017 to 2018 received part-time special education as general support.

At least 29 per cent of comprehensive school pupils received some support for learning and schooling

According to the available statistics, at least 29.2 per cent of comprehensive school pupils in autumn 2017 received some kind of support in the school year 2017 to 2018. The share is 0.5 percentage points higher than in 2017 but, all in all, the number has been at a very similar level in the past five years. A total of 162,647 students received intensified support, special support or part-time special education as general support in the school year 2017 to 2018. In addition to part-time special education, general support could also be given in some other form, but these other general support forms are not included in Statistics Finland's statistics on special education.

Nearly all regions arranged support for more pupils than in the year before

In 2018, intensified support was arranged for more pupils than in the year before in all regions except in Central Ostrobothnia. The development has been similar in all Mainland Finland regions since 2011, when the three-step support system was introduced. The share of pupils having received intensified support was highest in North Karelia and lowest in Kainuu. The share of pupils having received intensified support in all pupils was 8 to 13 per cent in different regions.

The share of pupils having received special support in all comprehensive school pupils varied between 4 and 12 per cent by region. The share of pupils having received special support in Mainland Finland regions was lowest in Central Ostrobothnia and highest in Kymenlaakso. In Åland, the share of pupils receiving special support was four per cent.

The share of comprehensive school pupils receiving intensified or special support varies by area. Of the Mainland Finland regions, the combined share of those receiving intensified and special support was biggest in Kymenlaakso, where nearly one in four pupils received intensified or special support. The combined shares of those receiving support were smallest in Central and North Ostrobothnia, Åland, Kainuu and Lapland, under 16 per cent in all.

Ever more students in vocational education received special education

The number of students in vocational education leading to a qualification having received special education has grown at least from 2004 onwards, when the production of these statistics started; 12,500 pupils received special education in 2004, altogether 20,100 pupils in 2011, and 25,600 pupils in 2017. The share of all students having received special education in all students in vocational education leading to a qualification was five, seven and nine per cent respectively in the above mentioned years.

In 2017, there were 116,166 students in vocational education for young people (curriculum-based basic vocational education provided by educational institutions), of whom 20 per cent were special education students. Twenty per cent of male students and 19 per cent of female students were special education students. In all, 55 per cent of special education students were men.

Most special education students (86%) in vocational education for young people were studying in vocational education institutions. Thirteen per cent of special education students attended special vocational education institutions and around one per cent other educational institutions providing vocational education.

Eighty-four per cent of special education students in vocational education for young people were studying in the same groups (integrated) with other students.

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Appendix tables

Appendix table 1. Comprehensive school pupils having received intensified or special support, 2018

Grades / sex	Pupils having received intensified support		Pupils having received special support		Pupils having received intensified or special support		Number of pupils in comprehensive school
	Total	Share of pupils in comprehensive school, %	Total	Share of pupils in comprehensive school, %	Total	Share of pupils in comprehensive school, %	
Pre-primary education	274	2,7	790	7,9	1 064	10,6	9 995
Grades 1-6	39 882	10,8	27 191	7,3	67 073	18,1	370 020
Grades 7-9	19 463	10,8	17 385	9,7	36 848	20,5	180 058
Additional education	56	13,0	66	15,3	122	28,4	430
Total	59 675	10,6	45 432	8,1	105 107	18,8	560 503
Boys	38 142	13,3	32 168	11,2	70 310	24,5	287 088
Girls	21 533	7,9	13 264	4,9	34 797	12,7	273 415

Appendix table 2. Part-time special education, remedial teaching, and special needs assistance and interpretation services received by comprehensive school pupils having received intensified or special support, 2018¹⁾

Pupil's support containing	Pupils having received intensified support	Share of pupils having received intensified support, %	Pupils having received special support	Share of pupils having received special support, %	Pupils having received intensified or special support	Share of pupils having received intensified or special support, %
Part-time special education	44 119	73,9	18 476	40,7	62 595	59,6
Remedial teaching	32 829	55,0	16 614	36,6	49 443	47,0
Special needs assistance and/or interpretation services	23 127	38,8	26 693	58,8	49 820	47,4
Other forms of support than those mentioned above	16 483	27,6	13 816	30,4	30 299	28,8

1) The intensified or special support received by a pupil may comprise several forms of support, for example, both part-time special education, and special needs assistance and/or interpretation services.

