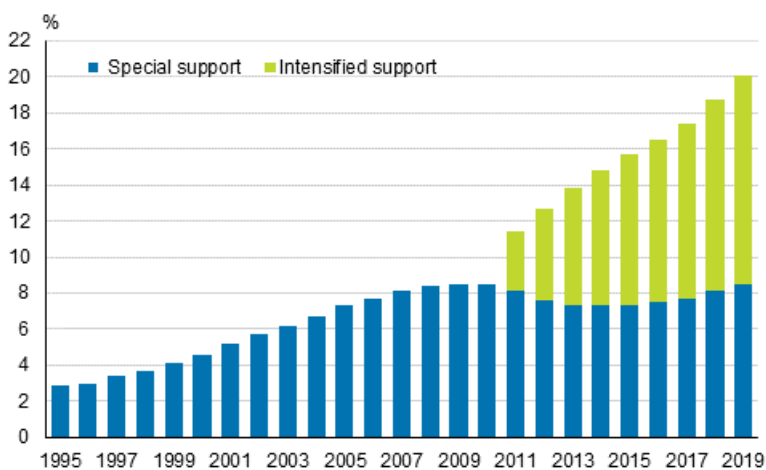


Special education 2019

One in five comprehensive school pupils received intensified or special support

Intensified or special support was received by 20.1 per cent of comprehensive school pupils in autumn 2019. Intensified support was received by 65,200, or 11.6 per cent of comprehensive school pupils and special support by 48,200, or 8.5 per cent of comprehensive school pupils. The share of pupils in intensified support grew from the previous year by 0.9 percentage points and in special support by 0.4 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 1995–2019, % 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, 66 per cent were boys and 37 per cent girls. Among the recipients of special support, 71 per cent were boys and 29 per cent girls. In autumn 2019, a total of 564,100 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 10](#).

Fewer students than before in a special education group

Among the recipients of special support, 6.9 per cent received all education in special education groups in special schools in autumn 2019. The share of those receiving all education in a special education group in a special school has fallen yearly; its share was 6.4 percentage points lower in 2019 than in 2011. The share of those receiving all education in other than a special education group in a special school has remained in 2019 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 and 23 per cent received all education in a general education group in 2019. The remaining 44 per cent received part of the education in a general education group and part in a special education group.

Comprehensive school pupils having received special support by place of provision of teaching, 2011–2019, %

Place of provision of teaching	2011	2012	2013	2014	2015	2016	2017	2018	2019
Teaching fully in a general education group	21,1	19,4	18,7	19,1	18,9	19,7	20,7	21,3	22,5
51-99% of teaching in a general education group	18,0	18,9	18,7	18,3	19,4	19,1	18,4	20,2	20,5
21-50% of teaching in a general education group	8,7	9,2	9,0	10,4	9,4	10,2	10,3	9,8	9,8
1-20% of teaching in a general education group	10,7	11,7	11,6	12,1	12,5	13,1	13,2	13,3	13,4
Teaching fully in a special group, other than special school	28,2	28,1	29,2	27,8	28,7	28,3	27,9	26,9	26,9
Teaching fully in a special group, special school	13,3	12,6	12,8	12,2	11,0	9,6	9,5	8,6	6,9
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

Of the pupils receiving special support, 21.5 per cent had extended duration of compulsory education. The shares of extended compulsory education have decreased in recent years; the share was 27.5 per cent in 2013, in 2016 it was 25.6 per cent, and 22.8 per cent in 2018.

More and more had general education syllabus in all subjects

Fifty-seven 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 2019. The share of those studying according to the general syllabus has grown yearly; the share was 44 per cent in 2011, it was 49 per cent in 2015 and 55 per cent in 2018.

Eleven per cent of the pupils having received special support in 2019 had individualised syllabuses for one subject, 12 per cent for two to three subjects, and 16 per cent for four or more subjects. Four 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.

