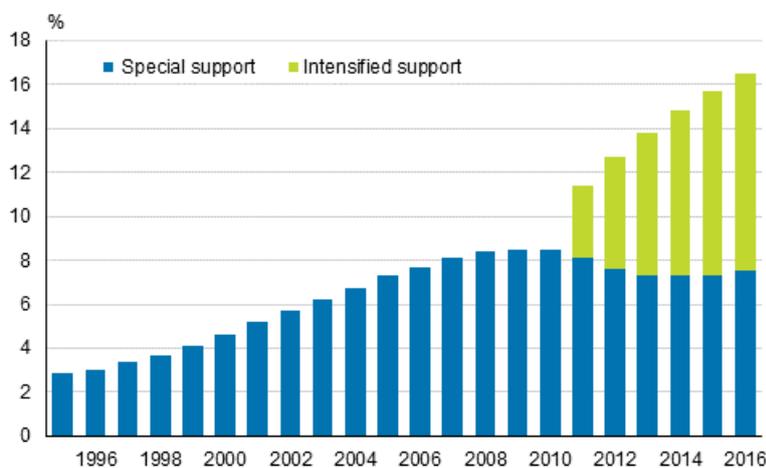


Special education 2016

One in six comprehensive school pupils received intensified or special support

Intensified or special support was received by 16.4 per cent of comprehensive school pupils in autumn 2016. Intensified support was received by 49,400, or 9.0 per cent of comprehensive school pupils and special support by 41,000, or 7.5 per cent of comprehensive school pupils. The number of pupils in intensified support grew from the previous year by 0.6 percentage points and in special support by 0.2 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 1995–2016, % 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, 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 2016, a total of 550,200 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.

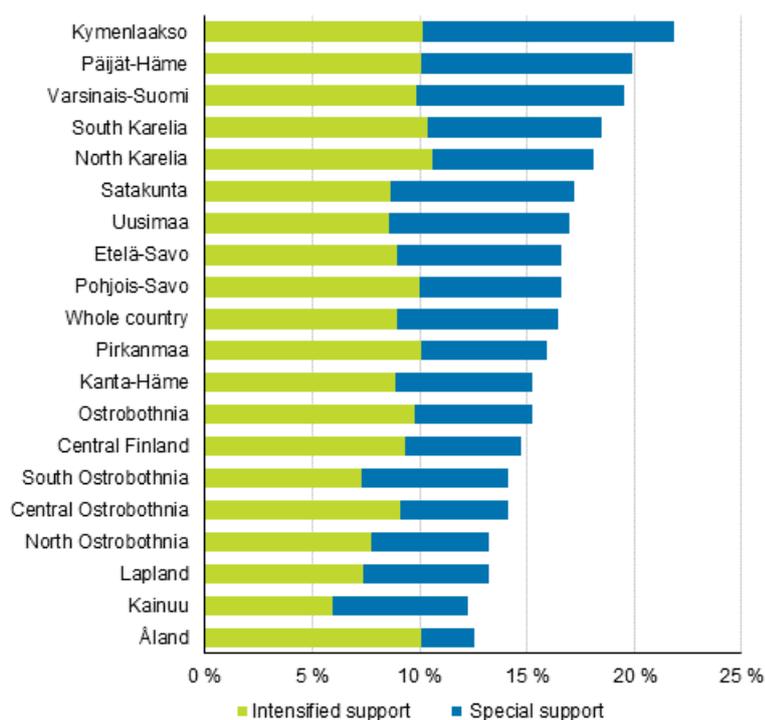
The statistics on special education in comprehensive schools contain data primarily on [intensified and special support](#). The statistics also include data on general support as concerns part-time special education.

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 the text section of this release and in [Appendix table 9](#).

Intensified support increased in all Mainland Finland regions

In 2016, intensified support was arranged for more pupils than in the year before in all regions except Åland. In several Mainland regions, intensified support was received by over 10 per cent of pupils. In previous years, the number of pupils having received intensified support was not over 10 per cent in any Mainland Finland regions. In relative terms, the amount of intensified support increased most in South Karelia, Kymenlaakso and Varsinais-Suomi, in all of them the amount was over one percentage point higher than in the previous year. The share of pupils having received intensified support was highest in North Karelia and lowest in Kainuu. In Mainland Finland, the share of pupils having received intensified support in all pupils was 6 to 11 per cent in different regions.

