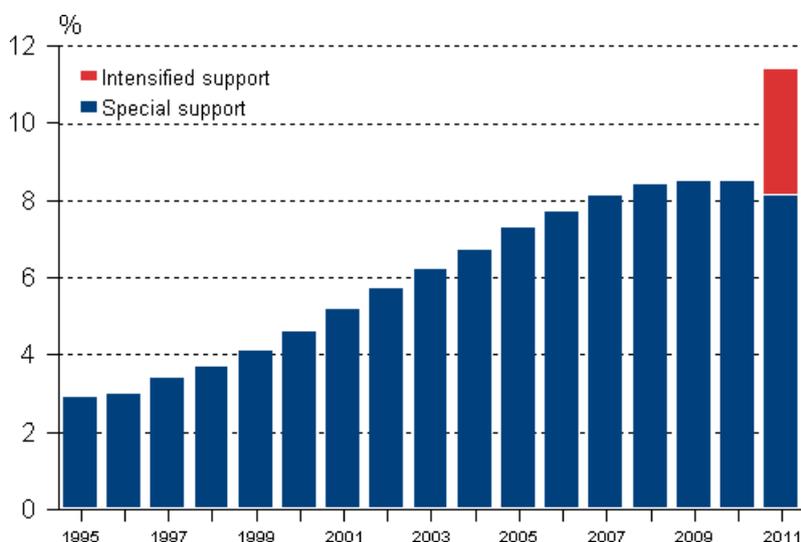


Special education 2011

Intensified or special support was received by 11.4 per cent of comprehensive school pupils

Intensified support was received by 3.3 per cent and special support by 8.1 per cent of comprehensive school pupils in autumn 2011. One year earlier the share of pupils receiving special support was 8.5 per cent. The intensified support required by new legislation was organised for the first time in 2011. The receivers of intensified support most commonly received part-time special education and the receivers of special support special needs assistance and/or interpretation services. 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 1995-2011, %



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

Seventy-seven per cent of the pupils who received intensified support received part-time special education, 55 per cent received remedial teaching and 40 per cent special needs assistance and/or interpretation services. Thirty-four per cent of the pupils who received special support received part-time special education, 30 per cent received remedial teaching and 47 per cent special needs assistance and/or interpretation services.

Among the recipients of intensified support, 65 per cent were boys and 35 per cent girls. Among the recipients of special support, 69 per cent were boys and 31 per cent girls. Twenty-six per cent of the pupils receiving special support had extended duration of compulsory education.

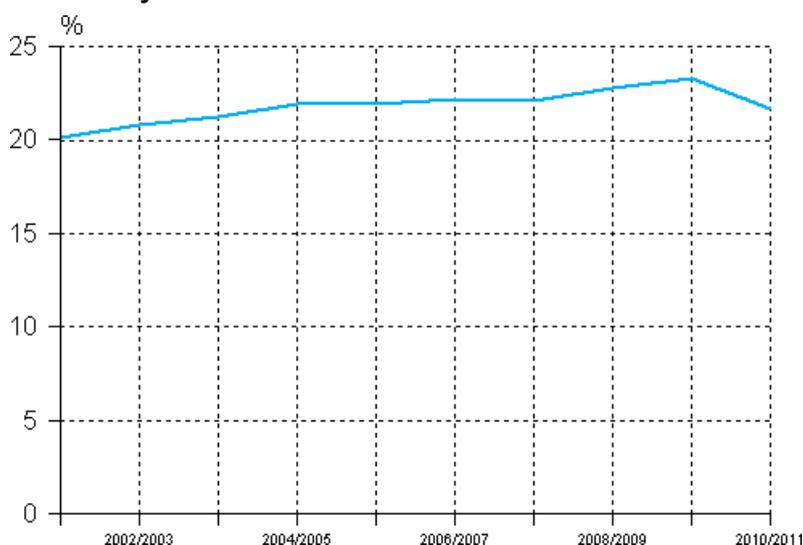
The share of recipients of intensified support among all pupils was highest in Ostrobothnia at over 5 per cent. On Mainland Finland their share was lowest in Central Ostrobothnia at 2 per cent. No intensified support was organised in Åland. The share of recipients of special support was highest in the region of Päijät-Häme, where it was nearly 11 per cent. On Mainland Finland, the ratio of recipients of special support to the total number of pupils was lowest in North Ostrobothnia at under 6 per cent. In Åland, 4 per cent of pupils had received special support.

Twenty-one per cent of the recipients of special support had been fully integrated into general education groups and 18 per cent received more than half (51-99%) of their teaching in a general education group. The remaining 61 per cent of the pupils with special support received at least half of their teaching in a special group. Of this, the share of recipients of all teaching in a special group was 42 per cent.

Forty-four per cent of the pupils having received special support on grades 1 to 9 and during additional education of the comprehensive school studied general education syllabuses in all subjects. Fourteen per cent of the pupils had individualised syllabuses for one subject, 12 per cent for two to three subjects and 25 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.

