



EU-Comenius 2: Aula Cero Project
Barn- och Utbildningsförvaltningen
Kristianstad - Sweden

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Description – analysis for comparison with other participants:

Valladolid and Rotterdam (focusing on the absenteeism of children from immigrant and ethnic minority families)

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The report from Kristianstad, Sweden includes:

1. Background
2. Statistics of absence from Härlöv/Vilan, Gamlegården and Fröknegården schools in the municipality of Kristianstad.
3. Commentary
4. Specific action programmes (including measures taken to prevent unauthorized absence)
5. Final comments

Background

The two major cities in the project – Valladolid and Rotterdam – have serious problems with absenteeism and are therefore, by studying different factors, trying to find viable solutions.

Although Kristianstad is a comparatively small town the results obtained here may be of interest.

Apart from size, the social stratum of the countries represented in the different studies is also a significant factor.

Various types of so called preventive action must be taken into account in order to find a relevant explanation to the differences appearing in the report as a whole.

Tolerance levels as well as the varying possibilities of using flexible solutions etc. are also likely to affect the results.

Statistics of absence (authorized)

Vilans School (approx. 60% of the pupils are immigrants) Nov-Dec 1998

Grade F-2c	Days of absence		Days of absence
7 Swedish pupils		15 immigrant pupils	
Absent: 3	9 days	5	25 days
Grade 3-5b			
7 Swedish pupils		20 immigrant pupils	
Absent: 4	4 days	7	15 days

Total absence Nov - Dec 1998

Grades 2-5	Days of absence		Days of absence
14 Swedish pupils		35 immigrant pupils	
Absent: 7	13 days	12	40 days

Reasons for absence: fever, colds, stomach ache etc.

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Vilans School: Total number of pupils = 49

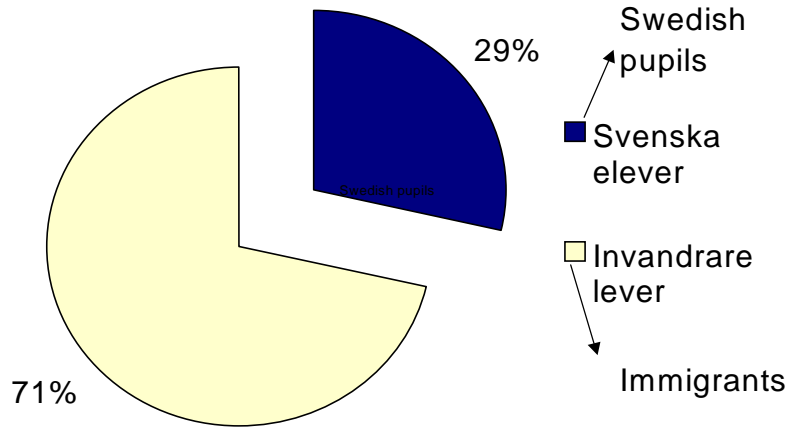
- Swedish pupils
- Immigrant pupils

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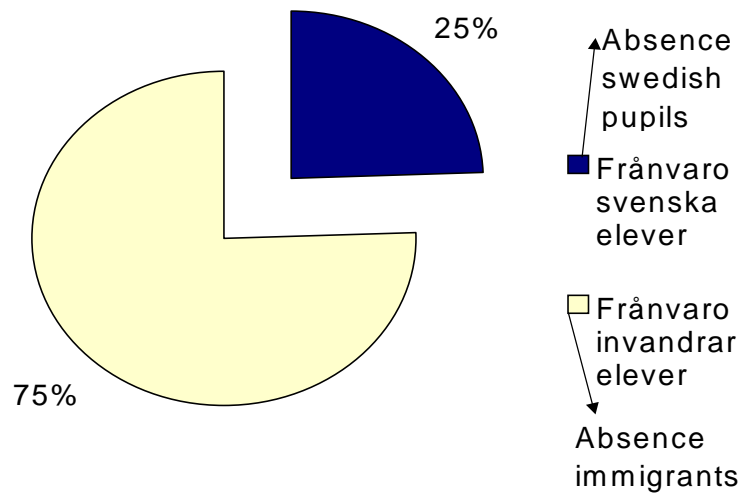
Vilans School: Total number of days of absence: 53

