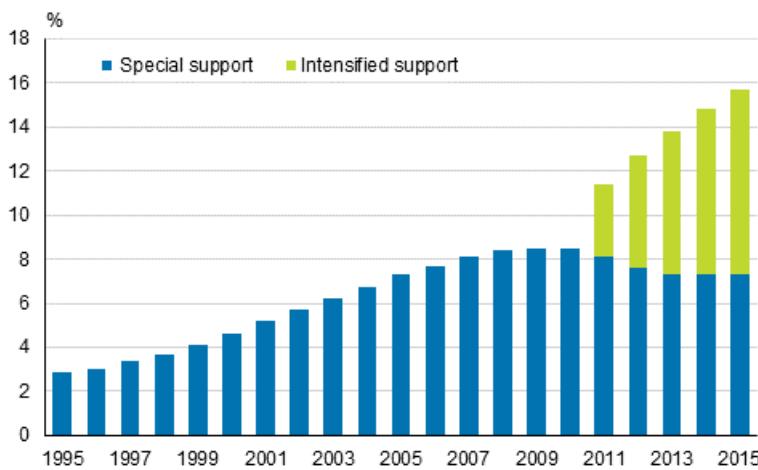


Special education 2015

Intensified or special support was received by 16 per cent of comprehensive school pupils

In autumn 2015, a total of 45,900 comprehensive school pupils received intensified support, which made up 8.4 per cent of all comprehensive school pupils. The number has increased by five percentage points from 2011. The share of pupils having received special support remained in autumn 2015 on level with two previous years, at 7.3 per cent. Special support was received by 40,000 comprehensive school pupils. 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
1995–2015, % 1)**



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

In all, 16 per cent of comprehensive school pupils received intensified or special support in autumn 2015. Among the recipients of intensified support, 65 per cent were boys and 35 per cent girls. Seventy per cent of the recipients of special support were boys and 30 per cent girls. In autumn 2015, a total of 546,100 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.

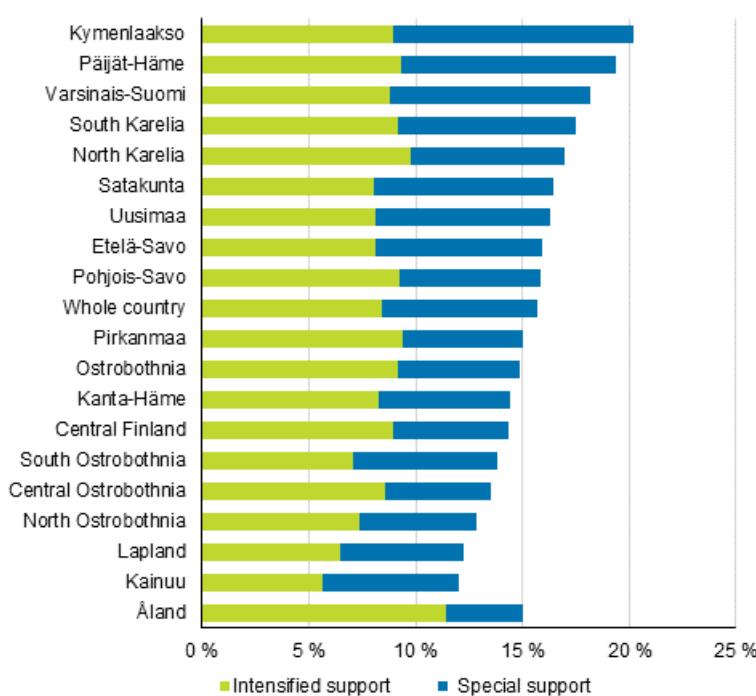
The statistics on special education in comprehensive schools contain data primarily on [intensified and special support](#). Data can be obtained on pupils having received general support by viewing the number of those having received part-time special education.

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 this release and in [Appendix table 9](#).

In Kymenlaakso, one in five pupils received intensified or special support

The share of comprehensive school pupils receiving intensified or special support varies between regions. The largest combined difference between recipients of intensified and special support was found in Kymenlaakso, where over 11 per cent of pupils received special support and nine per cent intensified support. The shares of those receiving support were smallest in Kainuu and Lapland, around 12 per cent in both.

Share of comprehensive school pupils having received intensified or special support by region 2015, %



In 2015, intensified support was arranged more than in the year before in all regions except Åland. Despite a decrease of nearly three percentage points, the share of Åland remained highest, at 11 per cent. In Mainland Finland, the share of pupils having received intensified support in all pupils varied between six and ten per cent in different regions. The share of pupils having received intensified support was lowest in Kainuu and highest in North Karelia.

In Mainland Finland regions, the share of pupils having received special support in all pupils was between five and eleven per cent. The share of pupils having received special support was lowest in Central Ostrobothnia and highest in Kymenlaakso. In Åland, the share of pupils receiving special support was under four per cent.

Three out of four pupils in intensified support received part-time special education

Seventy-five per cent of the pupils who received intensified support in autumn 2015 received part-time special education, 56 per cent remedial teaching, and 39 per cent special needs assistance and/or interpretation services. Thirty-seven per cent of the pupils who received special support received part-time special education, 34 per cent received remedial teaching, and 56 per cent special needs assistance and/or interpretation services. Twenty-seven per cent of the pupils receiving special support had extended duration of compulsory education.