Appendix table 3. Comprehensive school pupils having received intensified support 2011–2018

Year	Pre-primary education	Grades 1-2	Grades 3-6	Grades 7-9	Additional education	Total	Share of pupils in comprehensive school, %	Number of pupils in comprehensive school
2011	240	3 841	8 454	5 324	97	17 956	3,3	541 931
2012	219	5 708	13 611	7 854	16	27 408	5,1	539 545
2013	193	7 172	17 084	10 538	46	35 033	6,5	540 477
2014	187	7 981	19 592	12 711	35	40 506	7,5	542 932
2015	188	8 718	22 238	14 667	47	45 858	8,4	546 065
2016	224	9 001	24 387	15 793	37	49 442	9,0	550 236
2017	225	10 001	26 182	17 826	46	54 280	9,7	556 742
2018	274	11 175	28 707	19 463	56	59 675	10,6	560 503

Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2018

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	67	20 536	14 461	28	35 092	77,2
Extended duration of compulsory education	723	6 655	2 924	38	10 340	22,8
Total	790	27 191	17 385	66	45 432	100,0

Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2018

Place of provision of teaching	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
Teaching fully in a general education group	258	6 149	3 251	10	9 668	21,3
51-99% of teaching in a general education group	64	4 582	4 519	0	9 165	20,2
21-50% of teaching in a general education group	10	2 433	1 987	0	4 430	9,8
1-20% of teaching in a general education group	57	3 889	2 094	4	6 044	13,3
Teaching fully in a special group, other than special school	329	8 020	3 843	15	12 207	26,9
Teaching fully in a special group, special school	72	2 118	1 691	37	3 918	8,6
Total	790	27 191	17 385	66	45 432	100,0

Appendix table 6. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2018

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	17 322	7 259	12	24 593	55,1
Individualised syllabus for one subject	2 413	2 903	2	5 318	11,9
Individualised syllabus for 2-3 subjects	2 810	2 542	2	5 354	12,0
Individualised syllabus for at least four subjects	3 329	3 999	26	7 354	16,5
Pupil studies according to functional areas	1 317	682	24	2 023	4,5
Total	27 191	17 385	66	44 642	100,0

Appendix table 7. Comprehensive school pupils having received special support, 1995–2018¹⁾

Year	In special school	Share of pupils in comprehensive school, %	In other comprehensive school	Share of pupils in comprehensive school, %	Total	Share of pupils in comprehensive school, %	Number of pupils in comprehensive school
1995	10 871	1,8	6 142	1,0	17 013	2,9	588 162
1996	11 270	1,9	6 608	1,1	17 878	3,0	589 128
1997	11 901	2,0	8 099	1,4	20 000	3,4	592 375
1998	12 002	2,0	9 824	1,7	21 826	3,7	591 679
1999	11 884	2,0	12 481	2,1	24 365	4,1	591 272
2000	11 770	2,0	15 204	2,6	26 974	4,5	593 451
2001	10 986	1,8	19 846	3,3	30 832	5,2	595 727
2002	10 849	1,8	23 168	3,9	34 017	5,7	597 356
2003	10 461	1,8	26 378	4,4	36 839	6,2	597 414
2004	10 043	1,7	29 755	5,0	39 798	6,7	593 148
2005	9 663	1,6	33 115	5,6	42 778	7,3	586 381
2006	8 657	1,5	36 042	6,2	44 699	7,7	578 918
2007	8 169	1,4	37 916	6,6	46 085	8,1	570 689
2008	7 807	1,4	39 450	7,0	47 257	8,4	561 061
2009	7 089	1,3	40 079	7,2	47 168	8,5	553 329
2010	6 716	1,2	39 994	7,3	46 710	8,5	546 423
2011	6 046	1,1	38 035	7,0	44 081	8,1	541 931
2012	5 413	1,0	35 603	6,6	41 016	7,6	539 545
2013	5 349	1,0	34 285	6,3	39 634	7,3	540 477
2014	5 070	0,9	34 350	6,3	39 420	7,3	542 932
2015	4 607	0,8	35 400	6,5	40 007	7,3	546 065
2016	4 249	0,8	36 788	6,7	41 037	7,5	550 236
2017	4 258	0,8	38 866	7,0	43 124	7,7	556 742
2018	4 115	0,7	41 317	7,4	45 432	8,1	560 503

1) Pupils accepted or transferred to special education during 1995 to 2010 have been regarded as equal to pupils having received special support.

Appendix table 8. Comprehensive school pupils having received part-time special education from academic year 2001/2002 to academic year 2017/2018

