

INStAnt!

The quick-and-easy update on attendance issues, developments, activities, and resources

Welcome to Issue 2 of **INStAnt!** We are delighted that you support INSA via your membership and hope that this newsletter helps you in your work. In this February 2020 issue, the INSA Communications Committee is pleased to present a sampling of practical and scientific developments in five countries as well as updates on INSA's work. To contribute to future issues or share ideas for INSA, please contact us at info@insa.network



International News

Collaboration – INSA's 2020 Conference

Collaboration - Working Together Towards Improved Attendance is the theme for INSA's 2020 Conference in Melbourne, Australia, from 7th-9th October. Keynote speakers include Hedy Chang (Director of 'Attendance Works' in the USA), Megan Gilmour (TEDx Speaker and CEO of 'Missing School' in Australia), David Heyne (INSA Co-Founder and Leiden University in The Netherlands) and Chris Varney (National Director of the 'I CAN Network' in Australia). Abstract submission and conference registration will open on Friday 28th February, see www.INSA.network/conference. The conference will be promoted via email and Twitter, and we will be relying on everyone to share within their own networks and beyond. If you're keen to get involved, please contact Conference Chair [Glenn Melvin](#). The Conference Committee looks forward to welcoming you in Melbourne for what will be an informative and memorable conference.



Communication – INSA's Discussion Forum and Communications Committee

Members can now exchange ideas and resources via our new Discussion Forum in the website. After you have logged in via [MEMBER LOG-IN](#) simply click on the red Members menu and scroll down to Discussion Forum to start communicating.

In February 2020 INSA's Communications Committee was formed, with members from The Netherlands (David Heyne), England (Fran Morgan), and Sweden (Aggie Öhman and Johan Strömbeck). This team has a vision to broaden INSA's reach and resources, benefiting members and non-members. Its guiding principle is to work on INSA's mission to promote school attendance and respond to school attendance problems. If you have ideas for the team, please let us know via info@insa.network. INSA is also establishing an Education, Training, and Conferences Committee, you can read more about the opportunities created by that team in the next issue of INStAnt!

Videos – INSA's 2019 Conference

The keynote addresses and presentations from Day 1 and Day 2 of the INSA 2019 Conference are now available for Members. After you have logged in via [MEMBER LOG-IN](#) click on the red Members menu and scroll down to CONFERENCE 2019. Videos from Day 3 will be available by mid-March.



New from Sweden

'Making more sense of the PISA data'

In November 2019 a Swedish research group received a grant to conduct a 4-year project across four countries: Sweden, the UK, Germany, and Japan. Titled "International comparative perspectives on school attendance problems: Analysis of statistics, risk groups, and prevention in four countries," it focuses on school attendance problems among 15 to 17-year-olds. It examines national, organizational, and individual dimensions of school attendance problems, combining quantitative analysis of large-scale national data with qualitative case studies. This is the first time that data from the OECD 'PISA' investigations will be thoroughly analyzed with respect to school attendance, and in particular, missing short periods of school. A major advantage of the study is being able to compare findings across countries, to better understand attendance problems among youth in specific countries. Case study material will highlight organizational conditions influencing school attendance as well as the experiences and perspectives of adolescents from four countries. Visitors to the INSA website can find progress reports during 2020 and beyond. For information about this project please contact [Susanne Kreitz-Sandberg](#). Information about PISA can be found at <https://www.oecd.org/pisa/>



New from Spain

'Tracking school attendance problems across time'

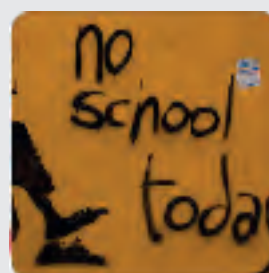
A new project is underway in Spain, focused on the assessment of school refusal behavior and psychoeducational variables among youth in secondary education. This is a 3-year longitudinal study and it will involve multi-level analysis, which means that we will analyze the relationship between youth with school attendance problems and the different contexts in which they find themselves (e.g., classroom climate, family factors). Until now there have been few studies among Spanish youth which explore school attendance problems prospectively, that is, via a longitudinal study like this. One of the things we will learn from this project is how individual characteristics and the school and family contexts of youth affect school attendance. The first results will be accessible via the INSA website at the end of this year. For information please contact [José Manuel García-Fernández](#).



New from Australia

'Fellowship speeds up knowledge about emerging ways for schools to address attendance'

In 2019 Kirsten Hancock was awarded a Fellowship from the Winston Churchill Trust Australia to learn about new and emerging ways to address student attendance issues. The award will support Kirsten to travel to the United States and New Zealand over six weeks, allowing her to talk to a range of people about the strategies and innovations being implemented in schools. Her itinerary will include up to thirty meetings across nine cities and two conferences. She hopes to understand what works, why, and for whom, and to combine her findings with other research findings from across the world. A report will be available by the end of 2020, ideally followed by an online resource summarising a range of attendance strategies appropriate to different contexts. For information please contact [Kirsten Hancock](#).





New from Norway

'Community and schools to start using a multi-tiered model for attendance and absenteeism'

The local government of Nittedal, nearby Oslo, is working with Robin Ulriksen of Statped to implement a model for promoting school attendance and preventing absenteeism. The multi-tiered model attends to the needs of youth at risk for absenteeism as well as those with established school attendance problems. 'Dream Teams' in the community and in schools make use of data from attendance monitoring systems and from teachers who screen for risk. The data will signal the need for intervention. This model will be piloted in all public schools in Nittedal in school year 2020-2021. Training for school professionals is included in the model. It is already evident that a key to the success of this initiative is the active cooperation of leadership within the local government. They support the integration of the model within the municipality and school systems. Results will be made available via the INSA website in Autumn of 2021. For information please contact [Robin Ulriksen](#).



New from the Netherlands

'A smooth and seamless transition from school to work'

Smooth Transition to Work is a project helping youth in a vulnerable position to make a successful transition from vocational education to work. These are youth who often have fewer opportunities in the labor market due to disabilities, learning problems, difficult home situations, etc. The project is managed by INGRADO, the national association for school attendance officers and related professionals. The project spans 6 regions in the Netherlands, bringing together professionals from city councils and schools for vocational education. In the 'learning circles' held every four months, members share and learn together about how to help youth transition to the workplace. The first phase of the project was dedicated to establishing the collaboration between professionals with different backgrounds and functions, helping them understand each other's ways of thinking and working. By focusing on the common goal of helping youth transition to the workforce, all kinds of collaborations have been established and strengthened within each region. The project will be completed in December 2020. In the meantime, Dutch-language information can be found via www.ingrado.nl and <https://www.16-27.nl/pilots/motie-kwintozdil>. To learn more about the project via the English language, please contact project leader [Henrie Mastwijk](#).