In the academic year preceding the aforementioned data, i.e. 2010/2011, altogether 21.7 per cent of comprehensive school pupils, or 118,400 pupils, received part-time special education. With some of them the part-time special education was included in special support. The share of comprehensive school pupils having attended part-time special education diminished by 1.6 percentage points from the previous academic year. Expressed in numbers the reduction from the previous academic year was 10,200 pupils.

Share of comprehensive school pupils having received part-time special education among all comprehensive school pupils in academic years 2001/2002 to 2010/2011



During 2010, a total of 19,300 students in vocational education leading to a qualification received special education. The number was 1,100 higher than in the year before. The share of special education students was 6.9 per cent among all students and 13.8 per cent among students attending vocational education aimed at young persons (curriculum-based basic vocational education provided by educational institutions).

The share of men among the students of special vocational education was 59 per cent. Thirteen per cent of the special education students attended special vocational education institutions and 10 per cent studied in special groups of other institutions providing vocational education. The share of students who studied in same groups as other students (were integrated) was 77 per cent. Nearly one-half of the special vocational education students studied in the field of technology and transport.

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Appendix tables

Appendix table 1. Comprehensive school pupils having received intensified or special support, 2011

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	240	1,9	1 095	8,7	1 335	10,6	12 639
Grades 1-6	12 295	3,5	24 343	7,0	36 638	10,5	347 245
Grades 7-9	5 324	2,9	18 367	10,2	23 691	13,1	180 715
Additional education	97	7,3	276	20,7	373	28,0	1 332
Total	17 956	3,3	44 081	8,1	62 037	11,4	541 931
Boys	11 603	4,2	30 623	11,0	42 226	15,2	277 896
Girls	6 353	2,4	13 458	5,1	19 811	7,5	264 035

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, 2011 ¹⁾

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	13 913	77,5	15 018	34,1	28 931	46,6
Remedial teaching	9 920	55,2	13 113	29,7	23 033	37,1
Special needs assistance and/or interpretation services	7 121	39,7	20 853	47,3	27 974	45,1

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 special support by duration of compulsory education, 2011

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	48	17 276	15 341	141	32 806	74,4
Extended duration of compulsory education	1 047	7 067	3 026	135	11 275	25,6
Total	1 095	24 343	18 367	276	44 081	100,0

Appendix table 4. Comprehensive school pupils having received special support by place of provision of teaching, 2011

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	203	5 613	3 450	51	9 317	21,1
51-99% of teaching in a general education group	53	3 258	4 609	13	7 933	18,0
21-50% of teaching in a general education group	26	1 953	1 845	3	3 827	8,7
1-20% of teaching in a general education group	51	2 751	1 893	6	4 701	10,7
Teaching fully in a special group, other than special school	493	7 651	4 241	55	12 440	28,2
Teaching fully in a special group, special school	269	3 117	2 329	148	5 863	13,3
Total	1 095	24 343	18 367	276	44 081	100,0

Appendix table 5. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2011

Subject syllabuses/studying according to functional areas	Grades 1–6	Grades 7–9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	12 830	6 050	71	18 951	44,1
Individualised syllabus for one subject	2 463	3 526	22	6 011	14,0
Individualised syllabus for 2-3 subjects	2 446	2 833	12	5 291	12,3
Individualised syllabus for at least four subjects	5 249	5 292	111	10 652	24,8
Pupil studies according to functional areas	1 355	666	60	2 081	4,8
Total	24 343	18 367	276	42 986	100,0

Appendix table 6. Comprehensive school pupils having received special support, 1995-2011¹⁾

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	4,6	593 451
2001	10 986	1,9	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

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 7. Comprehensive school pupils having received part-time special education from academic year 2001/2002 to academic year 2010/2011¹⁾

Academic year	Total	Share of pupils in comprehensive school, %	Boys		Girls		Number of comprehensive school pupils in autumn term
			Total	Share of boys in comprehensive schools, %	Total	Share of girls in comprehensive schools, %	
2001–2002	119 547	20,1	77 422	25,4	42 125	14,5	595 727
2002–2003	124 137	20,8	78 572	25,7	45 565	15,6	597 356
2003–2004	126 390	21,2	79 356	26,0	47 034	16,1	597 414
2004–2005	129 948	21,9	80 541	26,5	49 407	17,1	593 148
2005–2006	128 291	21,9	78 600	26,2	49 691	17,3	586 381
2006–2007	128 641	22,2	78 388	26,5	50 253	17,8	578 918
2007–2008	126 288	22,1	76 583	26,2	49 705	17,9	570 689
2008–2009	127 889	22,8	77 160	26,9	50 729	18,5	561 061
2009–2010	128 657	23,3	77 485	27,3	51 172	19,0	553 329
2010–2011	118 427	21,7	70 458	25,1	47 969	18,0	546 423

1) A pupil may receive part-time special education also while receiving intensified or special support.

Appendix table 8. Students of special vocational education by place of provision of teaching, 2004-2010

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

1) In 2010, 18,483 special education students studied in curriculum-based education provided by educational institutions, 622 in education preparing for a skills examination and 208 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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Source: Education. Statistics Finland