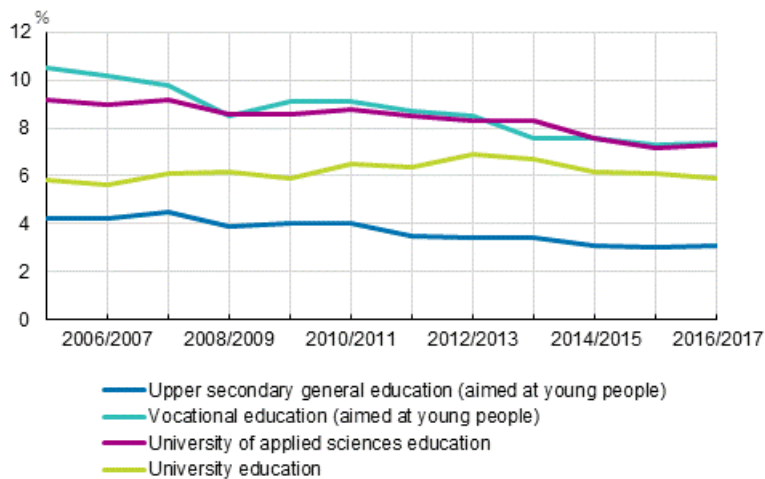


# Discontinuation of education 2017

## A total of 5.1 per cent of students discontinued education

Discontinuation of education leading to a qualification or degree remained in the academic year 2016/2017 almost on level with the previous academic year. In all, 5.1 per cent of students discontinued their studies and did not resume them in any education leading to a qualification or degree. In upper secondary general education aimed at young people the discontinuation percentage was 3.1, in vocational education aimed at young people it was 7.4, in university of applied sciences education (university of applied sciences qualifications) 7.3 and in university education (lower and higher university degrees) 5.9 per cent. These data derive from Statistics Finland's Education Statistics.

### Discontinuation of education in upper secondary general, vocational, university of applied sciences and university education in academic years from 2005/2006 to 2016/2017, %



These statistics examine discontinuation from many perspectives. Education can be discontinued in one's own field of education in one's own sector of education, but it can continue in another field of education either in one's own or another sector of education. Or correspondingly, examined by area; education can be discontinued in one's own sector of education in one's own region, but it can continue in another region in either one's own or another sector of education.

## Men discontinued studies more often than women

Men discontinued their education leading to a qualification or degree more often than women in the academic year 2016/2017. Of men, 6.0 per cent discontinued education completely and 4.2 per cent of women. Women and men changed their sector of education equally often. Men most often discontinued university of applied sciences education (9.3 per cent), women vocational education (7.5 per cent). Women discontinued studies in the sector of vocational education more often than men (7.3 per cent), but instead of discontinuing completely, women continued studies in some other sector of education more often than men.

### Discontinuation of education leading to a qualification or degree by sex and sector of education in academic year 2016/2017 <sup>1)</sup>

Sex / sector of education		Number of students used in the statistics on discontinuation of education 20 Sept. 2016	Discontinued in own sector of education	Changed sector of education	Discontinued completely education leading to a qualification or degree
		Pieces	%	%	%
<b>Total</b>		<b>474 681</b>	<b>6,1</b>	<b>1,0</b>	<b>5,1</b>
Men and women	Upper secondary general education (aimed at young people)	96 224	3,1	1,5	1,6
	Vocational education (aimed at young people)	115 264	7,4	0,7	6,7
	University of applied sciences education (university of applied sciences degrees)	128 337	7,3	1,2	6,1
	University education (Bachelor's and Master's degrees)	134 856	5,9	0,7	5,2
Men	Total	229 665	7,0	1,0	6,0
	Upper secondary general education (aimed at young people)	40 877	3,4	1,5	1,9
	Vocational education (aimed at young people)	64 150	7,3	0,5	6,8
	University of applied sciences education (university of applied sciences degrees)	61 537	9,3	1,3	8,0
	University education (Bachelor's and Master's degrees)	63 101	6,7	0,7	5,9
Women	Total	245 016	5,3	1,0	4,2
	Upper secondary general education (aimed at young people)	55 347	2,9	1,5	1,4
	Vocational education (aimed at young people)	51 114	7,5	1,0	6,5
	University of applied sciences education (university of applied sciences degrees)	66 800	5,5	1,1	4,4
	University education (Bachelor's and Master's degrees)	71 755	5,3	0,7	4,5

1) Numbers of students used in calculating discontinuation differ from total numbers of students, because part of students had to be removed from the data (see the quality description, only in Finnish). The data do not include Åland University of Applied Sciences because discontinuation of studies could not be calculated due to insufficient monitoring data.