Academic year	Boys		Girls		Total	Share of pupils in comprehensive school, %	Number of comprehensive school pupils in autumn term
	Total	Share of boys in comprehensive schools, %	Total	Share of girls in comprehensive schools, %			
2001–2002	77 422	25,4	42 125	14,5	119 547	20,1	595 727
2002–2003	78 572	25,7	45 565	15,6	124 137	20,8	597 356
2003–2004	79 356	26,0	47 034	16,1	126 390	21,2	597 414
2004–2005	80 541	26,5	49 407	17,1	129 948	21,9	593 148
2005–2006	78 600	26,2	49 691	17,3	128 291	21,9	586 381
2006–2007	78 388	26,5	50 253	17,8	128 641	22,2	578 918
2007–2008	76 583	26,2	49 705	17,9	126 288	22,1	570 689
2008–2009	77 160	26,9	50 729	18,5	127 889	22,8	561 061
2009–2010	77 485	27,3	51 172	19,0	128 657	23,3	553 329
2010–2011	70 458	25,1	47 969	18,0	118 427	21,7	546 423
2011–2012	68 524	24,7	47 743	18,1	116 267	21,5	541 931
2012–2013	70 713	25,6	49 488	18,8	120 201	22,3	539 545
2013–2014	72 404	26,1	50 487	19,2	122 891	22,7	540 477
2014–2015	72 612	26,1	50 474	19,1	123 086	22,7	542 932
2015–2016	71 552	25,6	50 688	19,0	122 240	22,4	546 065
2016–2017	70 758	25,1	49 370	18,4	120 128	21,8	550 236
2017–2018	71 876	25,2	50 951	18,8	122 827	22,1	556 742

Appendix table 9. Comprehensive school pupils having received intensified or special support by region in 2018

Region	Pupils having received intensified support		Pupils having received special support		Pupils having received intensified or special support		Number of pupils in comprehensive school
	Total	Share of pupils in comprehensive school, %	Total	Share of pupils in comprehensive school, %	Total	Share of pupils in comprehensive school, %	
Whole country	59 675	10,6	45 432	8,1	105 107	18,8	560 503
Uusimaa	17 281	10,3	15 607	9,3	32 888	19,5	168 260
Varsinais-Suomi	4 864	10,8	4 759	10,6	9 623	21,3	45 102
Satakunta	2 284	10,8	2 007	9,4	4 291	20,2	21 243
Kanta-Häme	2 032	11,5	1 255	7,1	3 287	18,6	17 700
Pirkanmaa	5 900	11,2	3 373	6,4	9 273	17,6	52 727
Päijät-Häme	2 352	12,2	1 800	9,3	4 152	21,5	19 320
Kymenlaakso	1 893	12,0	1 940	12,3	3 833	24,2	15 812
South Karelia	1 418	12,2	1 049	9,1	2 467	21,3	11 579
Etelä-Savo	1 299	10,3	1 082	8,6	2 381	18,9	12 601
Pohjois-Savo	2 753	11,7	1 691	7,2	4 444	18,9	23 543
North Karelia	1 801	12,6	1 155	8,1	2 956	20,7	14 248
Central Finland	3 107	10,9	1 664	5,9	4 771	16,8	28 426
South Ostrobothnia	1 956	9,2	1 468	6,9	3 424	16,2	21 166
Ostrobothnia	2 230	11,1	1 213	6,1	3 443	17,2	20 032
Central Ostrobothnia	810	10,0	425	5,2	1 235	15,2	8 132
North Ostrobothnia	5 190	9,7	3 187	6,0	8 377	15,6	53 544
Kainuu	559	8,2	511	7,5	1 070	15,8	6 793
Lapland	1 607	9,3	1 124	6,5	2 731	15,8	17 332
Åland	339	11,5	122	4,1	461	15,7	2 943

Appendix table 10. Students of special vocational education by place of provision of teaching, 2004–2017

Year	In special vocational institution	In other educational institution providing vocational education		Total ¹⁾	Share of students in vocational education, %	Number of students in vocational education
		In a special group	In a general education group ²⁾			
2004	2 493	1 557	8 401	12 451	5,4	230 823
2005	2 464	1 863	9 618	13 945	5,7	243 398
2006	2 461	1 693	10 762	14 916	5,8	256 872
2007	2 461	1 718	11 279	15 458	5,8	266 479
2008	2 397	1 605	12 460	16 462	6,0	275 498
2009	2 536	1 659	14 066	18 261	6,5	281 572
2010	2 497	1 872	14 944	19 313	6,9	279 863
2011	2 579	1 805	15 679	20 063	7,2	279 266
2012	2 678	1 720	16 778	21 176	7,7	276 471
2013	2 873	1 487	17 414	21 774	7,9	277 184
2014	2 776	1 258	19 612	23 646	8,4	280 826
2015	3 196	1 049	20 100	24 345	8,6	282 338
2016	3 284	762	21 399	25 445	8,9	286 943
2017	3 217	690	21 711	25 618	8,9	286 691

1) In 2017, 22,921 special education students studied in curriculum-based education provided by educational institutions, 2,319 in education preparing for a skills examination and 378 in apprenticeship training.

2) Includes curriculum-based vocational education provided by educational institutions organised in a general education group, education preparing for a skills examination organised elsewhere than in special vocational education institutions, and all apprenticeship training.

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