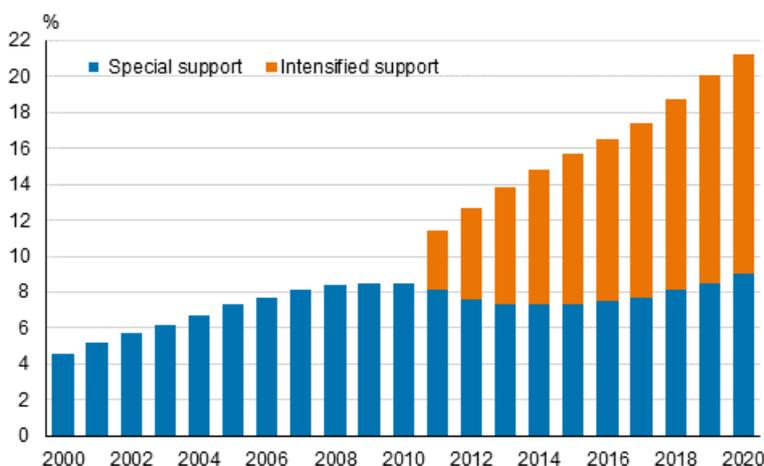


Special education 2020

Intensified or special support for every fifth comprehensive school pupil

Intensified or special support was received by 21.3 per cent of comprehensive school pupils in autumn 2020. Intensified support was received by 69,300, or 12.2 per cent of comprehensive school pupils and special support by 51,100, or 9.0 per cent of comprehensive school pupils. The share of pupils receiving intensified support was 0.7 percentage points higher and that of pupils receiving special support 0.5 percentage points higher than in the previous 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 2000–2020, % 1)



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

In autumn 2020, a total of 566,600 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.

Fewer pupils than before in special education groups in special schools

Among the recipients of special support, 6.5 per cent received all education in special education groups or classes in special schools in autumn 2020. The share of those receiving all education in a special education group or class in a special school has fallen yearly; its share was 6.8 percentage points lower in 2020 than in 2011. The share of those receiving all education in other than a special education group or class in a special school remained in 2020 on level with the previous year, at 27 per cent.

Among the recipients of special support, 34 per cent received all education in a special education group or class and for 32 per cent of the pupils 80 to 100 per cent of the education took place in a general education group. The remaining 34 per cent received part of the education in a general education group and part in a special education group.

Starting from autumn 2020, Statistics Finland has introduced new classifying groups in the statistics on the place of implementation of teaching. The categories describing a special school, class or group are the same as in previous years. “All teaching is provided in a general education group” has been replaced by the category “80 to 100 per cent of teaching is provided in a general education group”, which contains the inclusion definition of 80 per cent or more in a general education group.

Of the pupils receiving special support, 22 per cent had extended duration of compulsory education in autumn 2020. The comparability of data for 2020 with data from earlier years may have been affected by the change in the data source.

Part-time special education and remedial teaching increased

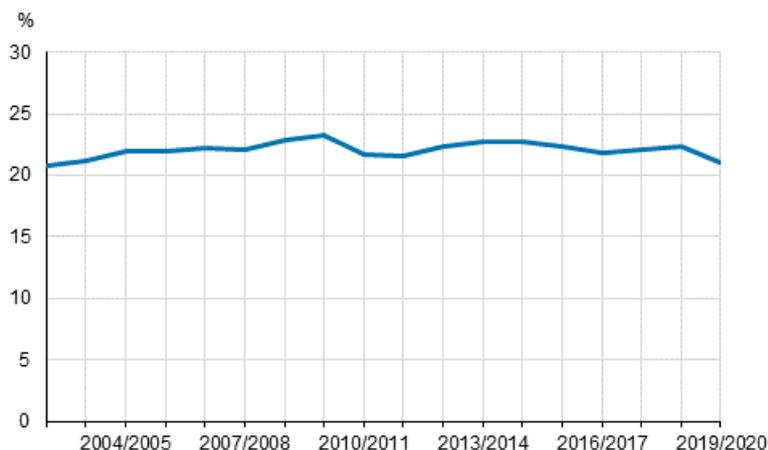
Seventy-eight per cent of the pupils who received intensified support in autumn 2020 received part-time special education, 58 per cent remedial teaching, 37 per cent special needs assistance, three per cent interpretation services and five per cent special equipment. Forty-six per cent of the pupils who received special support received part-time special education, 42 per cent received remedial teaching, 57 per cent special needs assistance, six per cent interpretation services and 10 per cent special equipment.

