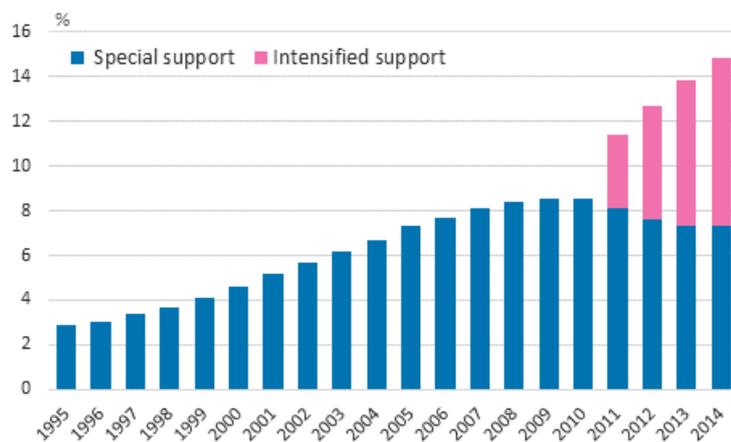


# Special education 2014

## More comprehensive school pupils than before received intensified support

In autumn 2014, altogether 40,500 comprehensive school pupils received intensified support, which made up 7.5 per cent of all comprehensive school pupils. This is 4.2 percentage points more than in autumn 2011. After the legislation amendment in 2011, the share of pupils having received intensified support has grown yearly. The share of pupils having received special support remained in autumn 2014 on level with the previous year, at 7.3 per cent. 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 1995–2014, % 1)



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

In all, 15 per cent of comprehensive school pupils received intensified or special support in autumn 2014. Among the recipients of intensified support, 65 per cent were boys and 35 per cent girls. Sixty-nine per cent of the recipients of special support were boys and 31 per cent girls. In autumn 2014, a total of 542,900 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.

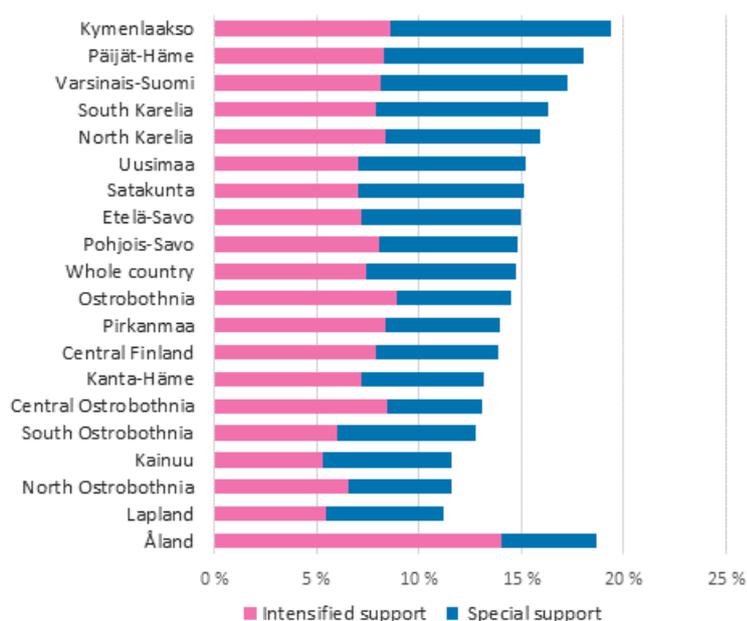
The statistics on special education in comprehensive schools contain data mainly on [intensified and special support](#). Data can be obtained on pupils having received general support by viewing the number of those having received part-time special education.

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

## Nineteen per cent of pupils received special or intensified support in Kymenlaakso, 11 per cent in Lapland

The share of comprehensive school pupils receiving intensified or special support varies between regions. In Mainland Finland regions, the biggest groups of recipients of intensified or special support are found in Kymenlaakso and Åland, where about 19 per cent of pupils received intensified or special support. The shares of those receiving support were smallest in Lapland and Kainuu, slightly over 11 per cent in both.

### Share of comprehensive school pupils having received intensified or special support by region 2014, %



In 2014, intensified support was arranged more than in the year before in all regions except Åland. Despite a slight decrease, the share of Åland remained highest, at 14 per cent. In Mainland Finland, the share of pupils having received intensified support in all pupils varied between five and nine per cent in different regions. The share of pupils having received intensified support was lowest in Kainuu and highest in Ostrobothnia.

The share of pupils having received special support in all comprehensive school pupils varied between five and eleven 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-five per cent of the pupils who received intensified support in autumn 2014 received part-time special education, 57 per cent remedial teaching, and 42 per cent special needs assistance and/or interpretation services. Thirty-eight per cent of the pupils who received special support received part-time special education, 34 per cent received remedial teaching, and 59 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.

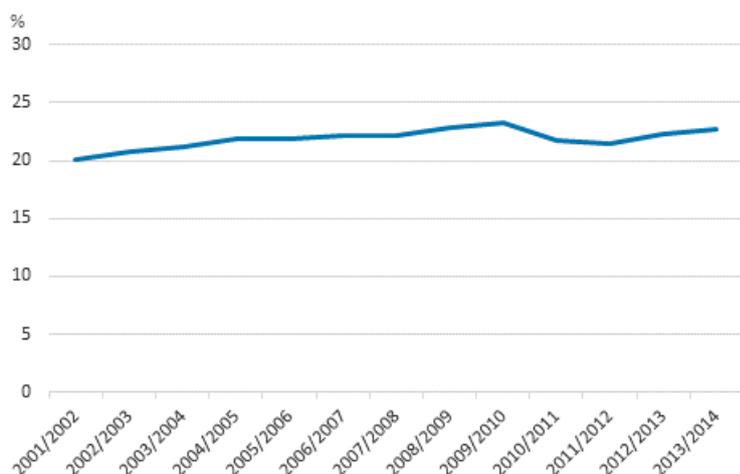
Among the recipients of special support, 40 per cent received all education in a special education group and 19 per cent received all education in a general education group. Among the recipients of special support, 41 per cent received part of the education in a general education group and part in a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

Forty-seven per cent of the pupils having received special support in pre-primary, 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 21 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.