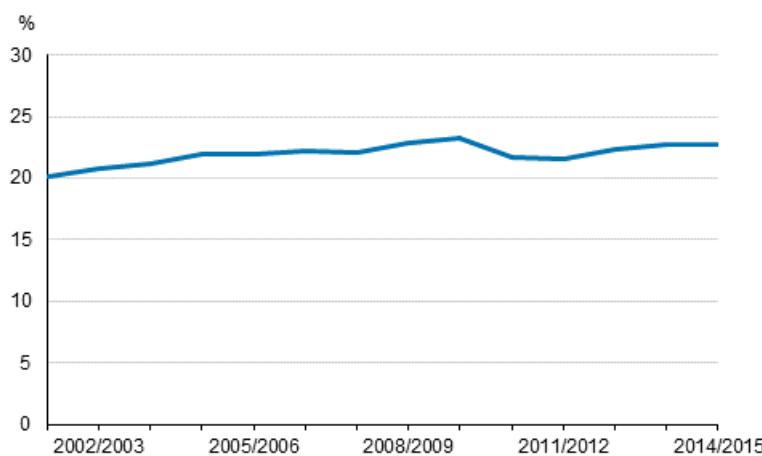
Among the recipients of special support, 40 per cent received all education in a special education group and 19 per cent received all education in a general education group. The remaining 41 per cent received part of the education in a general education group and part in a special education group.

Forty-nine 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. Fourteen per cent of the pupils had individualised syllabuses for one subject, 13 per cent for two to three subjects, and 19 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.

Share of pupils in part-time special education unchanged

In the school year 2014 to 2015, altogether 123,100 comprehensive school pupils received part-time special education, which was 23 per cent of comprehensive school pupils in autumn 2014. The share remained on level with 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 2014/2015, %



In autumn 2014, part-time special education included intensified support for 30,400 pupils and a plan for special support for 15,100 pupils. By subtracting we can conclude that around 77,600 of the 123,100 pupils having received part-time special education in the school year 2014 to 2015 received part-time special education as general support.

In autumn 2014, a learning plan for intensified support had been made for 40,500 pupils and 39,400 pupils had received a decision for special support. In the school year 2014 to 2015, the total number of pupils having received part-time special education as general, intensified or special support was around 157,500,

which is 29 per cent of all pupils in comprehensive schools in autumn 2014. The share is exactly the same as in autumn 2013.

Number of vocational education students having received special education has continued growing

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 was started: 12,500 pupils received special education in 2004, 18,300 in 2009, and 23,600 in 2014. The share of all students having received special education in all students in vocational education leading to a qualification was in the same years five, six and eight per cent.

In 2014, there were 129,116 students in vocational education for young people (curriculum-based basic vocational education provided by educational institutions), of whom 16 per cent were special education students. Eighteen per cent of male students and 16 per cent of female students were special education students. In all, 58 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. Twelve per cent of special education students attended special vocational education institutions and around one per cent other educational institutions providing vocational education.

Eighty-two 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, 2015

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	188	1,7	939	8,3	1 127	9,9	11 376
Grades 1-6	30 956	8,6	23 100	6,4	54 056	15,0	359 461
Grades 7-9	14 667	8,4	15 843	9,1	30 510	17,5	174 724
Additional education	47	9,3	125	24,8	172	34,1	504
Total	45 858	8,4	40 007	7,3	85 865	15,7	546 065
Boys	29 788	10,6	27 982	10,0	57 770	20,6	279 876
Girls	16 070	6,0	12 025	4,5	28 095	10,6	266 189

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, 2015¹⁾

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	34 350	74,9	14 927	37,3	49 277	57,4
Remedial teaching	25 663	56,0	13 481	33,7	39 144	45,6
Special needs assistance and/or interpretation services	17 856	38,9	22 467	56,2	40 323	47,0
Other forms of support than those mentioned above	11 679	25,5	11 053	27,6	22 732	26,5

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 2011–2015

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

Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2015

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	61	16 472	12 819	45	29 397	73,5
Extended duration of compulsory education	878	6 628	3 024	80	10 610	26,5
Total	939	23 100	15 843	125	40 007	100,0

Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2015

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	219	4 663	2 647	17	7 546	18,9
51-99% of teaching in a general education group	58	3 470	4 233	7	7 768	19,4
21-50% of teaching in a general education group	14	1 993	1 821	0	3 828	9,6
1-20% of teaching in a general education group	55	3 027	1 909	1	4 992	12,5
Teaching fully in a special group, other than special school	435	7 608	3 404	32	11 479	28,7
Teaching fully in a special group, special school	158	2 339	1 829	68	4 394	11,0
Total	939	23 100	15 843	125	40 007	100,0

Appendix table 6. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2015

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	13 374	5 803	28	19 205	49,2
Individualised syllabus for one subject	2 353	2 917	8	5 278	13,5
Individualised syllabus for 2-3 subjects	2 437	2 497	4	4 938	12,6
Individualised syllabus for at least four subjects	3 612	3 933	48	7 593	19,4
Pupil studies according to functional areas	1 324	693	37	2 054	5,3
Total	23 100	15 843	125	39 068	100,0

Appendix table 7. Comprehensive school pupils having received special support, 1995–2015¹⁾

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
2014	4 607	0,8	35 400	6,5	40 007	7,3	546 065

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 2014/2015

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

Appendix table 9. Students of special vocational education by place of provision of teaching, 2004–2014

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

1) In 2014, 21,944 special education students studied in curriculum-based education provided by educational institutions, 1,351 in education preparing for a skills examination and 351 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.

Inquiries

Heli Hiltunen 029 551 3314
Director in charge:
Jari Tarkoma

koulutustilastot@stat.fi
www.stat.fi
Source: Education. Statistics Finland