



OPETUSHALLITUS

Policy maker panel FINLAND

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New Strategy for Special Needs Education/ Inclusive Education in Comprehensive Education

A new long-term strategy for the development of pre-primary and basic special education in 2007.

Changes in Basic Education Act, came into force on 1 January 2011

Changes in National Curricula for Pre-primary and Basic Education

Large development program to help educators to follow the new Act and guidelines.

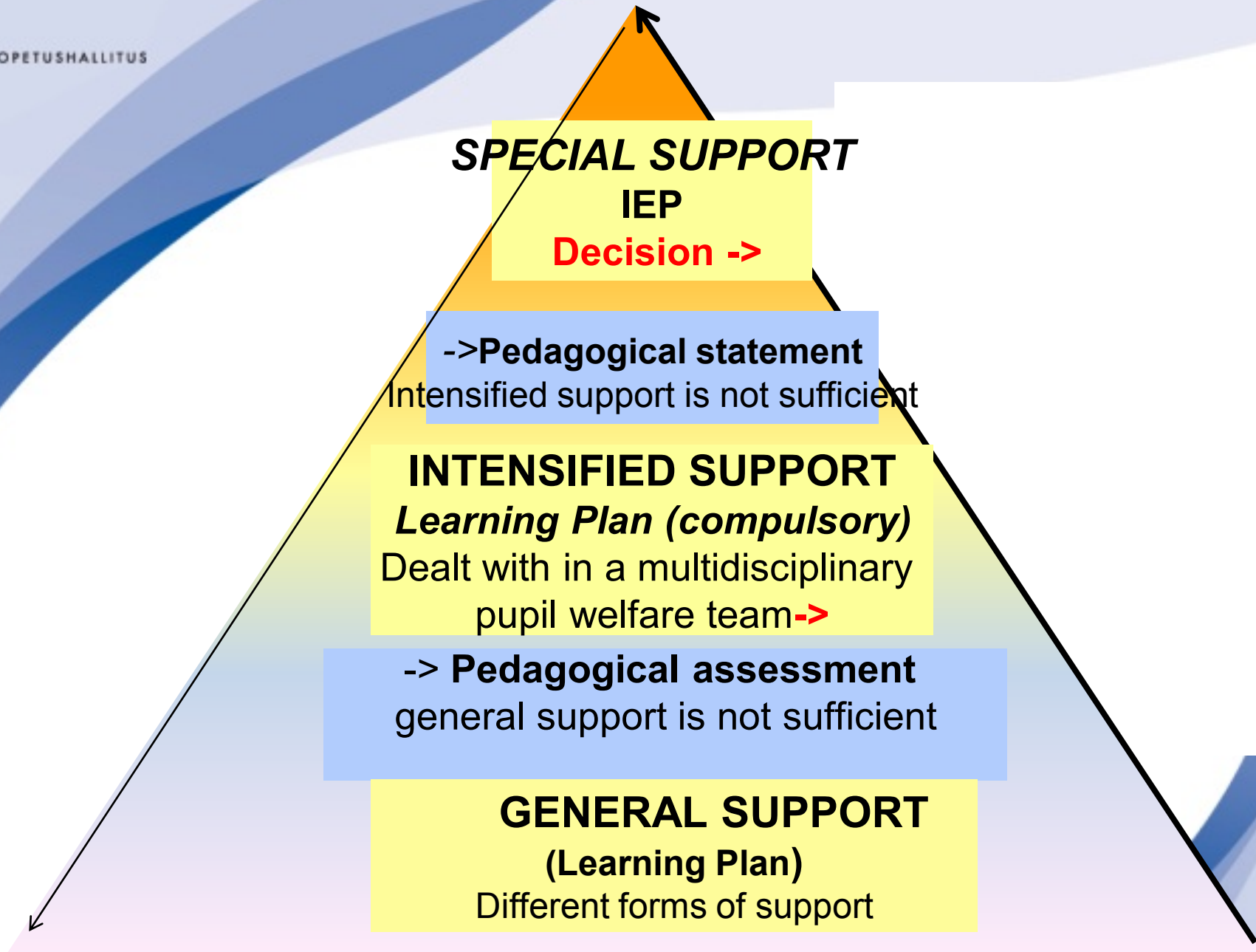


Act Amending the Basic Education Act

The aim is to strengthen **the pupil's right to early, preventive support** in learning and growth