## Twenty-three per cent of comprehensive schools pupils received part-time special education in the school year 2013 to 2014

In the school year 2013 to 2014, altogether 122,900 comprehensive school pupils received part-time special education, which was 23 per cent of comprehensive school pupils in autumn 2013. The share grew somewhat 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 2013/2014, %**



In autumn 2013, part-time special education included intensified support for 25,800 pupils and a plan for special support for 14,600 pupils. By subtracting we can conclude that around 82,500 of the 122,900 pupils having received part-time special education in the school year 2013 to 2014 received part-time special education as general support.

In autumn 2013, a learning plan for intensified support had been made for 35,000 pupils and 39,600 pupils had received a decision for special support. In the school year 2013 to 2014, the total number of pupils having received part-time special education as general, intensified or special support was around 157,100, which is 29 per cent of all pupils in comprehensive schools in autumn 2013. The share is one percentage point higher than in autumn 2012.

## **Number of vocational education students having received special education has grown for at least the past ten years**

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, 16,500 in 2008, and 21,800 in 2013. 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 2013, there were 131,820 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. Seventeen per cent of male students and 14 per cent of female students were special education students. In all, 59 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 per cent of special education students in vocational education for young people were studying in the same groups (integrated) with other students.

# Contents

## Tables

### Appendix tables

Appendix table 1. Comprehensive school pupils having received intensified or special support, 2014 .....	6
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, 2014.....	6
Appendix table 3. Comprehensive school pupils having received intensified support 2011– 2014.....	6
Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2014.....	7
Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2014.....	7
Appendix table 6. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2014.....	7
Appendix table 7. Comprehensive school pupils having received special support, 1995-2014.....	8
Appendix table 8. Comprehensive school pupils having received part-time special education from academic year 2001/2002 to academic year 2013/2014.....	8
Appendix table 9. Students of special vocational education by place of provision of teaching, 2004-2013.....	9

## Appendix tables

**Appendix table 1. Comprehensive school pupils having received intensified or special support, 2014**

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	187	1,6	918	8,0	1 105	9,7	11 424
Grades 1-6	27 573	7,8	22 363	6,3	49 936	14,1	355 139
Grades 7-9	12 711	7,2	15 975	9,1	28 686	16,3	175 686
Additional education	35	5,1	164	24,0	199	29,1	683
<b>Total</b>	<b>40 506</b>	<b>7,5</b>	<b>39 420</b>	<b>7,3</b>	<b>79 926</b>	<b>14,7</b>	<b>542 932</b>
Boys	26 444	9,5	27 371	9,8	53 815	19,3	278 306
Girls	14 062	5,3	12 049	4,6	26 111	9,9	264 626

**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, 2014<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	30 412	75,1	15 115	38,3	45 527	57,0
Remedial teaching	23 122	57,1	13 298	33,7	36 420	45,6
Special needs assistance and/or interpretation services	16 862	41,6	23 273	59,0	40 135	50,2
Other forms of support than those mentioned above	10 240	25,3	11 256	28,6	21 496	26,9

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– 2014**

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

**Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2014**

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	49	15 635	13 028	61	28 773	73,0
Extended duration of compulsory education	869	6 728	2 947	103	10 647	27,0
<b>Total</b>	<b>918</b>	<b>22 363</b>	<b>15 975</b>	<b>164</b>	<b>39 420</b>	<b>100,0</b>

**Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2014**

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	4 485	2 786	24	7 514	19,1
51-99% of teaching in a general education group	67	3 175	3 981	1	7 224	18,3
21-50% of teaching in a general education group	23	2 125	1 954	5	4 107	10,4
1-20% of teaching in a general education group	19	2 801	1 964	4	4 788	12,1
Teaching fully in a special group, other than special school	388	7 158	3 392	38	10 976	27,8
Teaching fully in a special group, special school	202	2 619	1 898	92	4 811	12,2
<b>Total</b>	<b>918</b>	<b>22 363</b>	<b>15 975</b>	<b>164</b>	<b>39 420</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, 2014**

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	12 528	5 671	34	18 233	47,4
Individualised syllabus for one subject	2 209	3 045	5	5 259	13,7
Individualised syllabus for 2-3 subjects	2 354	2 471	10	4 835	12,6
Individualised syllabus for at least four subjects	3 954	4 085	63	8 102	21,0
Pupil studies according to functional areas	1 318	703	52	2 073	5,4
<b>Total</b>	<b>22 363</b>	<b>15 975</b>	<b>164</b>	<b>38 502</b>	<b>100,0</b>

**Appendix table 7. Comprehensive school pupils having received special support, 1995-2014<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	1,8	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

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 2013/2014**

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

**Appendix table 9. Students of special vocational education by place of provision of teaching, 2004-2013**

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
2013	2 873	1 487	17 414	21 774	7,9	277 184

1) In 2013, 20,723 special education students studied in curriculum-based education provided by educational institutions, 732 in education preparing for a skills examination and 319 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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