In autumn 2020, the shares of part-time special education and remedial teaching grew in intensified and special support from the year before: in special support, part-time special education grew by five percentage points and remedial education by six percentage points, in intensified support both increased by around four percentage points.

Twenty-one per cent of comprehensive school pupils received part-time special education

In the school year 2019 to 2020, altogether 118,700 comprehensive school pupils received part-time special education, which was 21 per cent of comprehensive school pupils in autumn 2019. The share was 1.2 percentage points lower than in the previous school year.

Share of comprehensive school pupils having received part-time special education among all comprehensive school pupils in academic years 2002/2003 to 2019/2020, %



In autumn 2019, part-time special education was included in intensified support for 47,800 pupils and in special support for 19,800 pupils. By subtracting, we can conclude that around 51,100, or 43 per cent, of the 118,700 pupils having received part-time special education in the school year 2019 to 2020 received part-time special education as general support.

At least 29 per cent of comprehensive school pupils received some support for learning

According to the available statistics, at least 29.2 per cent of comprehensive school pupils in autumn 2019 received some kind of support in the school year 2019 to 2020. The share is 0.7 percentage points cent lower than in the previous year, but it is on the same level as two years earlier.

A total of 164,588 pupils received intensified support, special support or part-time special education as general support in the school year 2019 to 2020. In addition to part-time special education, general support could also be given in some other form, but these other general support forms are not included in Statistics Finland's statistics on special education.

Bigger share than before receive support in all Mainland Finland regions

In 2020, intensified support was arranged for more pupils than in the year before in all Mainland Finland regions. The development has been similar in all Mainland Finland regions since 2011, when the three-step support system was introduced. The share of pupils having received intensified support was highest in North Karelia and lowest in Lapland. The share of pupils having received intensified support of all pupils was 11 to 14 per cent in different regions.

The share of pupils having received special support of all comprehensive school pupils varied between 4 and 14 per cent by region. The share of pupils having received special support in Mainland Finland regions was lowest in Central and North Ostrobothnia and highest in Kymenlaakso. In Åland, the share of pupils receiving special support was four per cent.

Of the Mainland Finland regions, the combined share of those receiving intensified and special support was biggest in Kymenlaakso, where 27 per cent of comprehensive school pupils received intensified or special support. The combined share of those receiving support was lowest in North Ostrobothnia, 16 per cent.

Special support for 34,900 students in vocational education leading to a qualification in 2020

In 2020, a total of 34,900 students in vocational education leading to a qualification received special support, which is 11.2 per cent of the total number of students in vocational education. The majority, or 87 per cent, were studying in vocational education institutions. In all, 11.3 per cent of the recipients of special support attended special vocational education institutions.

In 2020, a total of 34,500 students in initial vocational education received special support. Their share is 15 per cent of all students attending initial vocational education. In further vocational education, 0.7 per cent of students received special support and in specialist vocational education, 0.1 per cent.

Fifty-three per cent of the recipients of special support were men and 47 per cent women in 2020. In 2020, a total of 49 per cent of vocational education students were men and 51 per cent women. In all, 12 per cent of male students and 10 per cent of female students received special support.

Statistics Finland has changed the compilation of statistics on special support for vocational education leading to a qualification starting from the statistical reference year 2019. Data on special support are now available for the whole calendar year on education and training for initial vocational qualifications, further vocational qualifications and specialist vocational qualifications.

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Appendix tables

Appendix table 1. Comprehensive school pupils having received intensified or special support, 2020

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	432	4,0	654	6,1	1 086	10,1	10 793
Grades 1-6	45 747	12,3	31 370	8,4	77 117	20,8	371 364
Grades 7-9	23 077	12,5	18 996	10,3	42 073	22,9	183 919
Additional education	55	11,1	66	13,3	121	24,4	496
Total	69 311	12,2	51 086	9,5	120 397	21,3	566 572

Appendix table 2. Part-time special education, remedial teaching, special needs assistance, interpretation services and special equipment received by comprehensive school pupils with intensified or special support in 2020¹⁾

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	53 726	77,5	23 671	46,3	77 397	64,3
Remedial teaching	39 964	57,7	21 447	42,0	61 411	51,0
Special needs assistance	25 867	37,3	28 959	56,7	54 826	45,5
Interpretation services	1 832	2,6	2 788	5,5	4 620	3,8
Special equipments	3 662	5,3	5 029	9,8	8 691	7,2