### Big differences in discontinuation by field of education

Studies were discontinued most in natural sciences (12.0 per cent) and in the field of information and communication technology (ICT) (12.2 per cent), and least in general education (3.1 per cent) and in education (5.4 per cent). Discontinuation in various sectors of education focuses on different fields of education.

In vocational education aimed at young people discontinuation was most common in natural sciences (15.0 per cent) and in ICT (12.4 per cent), and lowest in health and welfare (8.6 per cent). When examining with a more detailed classification of field of education the situation changes slightly; discontinuation was highest in fishery (15.5 per cent), languages (15.1 per cent), environmental fields (15.0 per cent) and material and process technology (14.4 per cent) and lowest in forestry (7.2 per cent) and security services (8.1 per cent).

In university of applied sciences education discontinuation was most common in social sciences (13.2 per cent) and ICT (12.8 per cent). Discontinuation in university education was biggest in natural sciences (12.2 per cent) and ICT (11.5 per cent). In natural sciences discontinuation of education leading to a qualification completely was lower (6.4 per cent) than in ICT (8.3 per cent), because from that field students moved more often to another university field of education or completely to a different sector of education than from ICT. (See more details in Appendix table 2.)

Discontinuation in both university of applied sciences education and university education was lowest in health and welfare, in university of applied sciences education 5.1 per cent and in university education 3.0 per cent.

The statistics on discontinuation of education started to use the [National Classification of Education 2016](#) in examining discontinuation. The discontinuation figures were calculated to levels 1 and 2 of the National Classification of Education. In earlier years the database tables used the education administration's Classification of field of education and level of education. They can be found nowadays in the [archive database](#).

## Other discontinuation data

Discontinuation grew slightly in **apprenticeship training**. The number of students having discontinued apprenticeship training during and after the probationary period was higher than in a couple of previous years. In all, 769 students discontinued apprenticeship training during the four-month probationary period in 2017, which is 1.5 per cent of all students in apprenticeship training. A total of 3,491 students discontinued apprenticeship training after the probationary period, which is 6.6 per cent of all students in apprenticeship training. The total number of students in apprenticeship training was 52,715 in 2017.

A total of **510 students had discontinued studies in one way or another in comprehensive school** during the 2017/2018 academic year. The number of those who had completely dropped out from compulsory education in the spring term was 74 and those over the age of compulsory education having left school without a leaving certificate from comprehensive school was 436. Thirty-seven per cent of all school drop-outs were girls. The number of girls among those who had completely dropped out from compulsory education was 33, and 157 among those having left comprehensive school without a leaving certificate.

The [database tables](#) of these statistics contain information on discontinuation of studies by sector of education in different fields of education and regions.

These statistics describe the discontinuation of post-comprehensive school education leading to a qualification. Data concerning discontinuation in the academic year 2016/2017 have been obtained by examining the situation in September 2017 of the students who attended education in September 2016. If a person has not obtained a qualification or continued education during this period, he/she is counted as having discontinued education. In order to calculate the discontinuation, students have been followed in a certain logical order where completion of a qualification is always prioritised above studying. The calculation of discontinuation is described in more detail in the [quality description](#) (in Finnish).

More information related to the progress of studies is available from statistics describing [Progress of studies](#) and [Employment of students](#).

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## Appendix tables

**Appendix table 1. Discontinuation of education in upper secondary general, vocational, university of applied sciences and university education in academic years 2000/2001 to 2016/2017, %**

Academic year	Sector of education			
	Upper secondary general education (aimed at young people)	Vocational education (aimed at young people)	University of applied sciences education (university of applied sciences degrees)	University education (Bachelor's and Master's degrees)
2000/2001	4,2	13,1	9,5	4,2
2001/2002	4,1	12,3	7,6	5,3
2002/2003	3,7	11,3	8,2	5,0
2003/2004	3,8	10,7	8,4	4,8
2004/2005	3,9	10,5	8,7	5,4
2005/2006	4,2	10,5	9,2	5,8
2006/2007	4,2	10,2	9,0	5,6
2007/2008	4,5	9,8	9,2	6,1
2008/2009	3,9	8,5	8,6	6,2
2009/2010	4,0	9,1	8,6	5,9
2010/2011	4,0	9,1	8,8	6,5
2011/2012	3,5	8,7	8,5	6,4
2012/2013	3,4	8,5	8,3	6,9
2013/2014	3,4	7,6	8,3	6,7
2014/2015	3,1	7,6	7,6	6,2
2015/2016	3,0	7,3	7,2	6,1
2016/2017	3,1	7,4	7,3	5,9