Share of comprehensive school pupils having received intensified or special support by region 2016, %



In Mainland Finland regions, the share of pupils having received special support in all comprehensive school pupils was 5 to 12 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 three per cent.

The share of comprehensive school pupils receiving intensified or special support varies between regions. The combined share of those receiving intensified support was biggest in Kymenlaakso, where 22 per cent of pupils received intensified or special support. The combined shares of those receiving support were smallest in Kainuu, Lapland and North Ostrobothnia.

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 2016 received part-time special education, 57 per cent remedial teaching, and 38 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, 35 per cent received remedial teaching, and 58 per cent special needs assistance and/or interpretation services.

Twenty-six per cent of the pupils receiving special support had extended duration of compulsory education.

Among the recipients of special support, 38 per cent received all education in a special education group and 20 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.

Over one-half of pupils having received special support studied fully according to the general syllabus

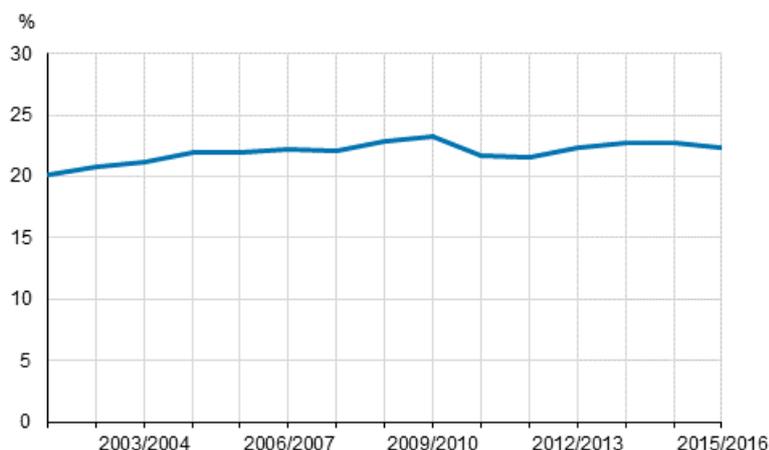
Fifty-one per cent of the pupils having received special support in basic and post-basic education of the comprehensive school studied general education syllabuses in all subjects in autumn 2016. The share of those studying according to the general syllabus has grown yearly; its share was 44 per cent in 2011, it was 46 per cent in 2013 and 49 per cent in 2015.

Thirteen per cent of the pupils having received special support in 2016 had individualised syllabuses for one subject, 12 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.

Twenty-two per cent of comprehensive school pupils received part-time special education in the school year 2015 to 2016

In the school year 2015 to 2016, altogether 122,200 comprehensive school pupils received part-time special education, which was 22 per cent of comprehensive school pupils in autumn 2015. 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 2015/2016, %



In autumn 2015, part-time special education was included in intensified support for 34,400 pupils and in special support for 14,900 pupils. By subtracting we can conclude that around 73,000, or 60 per cent, of the 122,200 pupils having received part-time special education in the school year 2015 to 2016 received part-time special education as general support.

According to the available statistics, at least 29 per cent of the number of pupils in comprehensive school received some kind of support in the school year 2015 to 2016. The share has remained unchanged for the past three years. A total of 158,800 students received intensified support, special support or part-time special education as general support in the school year 2015 to 2016.

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 started: 12,500 pupils received special education in 2004, 18,300 in 2009, and 24,300 in 2015. 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 nine per cent.

