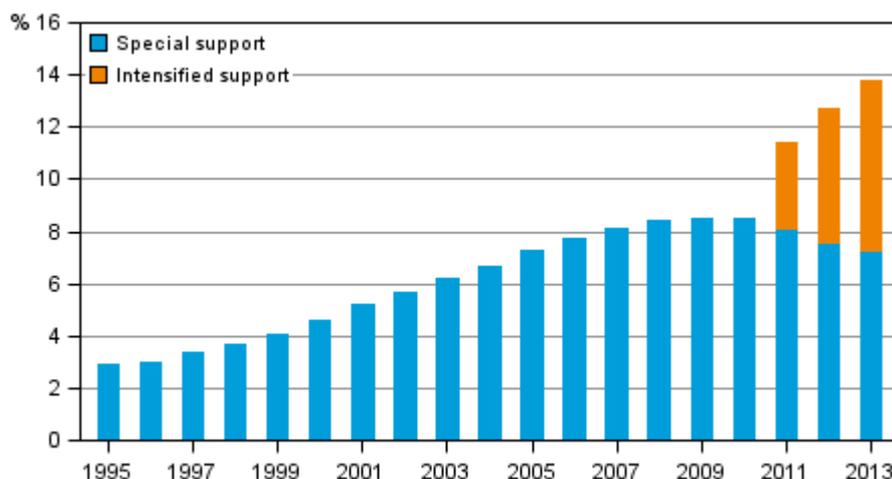


# Special education 2013

## Share of students having received special support diminished

Since 2011, support to learning for comprehensive school pupils has been divided into general, intensified and special support. If intensified support is not sufficient, special support is provided. After the legislation amendment, the share of pupils having received intensified support has grown yearly. The number of pupils having received special support has gone down every year. 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 1995–2013, %



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

In autumn 2013, 35,000 comprehensive school pupils received intensified support, which made up 6.5 per cent of all comprehensive school pupils. This is 3.2 percentage points more than in 2011. A total of 39,600 pupils, or 7.3 per cent of all comprehensive school pupils received special support. The share is 0.8 percentage points lower than in 2011. In all, 540,500 pupils were in pre-primary, basic and additional education of the comprehensive school.

In 2013, 65 per cent of the recipients of intensified support were boys and 35 per cent girls. Among the recipients of special support, 70 per cent were boys and 30 per cent girls.

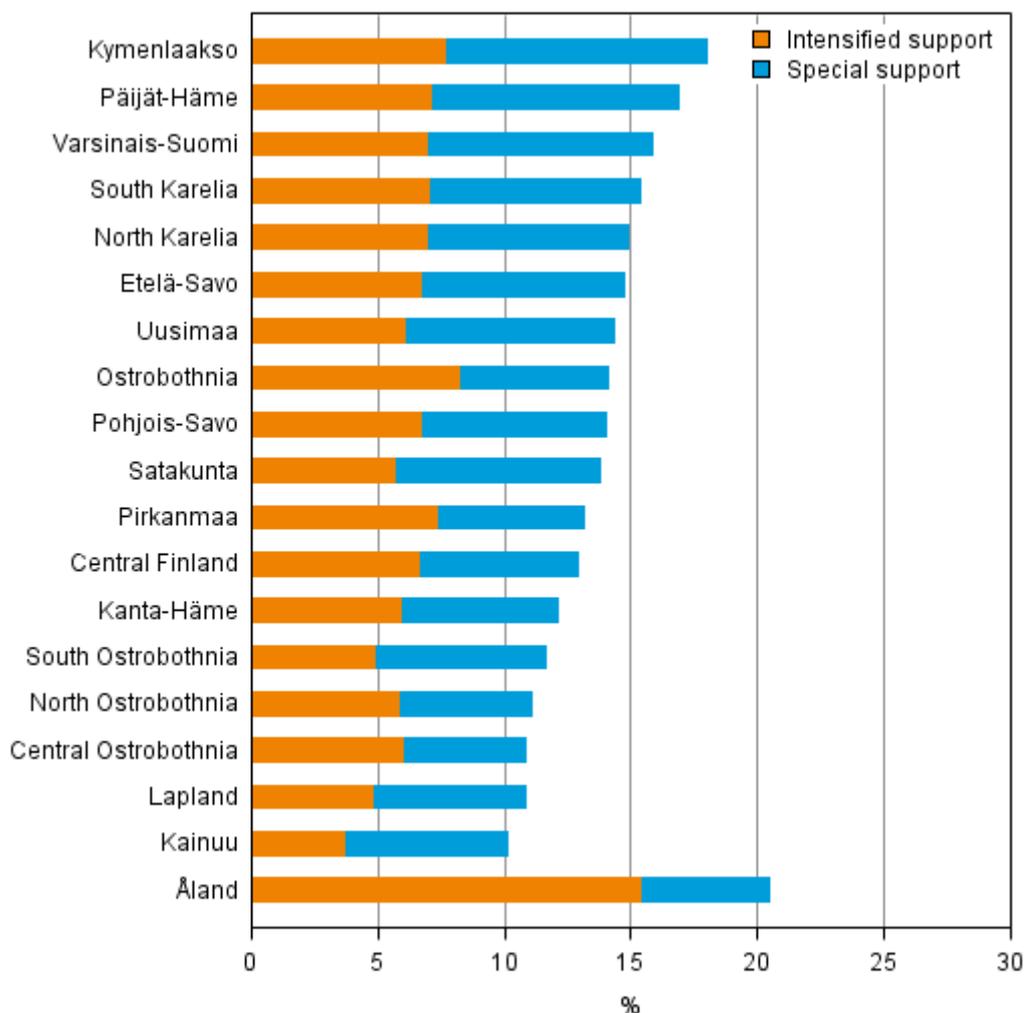
The statistics on special education in comprehensive schools mainly contain data on [intensified and special support](#). Data can be obtained on pupils having received general support by viewing the number of those having received part-time special education.

