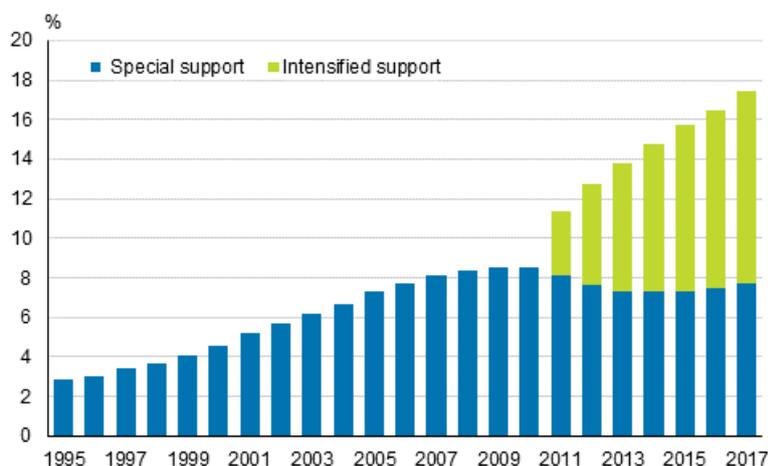


# Special education 2017

## Increasingly more comprehensive school pupils received intensified or special support

Intensified or special support was received by 17.5 per cent of comprehensive school pupils in autumn 2017. Intensified support was received by 54,300, or 9.7 per cent of comprehensive school pupils and special support by 43,100, or 7.7 per cent of comprehensive school pupils. The share of pupils in intensified support grew from the previous year by 0.8 percentage points and in special support by 0.3 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 1995–2017, % 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 2017, a total of 556,700 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.

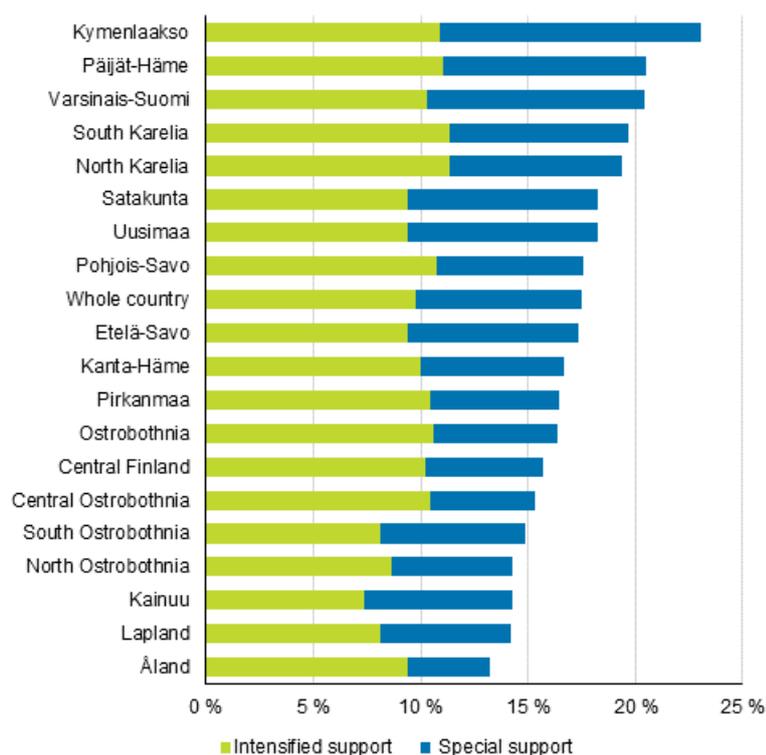
The three levels of the support system for learning and schooling are general, intensified and special support. Of these, a pupil can receive only one level of support at a time. The statistics on special education in comprehensive schools contain data primarily on [intensified and special support](#). 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 9](#).

## Intensified support increased steadily in all Mainland Finland regions

In 2017, intensified support was arranged for more pupils than in the year before in all regions except Åland. The development has been similar in all Mainland Finland regions since 2011, when the national three-step system for learning and schooling was introduced. In 2017, the amount of intensified support increased most in relative terms in Kainuu and Central Ostrobothnia. The share of pupils having received intensified support was highest in South Karelia and North Karelia and lowest in Kainuu. The share of pupils having received intensified support in all pupils was 7 to 11 per cent in different regions.