- Non attendance: Swedish pupils
- Non attendance: Immigrant pupils

Vilan: Total 49 pupils



Vilan: Total 53 absence days



Gamlegården school (approx. 60% immigrant pupils) Nov - Dec 1998

Grade 3-5c	Days of absence		Days of absence
9 Swedish pupils		16 immigrant pupils	
Absent: 3	9 days	6	10 days

Grade 3-5d	Days of absence		Days of absence
8 Swedish pupils		10 immigrant pupils	
Absent: 4	9 days	5	12 days

Total absence Nov – Dec 1998

Grades 3.5 c-d	Days of absence		Days of absence
17 Swedish pupils		26 immigrant pupils	
Absent: 7	18 days	11	22 days

Reasons for absence: fever, nausea, colds, stomach ache etc.

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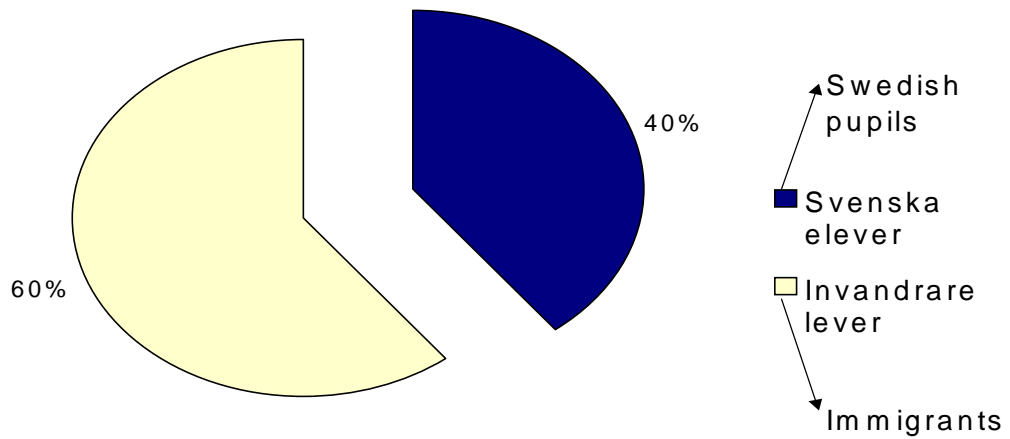
Gamlegårds School: Total number of pupils = 43

- Swedish pupils
- Immigrant pupils

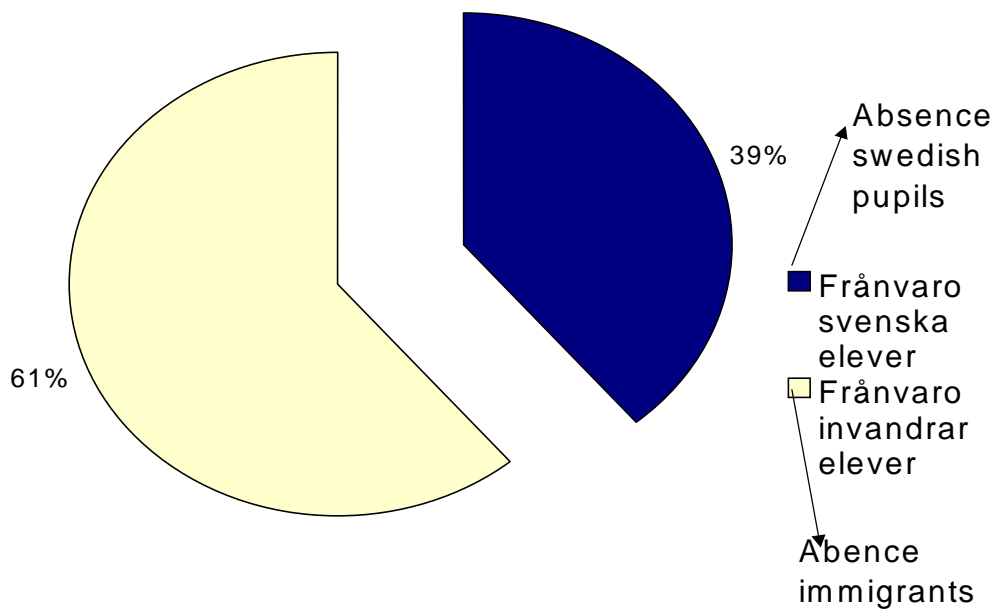
Gamlegård School: Total number of days of absence: 40