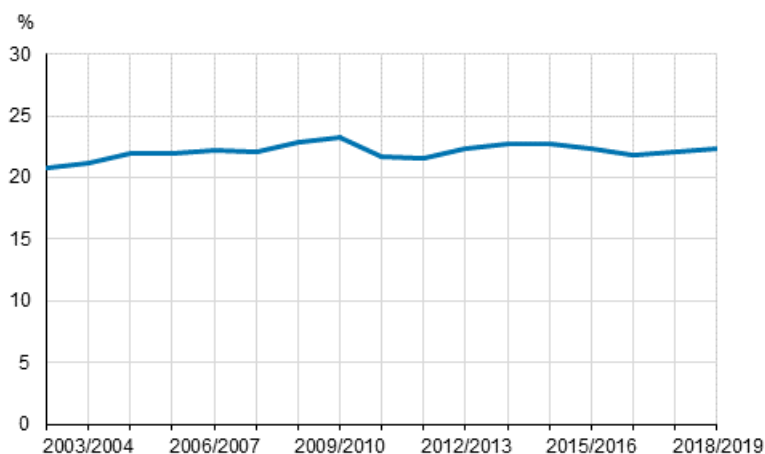
Differences in support forms

Seventy-three per cent of the pupils who received intensified support in autumn 2019 received part-time special education, 54 per cent remedial teaching, and 38 per cent special needs assistance and/or interpretation services. Forty-one per cent of the pupils who received special support received part-time special education, 36 per cent received remedial teaching, and 59 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 2018 to 2019, altogether 124,700 comprehensive school pupils received part-time special education, which was 22 per cent of comprehensive school pupils in autumn 2018. The share was 0.2 percentage points higher 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 2018/2019, %



In autumn 2018, part-time special education was included in intensified support for 44,100 pupils and in special support for 18,500 pupils. By subtracting, we can conclude that around 62,100, or 50 per cent, of the 124,700 pupils having received part-time special education in the school year 2018 to 2019 received part-time special education as general support.

At least 30 per cent of comprehensive school pupils received some support for learning

According to the available statistics, at least 29.8 per cent of comprehensive school pupils in autumn 2018 received some kind of support in the school year 2018 to 2019. The share was 0.6 percentage points cent higher than in the previous year and 1.2 percentage points cent higher than two years earlier.

A total of 167,242 students received intensified support, special support or part-time special education as general support in the school year 2018 to 2019. 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 regions

In 2019, intensified support was arranged for more pupils than in the year before in all 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 Åland and lowest in Kainuu. The share of pupils having received intensified support in all pupils was 10 to 14 per cent in different regions.

The share of pupils having received special support in all comprehensive school pupils varied between 4 and 13 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 support was biggest in Kymenlaakso, where 26 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.

Number of special education students in vocational education 23,500

After the amendment to the legislation concerning vocational education, the data from 2018 onwards are no longer comparable with data for earlier years due to break in time series. Further information in the [Quality description](#) (in Finnish only).

During 2018, a total of 23,500 students in vocational education leading to a qualification received special education. The share of special education students in vocational education leading to a qualification was 10.2 per cent.

In 2018, the number of vocational education students in curriculum-based vocational education provided by educational institutions was 172,300, of which 13 per cent received special teaching. Fourteen per cent of male students and 12 per cent of female students were special education students. In all, 55 per cent of special education students were men.

The majority of special education students (84%) in curriculum-based vocational education provided by educational institutions were studying in vocational education institutions. Fourteen per cent of special education students attended special vocational education institutions and two per cent other educational institutions providing vocational education.

Eighty-three per cent of special education students in vocational education were studying in the same group (integrated) with other students.

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Appendix tables

Appendix table 1. Comprehensive school pupils having received intensified or special support, 2019

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	274	2,9	800	8,5	1 074	11,4	9 445
Grades 1-6	43 186	11,6	29 194	7,9	72 380	19,5	371 102
Grades 7-9	21 721	11,9	18 140	9,9	39 861	21,8	183 063
Additional education	57	11,6	63	12,9	120	24,5	490
Total	65 238	11,6	48 197	8,5	113 435	20,1	564 100
Boys	41 376	14,3	34 025	11,8	75 401	26,1	288 924
Girls	23 862	8,7	14 172	5,2	38 034	13,8	275 176

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, 2019¹⁾

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	47 779	73,2	19 750	41,0	67 529	59,5
Remedial teaching	35 177	53,9	17 254	35,8	52 431	46,2
Special needs assistance and/or interpretation services	24 737	37,9	28 217	58,5	52 954	46,7
Other forms of support than those mentioned above	18 349	28,1	14 761	30,6	33 110	29,2