Data on special education in vocational education are collected at the end of this release and in [Appendix table 9](#).

***Eighteen per cent of pupils received special or intensified support in Kymenlaakso, ten per cent in Kainuu***

The share of comprehensive school pupils who received intensified or special support varied from one region to another in 2013. Intensified or special support was received by around 20 per cent of pupils in Åland. In Mainland Finland regions, the biggest group of recipients of intensified or special support is found in Kymenlaakso, where 18 per cent of pupils received intensified or special support. The share of recipients of intensified or special support was smallest in Kainuu, where ten per cent of pupils received special or intensified support.

**Share of comprehensive school pupils having received intensified or special support by region 2013, %**



In Mainland Finland, the share of pupils having received intensified support in all pupils varied between four and eight per cent in different regions. The share of pupils having received intensified support was lowest in Kainuu and highest in Ostrobothnia. In Åland, 15 per cent of comprehensive school pupils received intensified support.

The share of pupils having received special support in all comprehensive school pupils varied between five and ten per cent in Mainland Finland regions. 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 five per cent.

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

Seventy-four per cent of the pupils who received intensified support in 2013 received part-time special education, 57 per cent remedial teaching, and 42 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 remedial teaching, and 57 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.

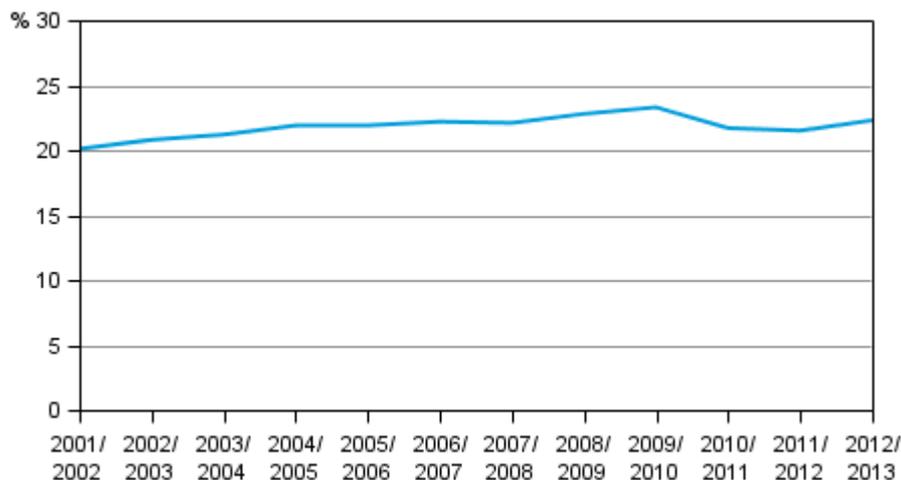
Among the recipients of special support, 19 per cent received all education in a general education group and 42 per cent received all education in a special education group. Among the recipients of special support, 39 per cent received part of the education in a general education group and part in a special education group.

Good 45 per cent of the pupils having received special support in pre-primary, basic and 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 22 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.

### ***One-fifth of comprehensive schools pupils received part-time special education in the academic year 2012 to 2013***

Of comprehensive school students in autumn 2012, 22 per cent, or 120,200 students received part-time special education during the 2012 to 2013 academic year. In the previous 2011 to 2012 academic year, there were fewer recipients of part-time special education, when 116,300 pupils (21 per cent) received part-time special education.