### Share of comprehensive school pupils having received intensified or special support by region 2017, %



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 between regions. Of the Mainland Finland regions, the combined share of those receiving intensified support was biggest in Kymenlaakso, where 23 per cent of pupils received intensified or special support. The combined shares

of those receiving support were smallest in Lapland, Kainuu, North Ostrobothnia and South Ostrobothnia, in all under 15 per cent.

## **Share of those receiving all education in a special education school falling**

Among the recipients of special support, 9.5 per cent received all education in a special education school group in autumn 2017. The share of those receiving all education in a special education school group has fallen yearly; its share was 13 per cent in 2011, it was 12 per cent in 2014, and 10 per cent in 2016. The share of those receiving all education in other than a special education school group has remained unchanged in recent years, at around 28 per cent.

Among the recipients of special support, 37 per cent received all education in a special education group and 21 per cent received all education in a general education group. The remaining 42 per cent received part of the education in a general education group and part in a special education group.

Twenty-four per cent of the pupils receiving special support had extended duration of compulsory education. The shares of extended compulsory education have decreased in recent years.

## **General syllabus ever more common for special support pupils**

Fifty-three 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 2017. The share of those studying according to the general syllabus has grown yearly; its share was 44 per cent in 2011, it was 47 per cent in 2014, and 51 per cent in 2016.

Twelve per cent of the pupils having received special support in 2017 had individualised syllabuses for one subject, 13 per cent for two to three subjects, and 17 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.

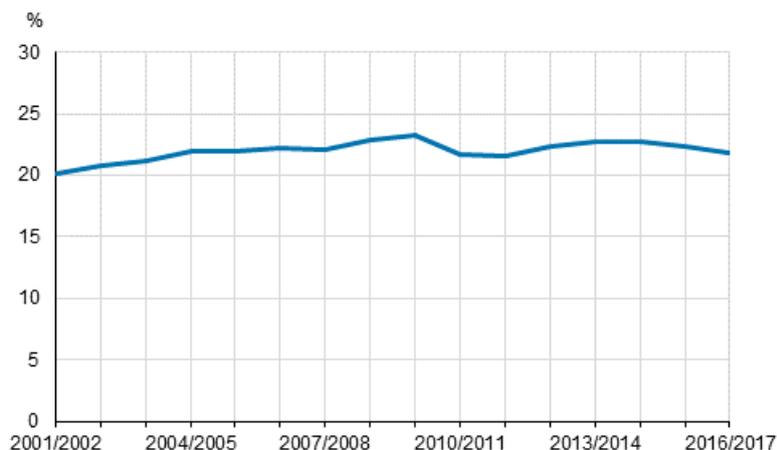
## **Three out of four pupils in intensified support received part-time special education**

Seventy-four per cent of the pupils who received intensified support in autumn 2017 received part-time special education, 55 per cent remedial teaching, and 38 per cent special needs assistance and/or interpretation services. Forty per cent of the pupils who received special support received part-time special education, 36 per cent received remedial teaching, and 58 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 2016 to 2017, altogether 120,100 comprehensive school pupils received part-time special education, which was 22 per cent of comprehensive school pupils in autumn 2016. The share has fallen a little 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 2016/2017, %**



In autumn 2016, part-time special education was included in intensified support for 37,100 pupils and in special support for 15,700 pupils. By subtracting we can conclude that around 67,300, or 56 per cent, of the 120,100 pupils having received part-time special education in the school year 2016 to 2017 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 per cent of comprehensive school pupils in autumn 2016 received some kind of support in the school year 2016 to 2017. The share has remained unchanged for the past four years. A total of 157,736 students received intensified support, special support or part-time special education as general support in the school year 2016 to 2017.

**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, 19,300 in 2010, and 25,400 in 2016. 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, seven and nine per cent.

In 2016, there were 120,357 students in vocational education for young people (curriculum-based basic vocational education provided by educational institutions), of whom 19 per cent were special education students. Twenty per cent of male students and 18 per cent of female students were special education students. In all, 56 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, 2017**

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	225	2,1	899	8,5	1 124	10,6	10 582
Grades 1-6	36 183	9,8	25 602	7,0	61 785	16,8	368 027
Grades 7-9	17 826	10,0	16 506	9,3	34 332	19,3	177 607
Additional education	46	8,7	117	22,2	163	31,0	526
<b>Total</b>	<b>54 280</b>	<b>9,7</b>	<b>43 124</b>	<b>7,7</b>	<b>97 404</b>	<b>17,5</b>	<b>556 742</b>
Boys	34 891	12,2	30 455	10,7	65 346	22,9	285 339
Girls	19 389	7,1	12 669	4,7	32 058	11,8	271 403