**Appendix table 2. Discontinuation in field of education (National Classification of Education 2016) by sector of education in the academic year 2016/2017, %**

Sector of education/ field of education (level 1)		Students on 29 Sept 2016		Completed a quali- fication in own field	Studied in own field	Discon- tinued in own field	Completed a qualifi- cation in a different field	Studied in a different field	Discon- tinued education in the sector completely	Comple- ted a qualifi- cation in a different sector	Studied in a different sector	Discon- tinued education leading to a qualifi- cation completely
			%	%	%	%	%	%	%	%	%	%
<b>Total</b>		<b>474 681</b>	<b>100.0</b>	<b>24.3</b>	<b>68.2</b>	<b>7.5</b>	<b>0.1</b>	<b>1.4</b>	<b>6.1</b>	<b>0.1</b>	<b>0.9</b>	<b>5.1</b>
Upper sec- ondary general edu- cation	Total	96 224	100.0	31.2	65.7	3.1	0.0	0.0	3.1	0.0	1.5	1.6
	Generic programmes and qualifi- cations	96 224	100.0	31.2	65.7	3.1	0.0	0.0	3.1	0.0	1.5	1.6
Voca- tional edu- cation	Total	115 264	100.0	28.8	61.1	10.1	0.1	2.6	7.4	0.0	0.7	6.7
	Arts and humanities	8 422	100.0	30.7	57.1	12.3	0.0	2.9	9.4	0.1	1.5	7.8
	Business, adminis- tration and law	14 563	100.0	30.6	60.7	8.7	0.1	2.5	6.1	0.0	0.8	5.3
	Natural sciences, mathemat- ics and statistics	326	100.0	33.7	51.2	15.0	0.0	2.5	12.6	0.3	1.8	10.4
	Information and Communi- cation Technolo- gies (ICT)	7 054	100.0	25.6	62.0	12.4	0.1	3.2	9.0	0.0	0.7	8.2
	Engineering, manu- facturing and construction	37 038	100.0	28.2	62.6	9.2	0.0	1.9	7.3	0.0	0.4	6.8
	Agriculture, forestry, fisheries and veterinary	5 250	100.0	30.3	59.4	10.3	0.0	3.0	7.2	0.0	0.7	6.5
	Health and welfare	18 811	100.0	29.0	62.4	8.6	0.0	2.7	5.8	0.1	0.8	4.9
	Services	23 800	100.0	28.5	59.7	11.8	0.1	3.3	8.4	0.0	0.7	7.7

Sector of education/ field of education (level 1)		Students on 29 Sept 2016		Completed a quali- fication in own field	Studied in own field	Discon- tinued in own field	Completed a quali- fication in a different field	Studied in a different field	Discon- tinued education in the sector completely	Comple- ted a qualifi- cation in a different sector	Studied in a different sector	Discon- tinued education leading to a qualifi- cation completely
			%	%	%	%	%	%	%	%	%	%
Univer- sity of applied sciences edu- cation	Total	128 337	100.0	18.1	73.5	8.4	0.0	1.0	7.3	0.1	1.1	6.1
	Education	1 381	100.0	17.1	77.5	5.4	0.1	0.6	4.8	0.3	1.1	3.4
	Arts and humanities	7 435	100.0	18.9	72.9	8.2	0.0	0.5	7.7	0.1	1.3	6.2
	Social sciences, journalism and information	453	100.0	18.1	68.7	13.2	0.4	2.0	10.8	0.0	1.3	9.5
	Business, adminis- tration and law	26 079	100.0	18.4	73.8	7.8	0.0	0.6	7.2	0.1	1.0	6.0
	Natural sciences, mathemat- ics and statistics	275	100.0	17.5	70.9	11.6	0.4	1.8	9.5	0.0	2.9	6.5
	Information and Communi- cation Technolo- gies (ICT)	12 407	100.0	12.0	75.2	12.8	0.0	1.7	11.0	0.1	1.3	9.6
	Engineering, manu- facturing and construction	30 195	100.0	14.5	74.5	11.0	0.0	2.2	8.7	0.1	1.2	7.5
	Agriculture, forestry, fisheries and veterinary	3 083	100.0	15.4	74.5	10.1	0.0	0.7	9.3	0.2	1.6	7.5
	Health and welfare	37 971	100.0	22.6	72.3	5.1	0.0	0.2	4.8	0.1	0.8	3.9
	Services	9 058	100.0	19.7	71.7	8.6	0.0	1.0	7.6	0.1	1.1	6.3