The support is intended to be intensified by stages

- **general support**
- *intensified support*
- *special support*





Goals of the Reform

- The level of support is based on the pedagogical assessment: How regular need for support is, how intensified support is needed, is there need for several forms of support
- From medical approach to pedagogical assessment
- Multiprofessional co-operation
- New pedagogical methods, co-teaching, differentiation, flexible grouping, focus on learning environment etc.
- Equal opportunities to get support in different schools and municipalities -> goal was to develop the structure how the support is organized in every municipality



Support in learning and school attendance

Goal is to support every pupils so that he/she can succeed in his/her full potential

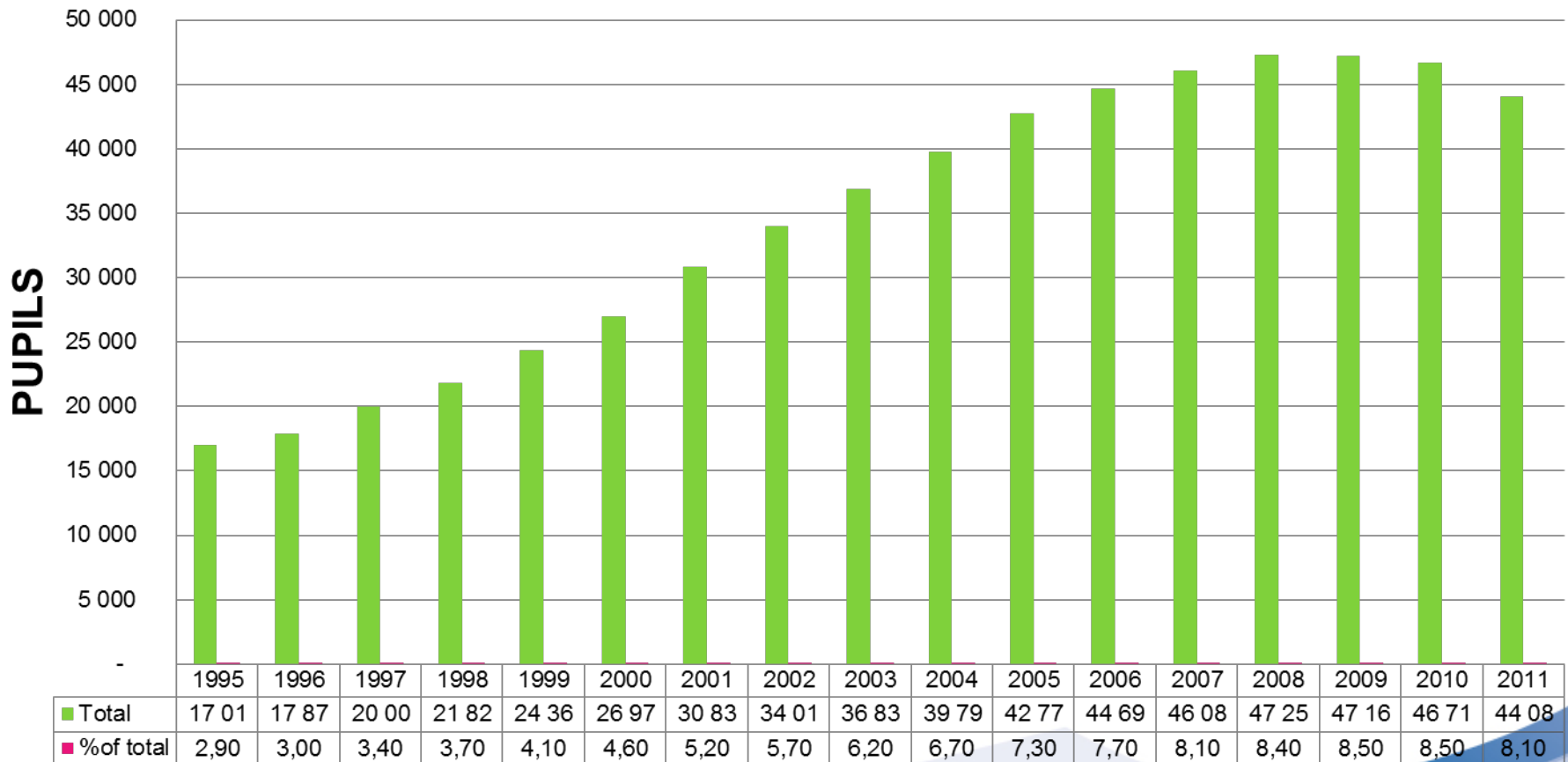
A pupil has **the right to get** instruction and guidance counselling in accordance with the curriculum and **sufficient support in learning and school attendance, as soon as the need arises** (amended Section 30)