- Absence Swedish pupils
- Absence immigrant pupils

Gamlegården: Total 49 pupils



Gamlegården: Total 40 absence days



Fröknegården School (approx. 24% of the pupils are immigrants) Nov-Dec 1998

Grade 3-4-5c	Days of absence		Days of absence
23 Swedish pupils		4 immigrant pupils	
Absent: 10	46 days	3	6 days

Grade 6d	Days of absence		Days of absence
19 Swedish pupils		11 immigrant pupils	
Absent: 14	18 days	11	50 days

Total absence Nov-Dec 1998

Grades 3-4-5c + 6d	Days of absence		Days of absence
42 Swedish pupils		15 immigrant pupils	
Absent: 24	64	11	56

Reasons for absence: fever, nausea, stomach ache etc.

Fröknegården School: Total number of pupils = 57

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- Swedish pupils

Immigrant pupils

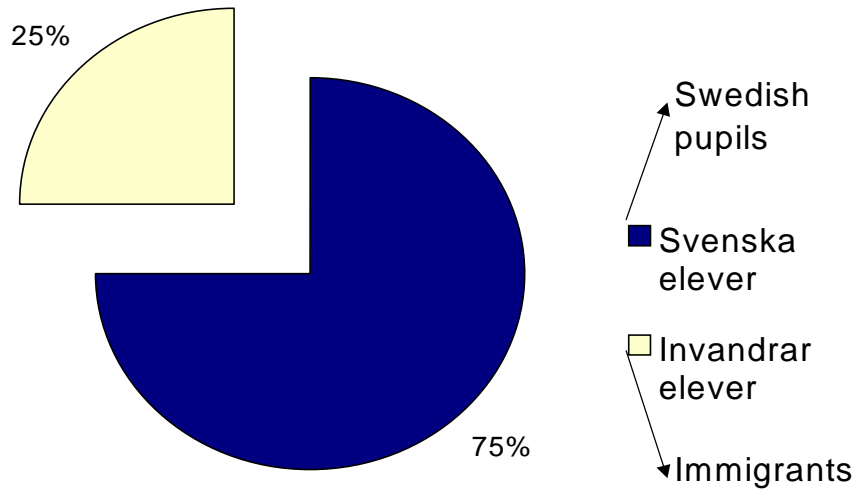
Fröknegården School: Total number of days of absence = 120