In 2015, there were 124,220 students in vocational education for young people (curriculum-based basic vocational education provided by educational institutions), of whom 18 per cent were special education students. Nineteen per cent of male students and 17 per cent of female students were special education students. In all, 57 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-three 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, 2016

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	224	2,0	958	8,7	1 182	10,7	11 004
Grades 1-6	33 388	9,2	23 948	6,6	57 336	15,8	363 450
Grades 7-9	15 793	9,0	16 027	9,1	31 820	18,1	175 330
Additional education	37	8,2	104	23,0	141	31,2	452
Total	49 442	9,0	41 037	7,5	90 479	16,4	550 236
Boys	32 097	11,4	28 878	10,2	60 975	21,6	281 807
Girls	17 345	6,5	12 159	4,5	29 504	11,0	268 429

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, 2016¹⁾

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	37 135	75,0	15 736	38,3	52 871	58,4
Remedial teaching	28 224	57,1	14 190	34,6	42 414	46,9
Special needs assistance and/or interpretation services	18 693	37,8	23 715	57,8	42 408	46,9
Other forms of support than those mentioned above	12 223	24,7	11 365	27,7	23 588	26,1

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 2011–2016

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

Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2016

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	70	17 389	13 029	33	30 521	74,4
Extended duration of compulsory education	888	6 559	2 998	71	10 516	25,6
Total	958	23 948	16 027	104	41 037	100,0

Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2016

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	262	5 087	2 729	7	8 085	19,7
51-99% of teaching in a general education group	61	3 583	4 184	3	7 831	19,1
21-50% of teaching in a general education group	6	2 268	1 900	1	4 175	10,2
1-20% of teaching in a general education group	87	3 244	2 052	1	5 384	13,1
Teaching fully in a special group, other than special school	435	7 608	3 404	32	11 623	28,3
Teaching fully in a special group, special school	158	2 339	1 829	68	3 939	9,6
Total	958	23 948	16 027	104	41 037	100,0

Appendix table 6. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2016

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	14 414	6 057	20	20 491	51,1
Individualised syllabus for one subject	2 272	2 895	7	5 174	12,9
Individualised syllabus for 2-3 subjects	2 519	2 438	5	4 962	12,4
Individualised syllabus for at least four subjects	3 508	3 976	38	7 522	18,8
Pupil studies according to functional areas	1 235	661	34	1 930	4,8
Total	23 948	16 027	104	40 079	100,0

Appendix table 7. Comprehensive school pupils having received special support, 1995–2016¹⁾

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

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 2015/2016

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

Appendix table 9. Students of special vocational education by place of provision of teaching, 2004–2015

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
2015	3 196	1 049	20 100	24 345	8,6	282 338

1) In 2015, 22,261 special education students studied in curriculum-based education provided by educational institutions, 1,694 in education preparing for a skills examination and 390 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 2016

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	49 442	9,0	41 037	7,5	90 479	16,4	550 236
Uusimaa	13 851	8,6	13 652	8,4	27 503	17,0	161 748
Varsinais-Suomi	4 381	9,9	4 269	9,6	8 650	19,5	44 386
Satakunta	1 829	8,6	1 824	8,6	3 653	17,2	21 236
Kanta-Häme	1 587	8,9	1 145	6,4	2 732	15,3	17 873
Pirkanmaa	5 159	10,1	2 993	5,8	8 152	15,9	51 285
Päijät-Häme	1 942	10,1	1 892	9,8	3 834	19,9	19 232
Kymenlaakso	1 633	10,1	1 890	11,7	3 523	21,9	16 101
South Karelia	1 194	10,3	938	8,1	2 132	18,5	11 542
Etelä-Savo	1 166	9,0	997	7,7	2 163	16,6	13 008
Pohjois-Savo	2 354	10,0	1 539	6,6	3 893	16,6	23 488
North Karelia	1 548	10,6	1 103	7,5	2 651	18,1	14 627
Central Finland	2 589	9,3	1 498	5,4	4 087	14,7	27 782
South Ostrobothnia	1 538	7,3	1 447	6,9	2 985	14,2	21 090
Ostrobothnia	1 905	9,8	1 079	5,5	2 984	15,3	19 529
Central Ostrobothnia	735	9,1	408	5,0	1 143	14,1	8 091
North Ostrobothnia	4 080	7,8	2 869	5,5	6 949	13,2	52 476
Kainuu	411	6,0	430	6,3	841	12,2	6 878
Lapland	1 253	7,4	994	5,8	2 247	13,2	17 015
Åland	287	10,1	70	2,5	357	12,5	2 849

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Source: Education. Statistics Finland