- The possibility to get support and counselling is a right every pupil has on every school day
- To develop more inclusive schools



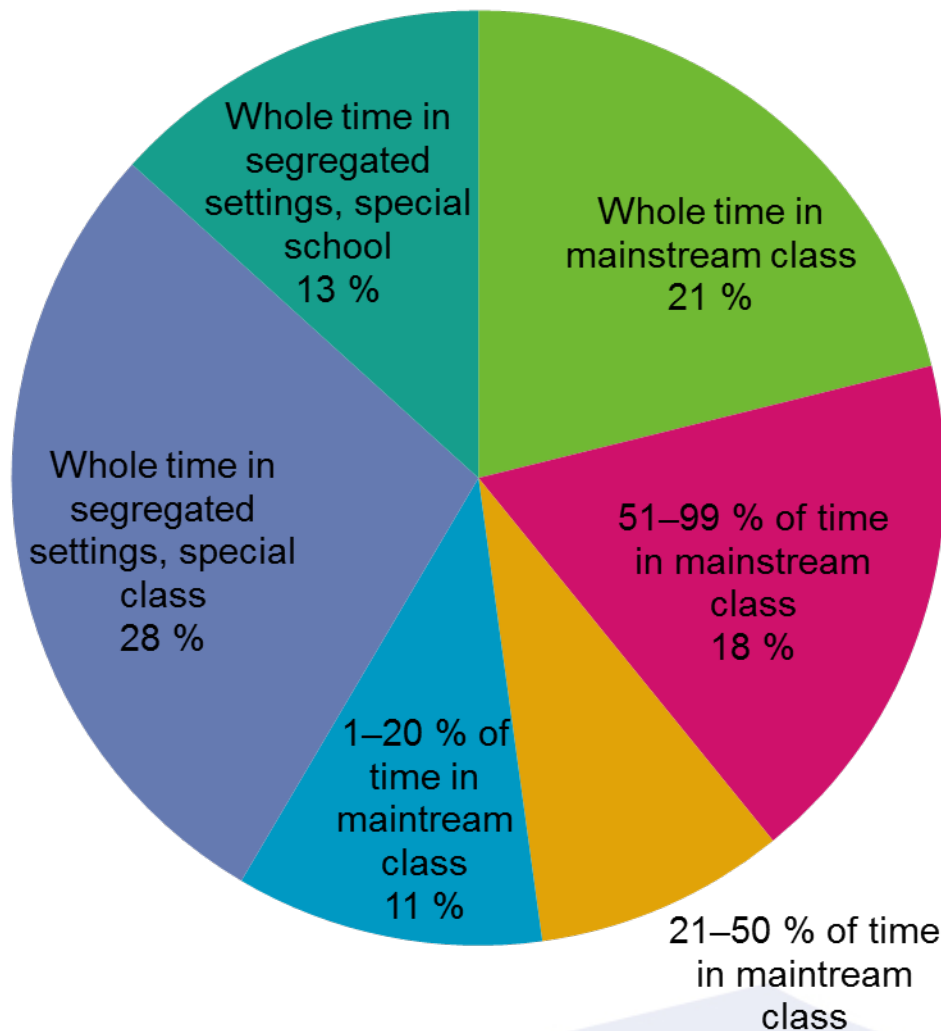
Pupils in special needs education/ 2011 special support 1995 - 2011

