

## Case Example 2 - Gothenburg

Gothenburg – Guideline for School Attendance

### Case Example Summary (6 lines max.)

The task of formulating joint municipal strategies and activities to improve school attendance is part of the work that is taking place in the city to stimulate social sustainability. Under the collective title *Equal Gothenburg*, within the target area *Provide children with good conditions throughout their school years*, the idea emerged of developing a strategy and activities covering the whole municipal area in an effort to improve school attendance.

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### Solutions offered by the case example

WHAT was the action being implemented? (1 line)

A joint municipal strategies and activities to improve school attendance became a *Guideline to promote school attendance*

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### 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 first obstacle encountered by the group was to find the right focus for its work. There were differences within the group regarding our prior understanding of the problem and there were diverse opinions about what had been done within each administration and what form the solution to the problem of school non-attendance might take.

The guideline should include activities and operations that formed part of the primary school, secondary school, and upper secondary school systems, as well as the Individual and Family Welfare/Functional Impairment, and Society and Culture sectors.

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### 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?

The extensiveness of the sectors involved meant that the formulations needed to be kept general. The draft was completed in 2018. The guideline was then circulated to the different city administrations for consultation. But when the proposal reached the City Executive Office, the

officials found it difficult to see the point of reversing the standpoint (focusing on attendance rather than non-attendance). They maintained that the text was not formulated as a guideline and was more in the way of support material for city employees. The City Executive Office, which was the body that would decide if the guideline would be presented on the political level, opted to reject the text as a guideline.

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### 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 reorganisation of the city's primary schools and secondary schools and during the reorganisation, the Compulsory School Administration focused on creating a new organisation and recruiting new managers and personnel. This meant that the issue of school attendance was given lower priority. Many of the city employees have, nevertheless, familiarised themselves with the idea of reversing the standpoint regarding school attendance. This work has mainly gained acceptance within the Education Administration, where all employees during 2019 are expected to acquaint themselves with the contents of *Guidance for improved school attendance*.

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

The biggest barrier during this learning process can be ascribed to the contact with the officials at the City Executive Office. They were not open to reversing the standpoint despite the fact that a similar perspective on school attendance and school non-attendance has in recent years been discussed frequently on a national basis. We could ask the question whether we could have foreseen that the guideline would not correspond to the officials' expectations. The possibility that the process may have taken another direction if we had involved officials at an earlier stage in the discussions cannot be excluded.

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## Key Facts and Figures:

### Start and end dates of case example

End of 2017 until December 2018

### Date of preparation of this case example

May 2019

### Who prepared the case example?

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## Budget

No budget available

## Extra information and hyperlinks

## Annex

*At least 2 good quality photos to be included*