Sector of education/ field of education (level 1)		Students on 29 Sept 2016		Completed a quali- fication in own field	Studied in own field	Discon- tinued in own field	Completed a qualifi- cation in a different field	Studied in a different field	Discon- tinued education in the sector completely	Comple- ted a qualifi- cation in a different sector	Studied in a different sector	Discon- tinued education leading to a qualifi- cation completely
			%	%	%	%	%	%	%	%	%	%
Univer- sity edu- cation	Total	134 856	100.0	21.3	71.0	7.8	0.1	1.7	5.9	0.1	0.7	5.2
	Education	12 919	100.0	26.6	68.0	5.4	0.1	0.5	4.8	0.1	0.6	4.1
	Arts and humanities	24 257	100.0	19.9	71.4	8.7	0.1	1.3	7.2	0.1	0.9	6.2
	Social sciences, journalism and information	17 765	100.0	22.1	69.9	8.0	0.2	1.7	6.1	0.1	0.4	5.7
	Business, adminis- tration and law	21 245	100.0	24.7	69.5	5.8	0.1	1.6	4.1	0.0	0.2	3.9
	Natural sciences, mathemat- ics and statistics	13 468	100.0	17.8	69.9	12.2	0.3	3.9	8.1	0.1	1.6	6.4
	Information and Communi- cation Technolo- gies (ICT)	12 236	100.0	14.5	74.0	11.5	0.2	2.0	9.3	0.1	0.9	8.3
	Engineering, manu- facturing and construction	18 623	100.0	21.6	70.7	7.7	0.1	2.1	5.5	0.1	0.6	4.8
	Agriculture, forestry, fisheries and veterinary	2 915	100.0	20.9	73.1	6.0	0.3	1.2	4.5	0.0	0.5	3.9
	Health and welfare	9 625	100.0	19.8	77.2	3.0	0.0	0.6	2.4	0.0	0.2	2.2
	Services	1 803	100.0	28.4	67.9	3.7	0.1	0.6	3.1	0.1	0.3	2.7



**Appendix table 3. Comprehensive school drop-outs in academic years 1999/2000 to 2017/2018**

Academic year	Those having dropped out completely from compulsory education <sup>1)</sup>	Those having left comprehensive school without a leaving certificate <sup>2)</sup>		Number of 9th graders in spring term
		Total	In comparison with the number of 9th graders at the end of spring term, %	
1999/2000	90	193	0,29	66 821
2000/2001	69	210	0,33	64 512
2001/2002	63	191	0,31	62 095
2002/2003	79	161	0,26	61 419
2003/2004	67	178	0,28	64 456
2004/2005	70	218	0,34	64 350
2005/2006	60	178	0,27	66 473
2006/2007	55	152	0,23	66 230
2007/2008	47	115	0,17	67 388
2008/2009	39	150	0,23	65 687
2009/2010	41	152	0,23	65 560
2010/2011	95	180	0,28	64 125
2011/2012	86	212	0,34	61 778
2012/2013	85	202	0,33	60 323
2013/2014	78	269	0,46	58 554
2014/2015	71	301	0,51	58 919
2015/2016	94	315	0,54	58 707
2016/2017	73	314	0,54	58 376
2017/2018	74	436	0,75	58 151

1) Such persons of compulsory education age who did not take part at all in comprehensive school education during the academic year and starting from the academic year 2010/2011 during the spring term are regarded as having dropped out completely from compulsory education. Data starting from the academic year 2010/2011 are not fully comparable with earlier years. There may be such persons in each grade of school.

2) Those having left comprehensive school without a leaving certificate are those past the age of compulsory education who did not complete the whole comprehensive school syllabus during their compulsory education.

**Appendix table 4. Persons having discontinued apprenticeship training, 2012–2017**

Year	Discontinued in the probationary period		Discontinued after the probationary period		Students in apprenticeship training
	Total	Share of students in apprenticeship training, %	Total	Share of students in apprenticeship training, %	
2012	875	1,3	4 030	7,3	55 554
2013	832	1,6	3 465	6,7	51 466
2014	844	1,7	3 385	6,8	49 846
2015	686	1,4	3 314	6,7	49 102
2016	659	1,3	3 223	6,3	50 788
2017	769	1,5	3 491	6,6	52 715

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