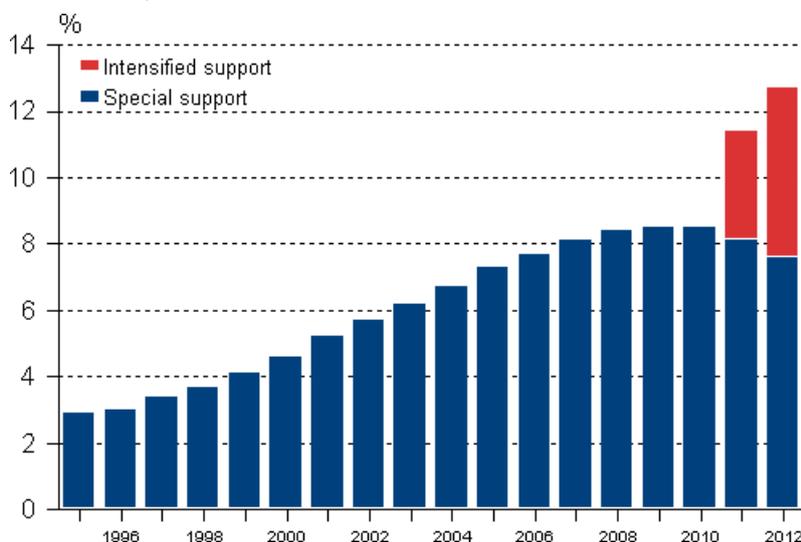


# Special education 2012

## Intensified or special support was received by 13 per cent of comprehensive school pupils

Intensified or special support was received by 12.7 per cent of comprehensive school pupils in autumn 2012. Their share was good one percentage point higher than in 2011. The number of pupils receiving intensified support, which is not as extensive as special support, increased by 53 per cent from 2011 to 27,400 pupils, while the number of pupils receiving special support decreased by seven per cent to 41,000 pupils. Of the pupils receiving special support, 52 per cent received at least 80 per cent of their teaching in a special group. 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 1995–2012, %



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

From 2011 onwards, the support received by comprehensive school pupils became tripartite. Support to learning and school attendance can be divided into general, intensified and special support, depending on the duration and extent of the support. If general support is not enough, intensified support is provided,

and if intensified support is not sufficient, special support is given. The statistics on special education in comprehensive schools mainly contains data on intensified and special support.

More intensified support was arranged in all regions in 2012 than in 2011. The share of recipients of intensified support among all pupils was highest in Åland at 14 per cent, and lowest in Kainuu at 3 per cent. The share of recipients of special support was highest in the region of Päijät-Häme, where it was 10 per cent. On Mainland Finland, the ratio of recipients of special support to the total number of pupils was lowest in Central and North Ostrobothnia at good 5 per cent in both. In Åland, a little under 5 per cent of pupils received special support.

Seventy-four per cent of the pupils who received intensified support received part-time special education, 57 per cent received remedial teaching, and 45 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 55 per cent special needs assistance and/or interpretation services.

Among the recipients of intensified support, 66 per cent were boys and 34 per cent girls. Among the recipients of special support, 69 per cent were boys and 31 per cent girls. Twenty-seven per cent of the pupils receiving special support had extended duration of compulsory education.