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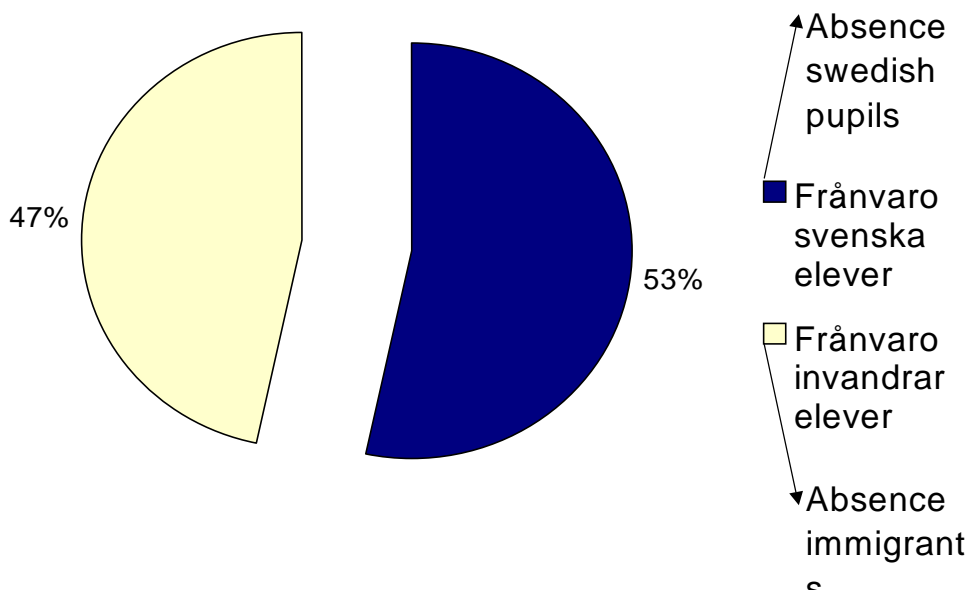
- Absence Swedish pupils

Absence immigrant pupils

Fröknegården: Total 57 pupils



Fröknegården: Total 120 absence days



Härlövs School (approx. 20% immigrant pupils) Nov-Dec 1998

Grade 6a	Days of absence		Days of absence
26 Swedish pupils		1 immigrant pupil	
Absent: 20	26 days	1	2 days

Grade 6c	Days of absence		Days of absence
19 Swedish pupils		6 immigrant pupils	
Absent: 15	27 days	5	8 days

Grade 7a			Days of absence
25 Swedish pupils		4 immigrant pupils	
Absent: 17	45 days	--	--

Grade 7b	Days of absence		Days of absence
26 Swedish pupils		1 immigrant pupil	
Absent: 18	64 days	1	2 days

Grade 8b	Days of absence		Days of absence
21 Swedish pupils		5 immigrant pupils	
Absent: 9	40 days	3	17 days

Grade 9a	Days of absence		Days of absence
21 Swedish pupils		6 immigrant pupils	
Absent: 10	42 days	1	1 day

Total absence Nov-Dec 1998

Grades 6a, 6c, 7a, 7b, 8b, 9a	Days of absence		Days of absence
149 Swedish pupils		22 immigrant pupils	
Absent: 89	244 days	11	30 days

Reasons for absence: fever, nausea, headache, stomach ache etc.

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Härlöv School: Total number of pupils = 161

- Swedish pupils

Immigrant pupils

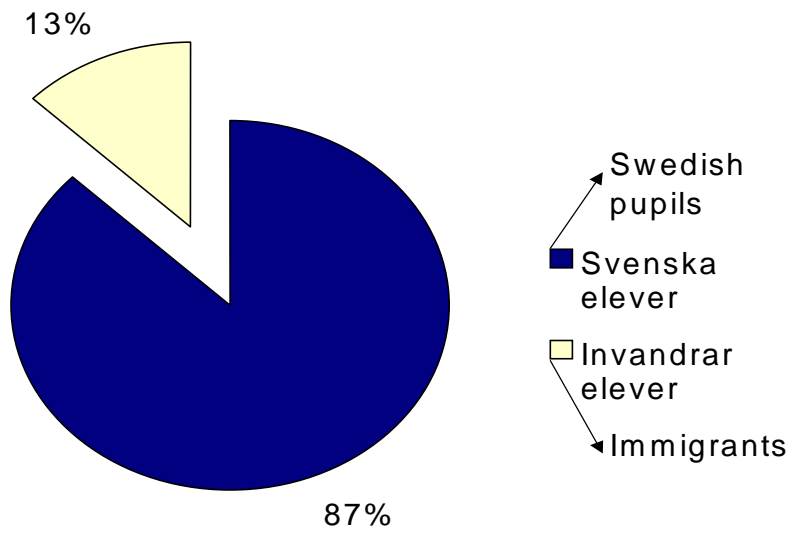
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Härlöv School: Total number of days of absence = 274