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 2011–2019

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
2018	274	11 175	28 707	19 463	56	59 675	10,6	560 503
2019	274	12 087	31 099	21 721	57	65 238	11,6	564 100

Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2019

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	89	22 451	15 261	29	37 830	78,5
Extended duration of compulsory education	711	6 743	2 879	34	10 367	21,5
Total	800	29 194	18 140	63	48 197	100,0

Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2019

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	321	7 119	3 408	8	10 856	22,5
51-99% of teaching in a general education group	78	5 079	4 706	1	9 864	20,5
21-50% of teaching in a general education group	15	2 579	2 125	1	4 720	9,8
1-20% of teaching in a general education group	45	4 062	2 364	1	6 472	13,4
Teaching fully in a special group, other than special school	279	8 625	4 067	10	12 981	26,9
Teaching fully in a special group, special school	62	1 730	1 470	42	3 304	6,9
Total	800	29 194	18 140	63	48 197	100,0

Appendix table 6. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2019

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	19 010	7 783	25	26 818	56,6
Individualised syllabus for one subject	2 452	2 832	2	5 286	11,2
Individualised syllabus for 2-3 subjects	3 015	2 665	2	5 682	12,0
Individualised syllabus for at least four subjects	3 339	4 159	12	7 510	15,8
Pupil studies according to functional areas	1 378	701	22	2 101	4,4
Total	29 194	18 140	63	47 397	100,0

Appendix table 7. Comprehensive school pupils having received special support, 1995–2019¹⁾

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

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 2018/2019

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

Appendix table 9. Comprehensive school pupils having received intensified or special support by region in 2019

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	65 238	11,6	48 197	8,5	113 435	20,1	564 100
Uusimaa	19 078	11,2	16 672	9,8	35 750	21,0	170 419
Varsinais-Suomi	5 390	11,9	4 946	10,9	10 336	22,8	45 382
Satakunta	2 450	11,6	2 133	10,1	4 583	21,7	21 128
Kanta-Häme	2 143	12,2	1 351	7,7	3 494	19,9	17 536
Pirkanmaa	6 404	11,9	3 549	6,6	9 953	18,6	53 622
Päijät-Häme	2 507	12,9	1 895	9,8	4 402	22,7	19 429
Kymenlaakso	2 044	13,1	2 046	13,1	4 090	26,2	15 613
South Karelia	1 525	13,2	1 109	9,6	2 634	22,8	11 528
Etelä-Savo	1 375	11,2	1 127	9,2	2 502	20,3	12 309
Pohjois-Savo	2 881	12,3	1 753	7,5	4 634	19,7	23 497
North Karelia	1 958	13,4	1 243	8,5	3 201	21,9	14 610
Central Finland	3 391	11,8	2 139	7,4	5 530	19,2	28 794
South Ostrobothnia	2 276	10,8	1 559	7,4	3 835	18,2	21 077
Ostrobothnia	2 343	11,6	1 343	6,7	3 686	18,3	20 150
Central Ostrobothnia	904	10,9	461	5,6	1 365	16,5	8 268
North Ostrobothnia	5 721	10,7	3 000	5,6	8 721	16,3	53 610
Kainuu	656	9,8	543	8,1	1 199	17,9	6 714
Lapland	1 776	10,2	1 195	6,9	2 971	17,1	17 420
Åland	416	13,9	133	4,4	549	18,3	2 994

Appendix table 10. Students of special vocational education by place of provision of teaching, 2004–2018

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 ⁴⁾
		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
2016	3 284	762	21 399	25 445	8,9	286 943
2017	3 217	690	21 711	25 618	8,9	286 691
NB ³⁾						
2018	3 283	535	19 706	23 524	10,2	229 724

1) In 2018, a total of 22,989 special education students studied in curriculum-based vocational education provided by educational institutions and 535 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. In 2018, includes curriculum-based vocational education provided by educational institutions in a general education group and all apprenticeship training.

3) The data on 2018 are not comparable with data from previous years.

4) The data on 2004 to 2017 are mutually comparable. The data on 2018 are not comparable with data from previous years. The data on 2013 to 2017 differ from those presented in Statistics Finland's statistics on vocational education, the statistics on students and qualifications of educational institutions and possibly elsewhere on the number of students in vocational education because the data in this table have been made comparable with each other. The data were made comparable due to changes in the school system.

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