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 2011–2020

Year	Pre-primary education	Grades 1-6	Grades 7–9	Additional education	Total	Share of pupils in comprehensive school, %	Number of pupils in comprehensive school
2011	240	12 295	5 324	97	17 956	3,3	541 931
2012	219	19 319	7 854	16	27 408	5,1	539 545
2013	193	24 256	10 538	46	35 033	6,5	540 477
2014	187	27 573	12 711	35	40 506	7,5	542 932
2015	188	30 956	14 667	47	45 858	8,4	546 065
2016	224	33 388	15 793	37	49 442	9,0	550 236
2017	225	36 183	17 826	46	54 280	9,7	556 742
2018	274	39 882	19 463	56	59 675	10,6	560 503
2019	274	43 186	21 721	57	65 238	11,6	564 100
2020	432	45 747	23 077	55	69 311	12,2	566 572

Appendix table 4. Comprehensive school pupils having received special support by place of provision of teaching, 2020

Place of provision of teaching	Pre-primary education	Grades 1–6	Grades 7–9	Additional education	Total	Total, %
Teaching fully in a special group, special school	72	1 766	1 458	44	3 340	6,5
Teaching fully in a special group, other than special school	234	9 000	4 574	5	13 813	27,0
1–19% of teaching in a general education group	91	4 339	2 428	0	6 858	13,4
20–49% of teaching in a general education group	13	2 646	2 281	0	4 940	9,7
50–79% of teaching in a general education group	21	3 037	2 660	0	5 718	11,2
80–100% of teaching in a general education group	223	10 582	5 595	17	16 417	32,1
Total	654	31 370	18 996	66	51 086	100,0

Appendix table 5. Comprehensive school pupils having received special support, 1995–2020¹⁾

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
2018	4 115	0,7	41 317	7,4	45 432	8,1	560 503
2019	3 474	0,6	44 723	7,9	48 197	8,5	564 100
2020	3 414	0,6	47 672	8,4	51 086	9,0	566 572

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 6. Comprehensive school pupils having received part-time special education from academic year 2001/2002 to academic year 2019/2020

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
2017–2018	71 876	25,2	50 951	18,8	122 827	22,1	556 742
2018–2019	72 736	26,6	51 994	18,1	124 730	22,3	560 503
2019–2020	68 676	25,0	50 006	18,2	118 682	21,0	564 100

Appendix table 7. Comprehensive school pupils having received intensified or special support by region in 2020 ¹⁾

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, %	
Whole country	69 311	12,2	51 086	9,0	120 397	21,3	566 572
Uusimaa	20 211	11,7	18 068	10,	38 279	22,2	172 383
Varsinais-Suomi	5 769	12,7	5 204	11,5	10 973	24,2	45 303
Satakunta	2 615	12,6	2 183	10,5	4 798	23,0	20 834
Kanta-Häme	2 183	12,6	1 413	8,1	3 596	20,7	17 384
Pirkanmaa	6 814	12,3	3 702	6,7	10 516	18,9	55 599
Päijät-Häme	2 584	13,3	2 041	10,5	4 625	23,8	19 408
Kymenlaakso	2 117	13,8	2 080	13,5	4 197	27,3	15 388
South Karelia	1 608	13,9	1 144	9,9	2 752	23,9	11 535
Etelä-Savo	1 366	11,2	1 256	10,3	2 622	21,6	12 145
Pohjois-Savo	3 084	13,1	1 816	7,7	4 900	20,9	23 474
North Karelia	2 094	14,4	1 247	8,6	3 341	23,0	14 547
Central Finland	3 726	13,0	2 277	7,9	6 003	20,9	28 693
South Ostrobothnia	2 446	11,7	1 664	8,0	4 110	19,7	20 832
Ostrobothnia	2 540	12,6	1 493	7,4	4 033	20,1	20 099
Central Ostrobothnia	1 087	13,1	494	6,0	1 581	19,1	8 289
North Ostrobothnia	6 087	11,4	3 086	5,8	9 173	17,2	53 186
Kainuu	749	11,1	571	8,5	1 320	19,6	6 726
Lapland	1 837	10,6	1 227	7,0	3 064	17,6	17 412
Åland	360	12,0	116	3,9	476	15,8	3 010

1) The figure for the whole country includes data on schools abroad, which are not included in the figures by region. Schools abroad had 34 pupils receiving intensified support, four pupils receiving special support and 325 comprehensive school pupils.

Appendix table 8. Students having received special support in vocational education leading to a qualification by place of implementation of teaching in 2019 to 2020

Year	In special vocational institution	In other educational institution providing vocational education	Total	Share of students in vocational education, %	Number of students in vocational education
2019	4 512	31 013	35 525	11,1	320 058
2020	3 947	30 936	34 883	11,2	310 432

Inquiries

Heli Hiltunen 029 551 3314
Head of Department in
charge:
Hannele Orjala

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