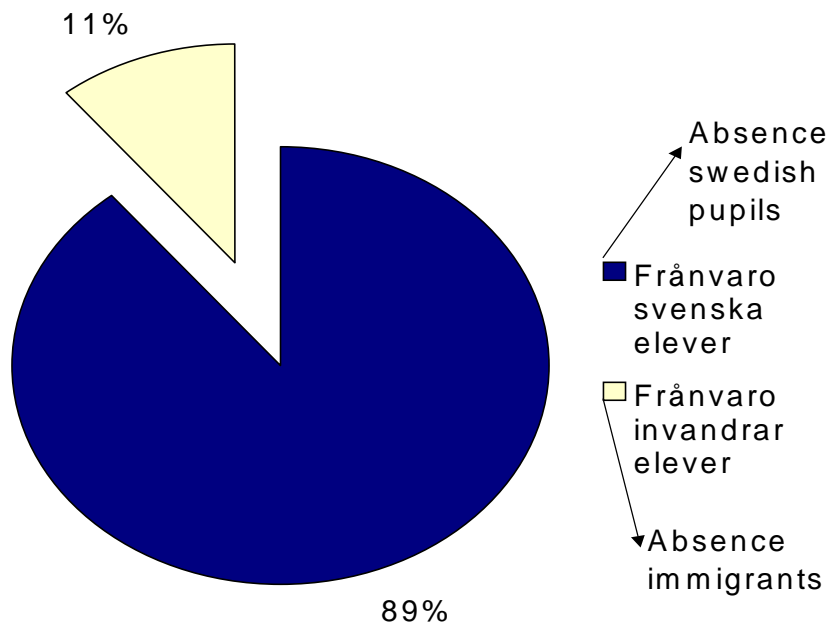
- Absence: Swedish pupils

Non attendance: immigrant pupils

Härlöv: Total 161 pupils



Härlöv: Total 274 absence days



3. Commentary on the statistics of absence

The rate of absence is higher in the upper grades. Short absences of a couple of hours now and then are most frequent in grades 6 to 9.

In the upper grades of secondary school the pupils have different teachers for different subjects and move to different classrooms during the day.

4. Specific action programmes

Immigrant education – special back-up groups – preventive measures etc.

- At schools with a large number of immigrant pupils there are special groups for pupils in need of extra support and help with the Swedish language. There are teaching groups with specially trained teachers of Swedish as a second language as well as teachers of various mother tongues.
- In the municipality of Kristianstad 365 pupils are taught "Swedish as a second language" SV2" and 441 pupils receive mother tongue instruction.
- Flexible teaching groups with specially trained teaching staff are also available for those who need it most.
- Special support teams meet regularly to discuss problems and possible measures with regard to the needs of individual pupils in cooperation with the parents.

Examples of measures for pupils who are absent because of truancy, school fatigue, drug abuse etc.

- **Special teaching groups** may be led by e.g. secondary school teachers, welfare workers, personal assistants, psychologists or remedial teachers, and take care of pupils who need extra support and help (during, as well as after, the school day).

At present there are 11 pupils, including 3 immigrant pupils, involved in such a scheme. All these pupils have individual programmes.

Grade	6	7	8	9
Boys	1	1		4
Girls			4	1

- **Special Day Schools**

In Kristianstad there are 4 Special Day Schools with approximately 50 pupils.

Pupils who can not adjust to their regular classes may be transferred to Special Day Schools. Such a decision is always preceded by a careful analysis of the situation when all other measures in cooperation with the parents have failed.

Approximately 97% of the pupils are Swedish (mostly boys).
The Special Day Schools have specially trained staff.

- **Examples of local action plans** which are in use at some schools in Kristianstad.

Gamlegården and Näsby Schools

1. Contact with parents in order to find out the reasons for unauthorized absence (immigrant pupils do not have a higher rate of absence than our Swedish pupils).
2. Parent-teacher meeting at school.
3. If necessary the matter will be brought up for discussion in our so called support team groups.

Since this is not a serious problem at our school, talks with the parents are usually enough.