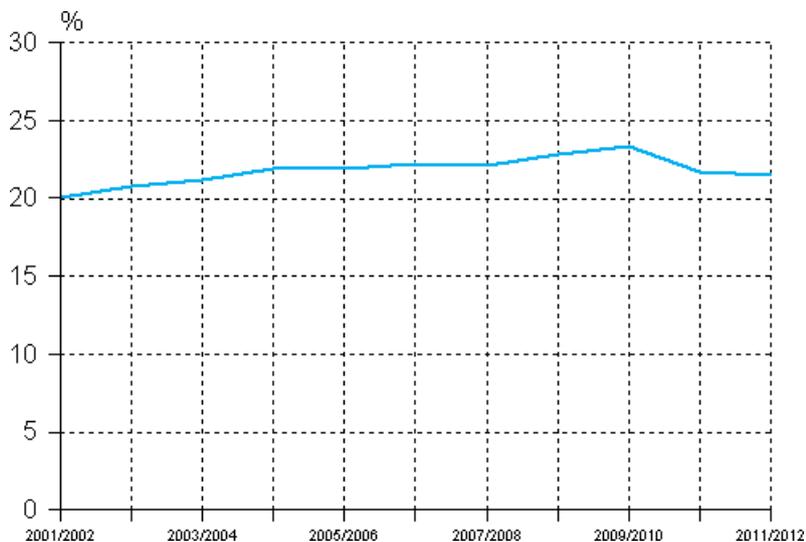
Among the recipients of special support, 19 per cent received all education in a general education group and 41 per cent received all education in a special education group. Among the recipients of intensified support, 40 per cent received part of the education in a general education group and part in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

Good 44 per cent of the pupils having received special support in grades 1 to 9 and during additional education of the comprehensive school studied general education syllabuses in all subjects. Fourteen per cent of the pupils had individualised syllabuses for one subject, 12 per cent for two to three subjects, and 24 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.

Of comprehensive school students in autumn 2011, 21.5 per cent, or 116,300 students received part-time special education during the 2011-2012 academic year. The share decreased a bit from the previous academic year. In autumn 2011, part-time special education was included in intensified support for 13,900 pupils and in special support for 15,000 pupils. Some 87,400 pupils or 16 per cent of comprehensive school students received part-time special education as general support.

Overall, some 149,400 of the comprehensive school students in autumn 2011 received part-time special education arranged either as general, intensified or special support. This corresponds with 28 per cent of all students.

**Share of comprehensive school pupils having received part-time special education among all comprehensive school pupils in academic years 2001/2002 to 2011/2012**



During 2011, a total of 20,100 students in vocational education leading to a qualification received special education. The number was 750 higher than in the year before. The share of special education students was 7.2 per cent among all students and 14.3 per cent among students attending vocational education aimed at young persons (curriculum-based basic vocational education provided by educational institutions).

The share of men among the students of special vocational education was 59 per cent. Thirteen per cent of the special education students attended special vocational education institutions and 9 per cent studied in special groups of other institutions providing vocational education. The share of students who studied in same groups as other students (were integrated) was 78 per cent. Nearly one-half of the special vocational education students studied in the field of technology and transport.

# Contents

## Tables

### Appendix tables

Appendix table 1. Comprehensive school pupils having received intensified or special support, 2012 .....	5
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, 2012.....	5
Appendix table 3. Comprehensive school pupils having received intensified support 2011– 2012.....	5
Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2012.....	6
Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2012.....	6
Appendix table 6. Pupils having received special support on grades 1-9 and during additional education of comprehensive school by subject syllabus, 2012.....	6
Appendix table 7. Comprehensive school pupils having received special support, 1995-2012.....	7
Appendix table 8. Comprehensive school pupils having received part-time special education from academic year 2001/2002 to academic year 2011/2012.....	7
Appendix table 9. Students of special vocational education by place of provision of teaching, 2004-2011.....	8

## Appendix tables

**Appendix table 1. Comprehensive school pupils having received intensified or special support, 2012**

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	219	1,8	935	7,6	1 154	9,4	12 225
Grades 1-6	19 319	5,5	22 748	6,5	42 067	12,1	348 432
Grades 7-9	7 854	4,4	17 063	9,6	24 917	14,0	177 764
Additional education	16	1,4	270	24,0	286	25,4	1 124
<b>Total</b>	<b>27 408</b>	<b>5,1</b>	<b>41 016</b>	<b>7,6</b>	<b>68 424</b>	<b>12,7</b>	<b>539 545</b>
Boys	18 002	6,5	28 489	10,3	46 491	16,8	276 363
Girls	9 407	3,6	12 527	4,8	21 933	8,3	263 182

