

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Finland 2012/2013 and 2014/2015 data  
background information**



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## BACKGROUND INFORMATION

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### **How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition**

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*An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.*

#### **Pupils' legal entitlements under what legislation**

Paragraph 17 of the Basic Education Act refers to special needs support.

#### **How additional support is understood within the country context**

Special needs education provision takes into account the pupil's interests and the facilities for providing education, in conjunction with other instruction or partly or totally in a special needs classroom or some other appropriate facility.

### **The criteria for an official decision are**

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#### **There has been an educational assessment procedure involving a multi-disciplinary team**

Municipal administrative bodies make decisions about acceptances or transfers. The voices of experts and parents are heard, and plans are drawn up for organising personal teaching.

#### **The multi-disciplinary team includes members from within and external to the pupil's school**

Before a decision on special needs support is made, the education provider listens to the pupil and their parents, carer or legal representative, in accordance with the provisions of the administrative procedure act. They obtain a report on the pupil's progress in learning and an account of the enhanced support given to the pupil and the pupil's overall situation. These are prepared through multi-professional pupil welfare co-operation. Based on them, the education provider assesses the need for special support. Pedagogical examination is supplemented by a psychological or medical opinion or a corresponding social assessment.

#### **There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning**

The plan is revised as needed, but at least once every school year. It describes the education and other support provided, in accordance with the decision on special needs support, to meet the pupil's needs. The salient content of the plan is set out in the core curriculum.



### **The official decision is subject to a formal, regular review process**

The education provider issues a written decision on the provision of special needs support, which is reviewed at least after the second-year class and before transfer to the seventh-year class.

## **Proxy indicator(s) for the 80% benchmark used for the country's data collection**

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*Data is available on the number of hours of support allocated to a pupil.*

### **Details on what the country proxy is**

In Finland's 2011 statistics on special education in comprehensive schools for pupils with a decision on special support, teaching took place in the following categories:

- All teaching is provided in a general education group.
- 51 to 99 percent of teaching is provided in a general education group.
- 21 to 50 percent of teaching is provided in a general education group.
- 1 to 20 percent of teaching is provided in a general education group.
- All teaching is provided in special groups or classes.

For this data collection, the groups 'all teaching is provided in a general education group' and '51 to 99 percent of teaching is provided in a general education group' are included in the proxy. This means that it also includes those pupils with SEN who receive 51% to 79% of their teaching in mainstream classes.

### **Why this proxy was used**

There is no more specific data available at the moment.

### **Difficulties in using any proxy**

In total, the 'questionable' group (i.e. where 51 to 99 percent of teaching is provided in a general education group) covers 7,421 pupils, which is 18.7% of all pupils with SEN.

It is estimated that around 4,000 pupils (10% of all pupils with SEN) receive 51% to 79% of their teaching in mainstream classes.

## **Detailed description of what is meant by 'out of formal education' within the country's data collection**

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The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities,*



*e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, International Standard Classification of Education ISCED 2011, p. 11).*

### **Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)**

There are very few pupils out of the formal education system.

### **Country definitions of formal, non-formal and informal education**

There are no country definitions of non-formal or informal education.

Home-educated pupils – which comprise a very small group in Finland – are included in the data collection.

### **Sources of data from non-educational sectors – i.e. social, justice, health**

There is no data on this issue. Very few pupils are out of the formal education system.

## **Provision of data on private sector education**

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The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

### **Private sector education in the country**

The government may authorise a registered association or a foundation to provide education, but almost all comprehensive school education is provided by municipalities.

### **Pupil population counted for each relevant question**

Private sector education has been included in the data collection.

## **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 7 to 12

Usual pupil age ranges in the country at ISCED level 2: 13 to 15