

Case Example 1 - Gothenburg

Raising pupils' academic performance through improved school attendance

Case Example Summary (6 lines max.)

If schools are to improve their pupils' academic performance, they need to address non-attendance more effectively. Many teachers find non-attendance registration challenging and consider the process to be reactive. A project is currently being run in partnership with one of the city district administrations in Gothenburg to develop a digital tool that will facilitate a more proactive and preemptive approach.

Solutions offered by the case example

WHAT was the action being implemented? (1 line)

A new proactive digital tool is being developed and is currently being tested at a number of pilot schools.

The CHALLENGE with this implementation: (4 lines)

- How was implementing this action made more difficult? i.e. what barrier, problem, risk, difficulty, challenge was experienced with implementing this action.

- (Choose ONE thing that made implementing this action be to be more difficult, be more costly, take more time or be stopped entirely)

- Describe this CHALLENGE.

The remit is to improve school attendance and goal attainment. The focus previously was on non-attendance and the teachers' way of dealing with this was reactive. Furthermore, digital registration by teachers of pupil attendance/non-attendance has not been entirely satisfactory. When non-attendance statistics cannot be compiled and followed up adequately, this makes correct and appropriate remedial action and preemptive analysis difficult.

How was the above challenge overcome? (6 lines)

- What action did you take (activities) to deal with the above challenge?

- Did you try more than one activity? How well did it work - Was the challenge completely solved, partly solved or not at all solved?

To make the transition from a reactive response to school attendance to a proactive response, a different course of action is needed to deal with pupils who are absent from school. An important source of support in this transition is the development of a new digital tool. Involvement of teachers in this initiative facilitates acceptance and adaptation to the way the teachers want the system to work. Consequently, a number of teachers have been involved at every stage.

What difference has this approach made? (10 lines max.)

What have you changed as a result in the city (in terms of how you implement actions)?

The biggest change we can see is in the mindset adopted by teachers and in the collaboration between teachers and pupils that has emerged at the pilot schools involved in testing the tool. The finished tool will make it easier for teachers to switch from adopting a reactive approach to one that is more proactive. This will allow teachers and pupils to work together to counteract non-attendance/improve attendance instead of simply analysing the reasons why a pupil was absent.

The tool will also make it easier for teachers to identify initiatives they could work on that would help individual pupils to change their pattern of behaviour and improve their attendance at school.

What lessons might other EU cities take from this Case Example? (10 lines max.)

The willingness to change among teachers and the development of a system together with the pupils has been a consistent feature throughout. The process has nonetheless taken much longer than was originally envisaged. One of the reasons for this is the number of people involved. The more who are involved in a project, the more protracted the process. Taking due account of differing opinions and wishes is not necessarily negative but requires more time.

Good leadership is needed if a change of this nature is to be implemented. If we are to move forward constructively, a clear, simple yet detailed plan is necessary. This requires a good working structure, combined with a common understanding among all the parties who are affected.

Key Facts and Figures:

Start and end dates of case example





Development of the tool: 2016 – to date

Date of preparation of this case example

April 2019

Who prepared the case example?

Lena Bilén, Compulsory School Administration, City of Gothenburg

The development project is a collaborative venture run under the auspices of the Institute of Futures Studies, the Swedish Association of Local Authorities and Regions (Mental Health Assignment), Linköping University, Karolinska Institute, City of Gothenburg Intraservice, Region Västra Götaland Social Analysis Unit, Ivbar Institute AB, Gothenburg University/Sahlgrenska University Hospital, City of Gothenburg Compulsory School Administration, City of Gothenburg Angered District Administration, and Ping Pong AB.

Budget

SEK 22 million

Extra information and hyperlinks

[Improved health through academic success](#)

Annex

At least 2 good quality photos to be included