Fröknegården School

1. Talks with the pupil.
2. Talks with the family.
3. The matter is discussed in the so called support team, which includes the form master, teachers and members of the school management team.
4. If this does not give any result, a new support team meeting is called after a few weeks for further action in close cooperation with the family.
5. If still no result, the whole staff is informed, so that the pupil and his/her activities can be followed up by everyone inside as well as outside the school, in order to obtain a collected assessment for a renewed support team meeting, if necessary.
6. It is possible to decide on an adjusted course of studies, which might mean that the pupil attends school two days per week and spends three days in some kind of practical work scheme outside school, for example in a factory or a shop.
7. In specific cases a decision can be made for the pupil to attend one of our so called special day schools (as described earlier in this report). The meeting might also decide to let the pupil join some other teaching group available within the municipality.

Härlöv School

1. Unauthorized absences are initially discussed in teachers' work teams and measures taken.
2. If this has no effect it is possible to bring the matter up for discussion in the so called small support team group (The parents are continuously informed).

The support team of the school shall:

- Gather information about pupils with special needs.
- Allocate existing resources and prioritise support measures for:
 - a. pupils with serious reading and writing disabilities
 - b. pupils who run the risk of not passing in Swedish, English and Mathematics
 - c. pupils with attention deficit disorder (difficulties to concentrate)
 - d. pupils with social problems
 - e. pupils with medical problems
- Draw up, carry out and evaluate action programmes in cooperation with pupils, parents and staff concerned.

The support team includes the remedial teaching staff, the support teachers, the school welfare officer, the school nurse, the educational and vocational councillor, the youth recreation officer and the assistant headmaster. The school welfare officer acts as secretary.

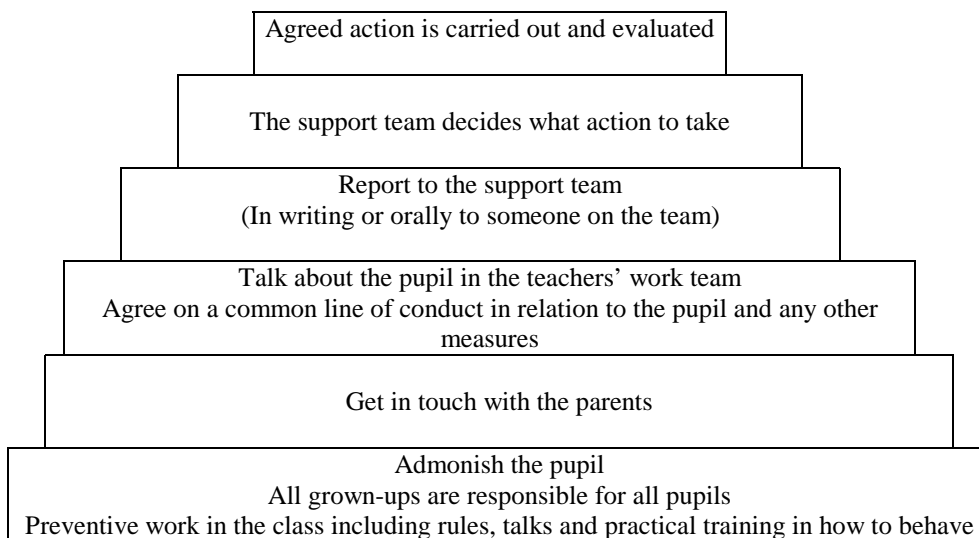
When needed the psychologist, the school assistant, the mentor or other teachers concerned will be called.

Meetings are held every second Wednesday.

Objectives:

It is the task of the support team to create a school atmosphere where all pupils can feel comfort and security in their every day lives and, according to their abilities, make as much progress as possible.

Steps of action for pupil welfare: (to be read from bottom to top)



5. Final comment

In the light of the work here described we wish to share with our partners in Spain and in the Netherlands the different solutions to the absence problems, hoping that together we will be able to find ways of dealing with these problems to the benefit of all.

Europees Platform

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