**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, 2012<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	20 414	74,5	15 424	37,6	35 838	52,4
Remedial teaching	15 656	57,1	13 786	33,6	29 442	43,0
Special needs assistance and/or interpretation services	12 209	44,5	22 379	54,6	34 588	50,5
Other forms of support than those mentioned above	6 096	22,2	9 392	22,9	15 488	22,6

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– 2012**

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

**Appendix table 4. Comprehensive school pupils having received special support by duration of compulsory education, 2012**

Duration of compulsory education	Pre-primary education	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
No extended duration for compulsory education	36	15 639	14 099	133	29 907	72,9
Extended duration of compulsory education	899	7 109	2 964	137	11 109	27,1
<b>Total</b>	<b>935</b>	<b>22 748</b>	<b>17 063</b>	<b>270</b>	<b>41 016</b>	<b>100,0</b>

**Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2012**

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	203	4 734	2 965	54	7 956	19,4
51-99% of teaching in a general education group	40	3 229	4 494	8	7 771	18,9
21-50% of teaching in a general education group	4	1 846	1 930	2	3 782	9,2
1-20% of teaching in a general education group	38	2 830	1 933	6	4 807	11,7
Teaching fully in a special group, other than special school	442	7 275	3 738	72	11 527	28,1
Teaching fully in a special group, special school	208	2 834	2 003	128	5 173	12,6
<b>Total</b>	<b>935</b>	<b>22 748</b>	<b>17 063</b>	<b>270</b>	<b>41 016</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, 2012**

Subject syllabuses/studying according to functional areas	Grades 1-6	Grades 7-9	Additional education	Total	Total, %
All subject syllabuses are general education syllabuses	12 050	5 694	61	17 805	44,4
Individualised syllabus for one subject	2 273	3 402	24	5 699	14,2
Individualised syllabus for 2-3 subjects	2 357	2 556	22	4 935	12,3
Individualised syllabus for at least four subjects	4 720	4 706	110	9 536	23,8
Pupil studies according to functional areas	1 348	705	53	2 106	5,3
<b>Total</b>	<b>22 748</b>	<b>17 063</b>	<b>270</b>	<b>40 081</b>	<b>100,0</b>

**Appendix table 7. Comprehensive school pupils having received special support, 1995-2012<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	1,9	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
<b>2012</b>	<b>5 413</b>	<b>1,0</b>	<b>35 603</b>	<b>6,6</b>	<b>41 016</b>	<b>7,6</b>	<b>539 545</b>

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 2011/2012<sup>1)</sup>**

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
<b>2011–2012</b>	<b>68 524</b>	<b>24,7</b>	<b>47 743</b>	<b>18,1</b>	<b>116 267</b>	<b>21,5</b>	<b>541 931</b>

1) Pupils can receive part-time special education during general, intensified or special support. In the academic year 2011-2012, approximately 87,400 pupils received part-time special education as general support. Among those who received part-time special education, 13,900 were recipients of intensified support and 15,000 were recipients of special support in autumn 2011.

**Appendix table 9. Students of special vocational education by place of provision of teaching, 2004-2011**

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
<b>2011</b>	<b>2 579</b>	<b>1 805</b>	<b>15 679</b>	<b>20 063</b>	<b>7,2</b>	<b>279 266</b>

1) In 2011, 19,116 special education students studied in curriculum-based education provided by educational institutions, 735 in education preparing for a skills examination and 212 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.

---

Suomen virallinen tilasto  
Finlands officiella statistik  
Official Statistics of Finland

Education 2013

### Inquiries

Riikka Rautanen            09 1734 2375

Director in charge:

Riitta Harala

[koulutustilastot@stat.fi](mailto:koulutustilastot@stat.fi)

[www.stat.fi](http://www.stat.fi)

Source: Education. Statistics Finland