**Share of comprehensive school pupils having received part-time special education among all comprehensive school pupils in academic years 2001/2002 to 2012/2013, %**



In autumn 2012, part-time special education was included in a learning plan for intensified support for 20,400 pupils and a decision for special support for 15,400 pupils. By subtracting we can conclude that around 84,400 of the 120,200 pupils having received part-time special education in the academic year 2012 to 2013 received part-time special education as general support.

In autumn 2012, a learning plan for intensified support had been made for 27,400 pupils and 41,000 pupils had received a decision for special support. The total number of pupils having received part-time special education as general support, intensified support and special support was around 152,800 in the academic year 2012 to 2013, which is 28 per cent of all pupils in comprehensive schools in autumn 2012. The share is exactly the same as in autumn 2011.

***Number of vocational education students having received special education has grown at least from 2004 onwards***

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 the statistics was started: 12,500 pupils received special education in 2004, 16,500 in 2008 and 21,200 in 2012. 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 2012, there were 132,550 students in vocational education for young people (curriculum-based basic vocational education provided by educational institutions), of whom 15 per cent were special education students. Seventeen per cent of male students and 13 per cent of female students were special education students. In all, 60 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.

Seventy-nine 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, 2013**

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	193	1,6	907	7,7	1 100	9,3	11 776
Grades 1-6	24 256	6,9	22 251	6,3	46 507	13,2	351 663
Grades 7-9	10 538	6,0	16 275	9,2	26 813	15,2	176 008
Additional education	46	4,5	201	19,5	247	24,0	1 030
<b>Total</b>	<b>35 033</b>	<b>6,5</b>	<b>39 634</b>	<b>7,3</b>	<b>74 667</b>	<b>13,8</b>	<b>540 477</b>
Boys	22 762	8,2	27 575	10,0	50 337	18,2	277 056
Girls	12 271	4,7	12 059	4,6	24 330	9,2	263 421

**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, 2013<sup>1)</sup>**

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	25 813	73,7	14 609	36,9	40 422	54,1
Remedial teaching	19 813	56,6	13 292	33,5	33 105	44,3
Special needs assistance and/or interpretation services	14 621	41,7	22 455	56,7	37 076	49,7
Other forms of support than those mentioned above	9 016	25,7	10 576	26,7	19 592	26,2

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– 2013**

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

**Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2013**

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	42	15 267	13 352	92	28 753	72,5
Extended duration of compulsory education	865	6 984	2 923	109	10 881	27,5
<b>Total</b>	<b>907</b>	<b>22 251</b>	<b>16 275</b>	<b>201</b>	<b>39 634</b>	<b>100,0</b>

**Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2013**

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	163	4 445	2 764	37	7 409	18,7
51-99% of teaching in a general education group	80	3 038	4 298	5	7 421	18,7
21-50% of teaching in a general education group	23	1 873	1 679	0	3 575	9,0
1-20% of teaching in a general education group	30	2 583	1 970	2	4 585	11,6
Teaching fully in a special group, other than special school	413	7 553	3 543	49	11 558	29,2
Teaching fully in a special group, special school	198	2 759	2 021	108	5 086	12,8
<b>Total</b>	<b>907</b>	<b>22 251</b>	<b>16 275</b>	<b>201</b>	<b>39 634</b>	<b>100,0</b>

**Appendix table 6. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2013**

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	12 176	5 613	40	17 829	46,0
Individualised syllabus for one subject	2 196	3 225	10	5 431	14,0
Individualised syllabus for 2-3 subjects	2 251	2 415	17	4 683	12,1
Individualised syllabus for at least four subjects	4 326	4 357	90	8 773	22,7
Pupil studies according to functional areas	1 302	665	44	2 011	5,2
<b>Total</b>	<b>22 251</b>	<b>16 275</b>	<b>201</b>	<b>38 727</b>	<b>100,0</b>

**Appendix table 7. Comprehensive school pupils having received special support, 1995-2013<sup>1)</sup>**

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
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

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 2012/2013**

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

**Appendix table 9. Students of special vocational education by place of provision of teaching, 2004-2012**

Year	In special vocational institution	In other educational institution providing vocational education		Total <sup>1)</sup>	Share of students in vocational education, %	Number of students in vocational education
		In a special group	In a general education group <sup>2)</sup>			
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

1) In 2011, 20,025 special education students studied in curriculum-based education provided by educational institutions, 907 in education preparing for a skills examination and 244 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