**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, 2017<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	40 372	74,4	17 212	39,9	57 584	59,1
Remedial teaching	29 999	55,3	15 707	36,4	45 706	46,9
Special needs assistance and/or interpretation services	20 667	38,1	25 028	58,0	45 695	46,9
Other forms of support than those mentioned above	14 306	26,4	12 013	27,9	26 319	27,0

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 2011–2017**

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

**Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2017**

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	49	18 983	13 586	49	32 667	75,8
Extended duration of compulsory education	850	6 619	2 920	68	10 457	24,2
<b>Total</b>	<b>899</b>	<b>25 602</b>	<b>16 506</b>	<b>117</b>	<b>43 124</b>	<b>100,0</b>

**Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2017**

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	259	5 562	3 091	18	8 930	20,7
51-99% of teaching in a general education group	74	3 880	3 972	3	7 929	18,4
21-50% of teaching in a general education group	4	2 496	1 954	3	4 457	10,3
1-20% of teaching in a general education group	36	3 504	2 138	2	5 680	13,2
Teaching fully in a special group, other than special school	402	8 031	3 587	27	12 047	27,9
Teaching fully in a special group, special school	124	2 129	1 764	64	4 081	9,5
<b>Total</b>	<b>899</b>	<b>25 602</b>	<b>16 506</b>	<b>117</b>	<b>43 124</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, 2017**

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	15 877	6 525	24	22 426	53,1
Individualised syllabus for one subject	2 218	2 876	4	5 098	12,1
Individualised syllabus for 2-3 subjects	2 786	2 533	12	5 331	12,6
Individualised syllabus for at least four subjects	3 392	3 867	33	7 292	17,3
Pupil studies according to functional areas	1 329	705	44	2 078	4,9
<b>Total</b>	<b>25 602</b>	<b>16 506</b>	<b>117</b>	<b>42 225</b>	<b>100,0</b>

**Appendix table 7. Comprehensive school pupils having received special support, 1995–2017<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	4,5	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

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 2016/2017**

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

**Appendix table 9. Students of special vocational education by place of provision of teaching, 2004–2016**

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
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

1) In 2016, 22,945 special education students studied in curriculum-based education provided by educational institutions, 2,084 in education preparing for a skills examination and 416 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.

**Appendix table 10. Comprehensive school pupils having received intensified or special support by region in 2017**

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, %	
<b>Whole country</b>	<b>54 280</b>	<b>9,7</b>	<b>43 124</b>	<b>7,7</b>	<b>97 404</b>	<b>17,5</b>	<b>556 742</b>
Uusimaa	15 515	9,4	14 676	8,9	30 191	18,3	165 398
Varsinais-Suomi	4 629	10,3	4 523	10,1	9 152	20,4	44 787
Satakunta	2 008	9,4	1 886	8,9	3 894	18,3	21 303
Kanta-Häme	1 769	10,0	1 190	6,7	2 959	16,7	17 748
Pirkanmaa	5 449	10,4	3 141	6,0	8 590	16,4	52 251
Päijät-Häme	2 131	11,0	1 828	9,5	3 959	20,5	19 333
Kymenlaakso	1 757	10,9	1 956	12,2	3 713	23,1	16 084
South Karelia	1 309	11,3	963	8,3	2 272	19,7	11 546
Etelä-Savo	1 206	9,4	1 017	8,0	2 223	17,4	12 788
Pohjois-Savo	2 525	10,8	1 600	6,8	4 125	17,6	23 429
North Karelia	1 656	11,3	1 179	8,1	2 835	19,4	14 609
Central Finland	2 870	10,2	1 560	5,5	4 430	15,7	28 174
South Ostrobothnia	1 716	8,1	1 431	6,8	3 147	14,9	21 186
Ostrobothnia	2 115	10,6	1 148	5,8	3 263	16,4	19 922
Central Ostrobothnia	846	10,4	396	4,9	1 242	15,3	8 116
North Ostrobothnia	4 615	8,7	2 996	5,6	7 611	14,3	53 193
Kainuu	505	7,4	470	6,9	975	14,3	6 833
Lapland	1 388	8,1	1 053	6,1	2 441	14,2	17 152
Åland	271	9,4	111	3,8	382	13,2	2 890

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