Source: Statistics Finland

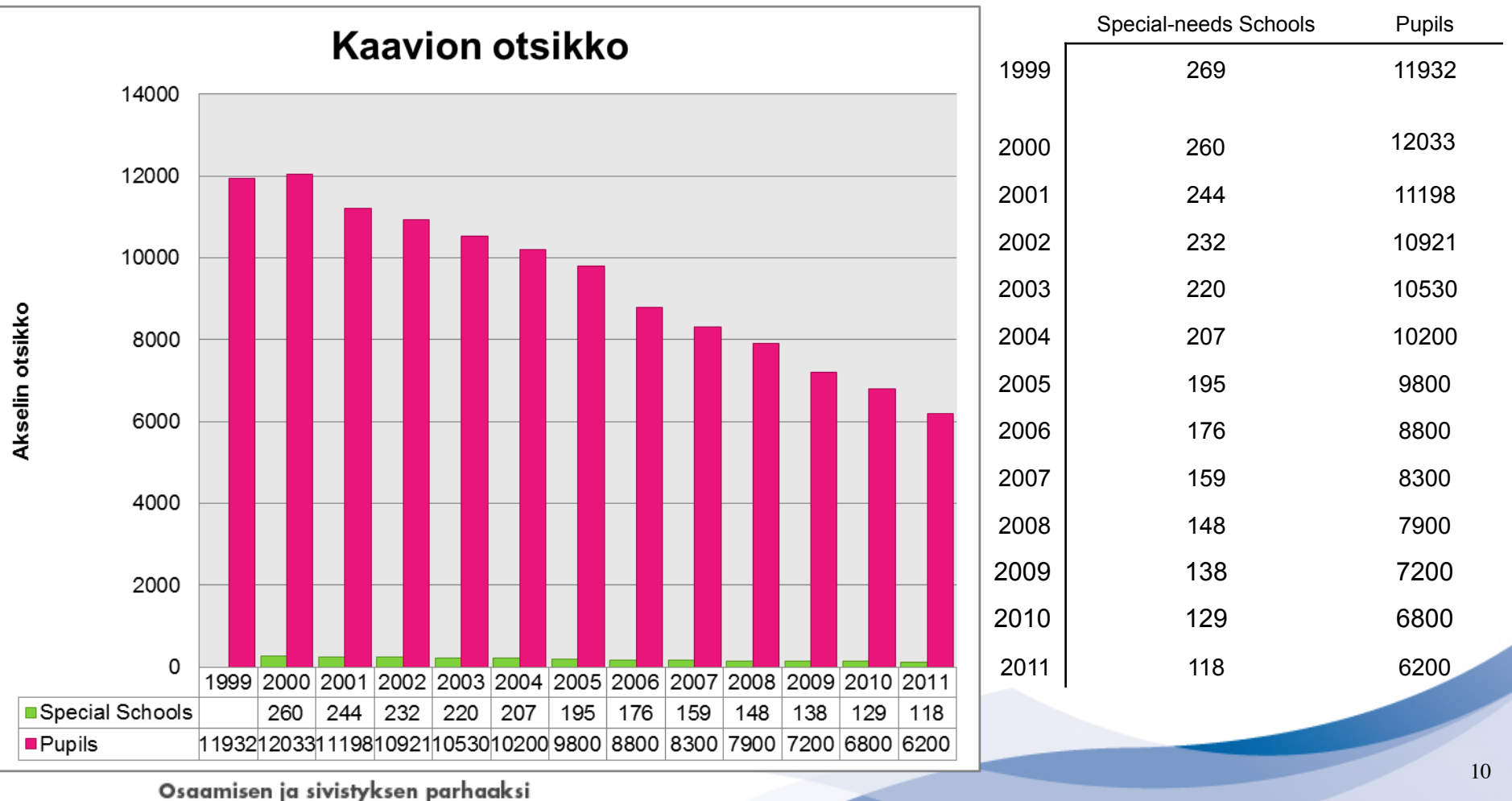




2011



Between 1999 and 2011 the number of special-needs schools has fallen by nearly 60% and the number of pupils in them by nearly 50%





Implementation of the Reform

- Good project funding, earmarked funding for development work
- In-service education for teachers, principals and pupil welfare professionals
- Nationally organized and local networks, peer learning, benchmarking
- Evidence based approach, supported by research
- Supporting materials for teachers
- Good learning materials for students, supporting differentiation of teaching



Development project

I (2008 – 2009) 7,5 M €

233 municipalities

II (syksy 2009 – 2010) n. 8 M €

243 municipalities and 13 private schools

5 development networks, universities input

III (syksy 2010 – 2011) 15 M €

279 and 21 private schools

7 development networks, universities input

IV (2011 – 2012) 15 M €

270 municipalities ja 34 private schools