

REPORT

Protocols for action to combat school attendance problems in Spain

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1. Impact of school attendance problems

Nowadays, in face-to-face learning, school attendance problems (SAP) are understood as the complete absence from school on one or more days (absenteeism), partial absences from school (i.e., missed classes or parts of a school day), arriving late to school, engaging in morning misbehaviour to avoid attending school, and/or substantial through missed classes or parts of a school day), and/or substantial mental/physical health challenges, as well as structural and operational barriers to formal school attendance (Kearney et al., 2023). Furthermore, in virtual/distance learning, SAP can also include lost logins, limited networking hours per day, incomplete assignments, missed deadlines for meeting objectives, problematic student-faculty interactions, and deficiencies in measures of competence, mastery, and achievement, among others (Kearney et al., 2023).

Among school attendance problems, school absenteeism refers to school absences to the unauthorised and secret absence from school among the compulsory school-age population (Kim and Gentle-Genitty, 2020; Melvin et al., 2023). Currently, prevalence rates indicate that approximately one in five children and adolescents face difficulties in attending school regularly, with this figure doubling for young people in secondary education and those in low-income countries (Hilwerling et al., 2022; Kearney et al., 2019). In addition, this problem can be caused by a variety of personal, social and contextual factors (Maynard et al., 2018), which impact family conditions, friendship relationships, leisure time, as well as psychological (i.e., health problems, puberty, etc.) or institutional reasons (i.e., disengagement from the education system, teacher discipline, etc.) (Özcan, 2020).



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Therefore, young people with this issue, consequently, experience a lack of interest in school, detached from the education system or disruptive behaviours (Havik and Ingul, 2022), as well as their academic journey is negatively affected with repercussions on their school performance due to previous learning difficulties or academic demotivation (Giménez-Miralles et al., 2021; Klein et al., 2022; Smerillo et al., 2018). Additionally, not completing their compulsory education can have adverse effects on their overall development.

2. Framework and scholar absenteeism in Spain

In relation to the legal framework of the Spanish education system in terms of scholar absenteeism, it is understood as a violation of one of the rights of children and young people, as well as a failure of public administrations to fulfil their obligations (Cruz-Orozco, 2020). This is reflected, on the one hand, in the Universal Declaration of Human Rights, which recognizes the fundamental right to receive an education in Article 26 (General Assembly of United Nations, 1948), and, on the other hand, in the Spanish Constitution of 1978, which guarantees compulsory and free basic education in Article 27.4 (SC, 1978).

Concretely, the current education legislation with the Organic Law 3/2020, of 29 December, which modifies the Organic Law 2/2006, of 3 May, on Education, reaffirms the principles established in the Spanish Constitution, particularly in Articles 3 and 4 (LOMLOE, 3/2020). Moreover, in terms of child protection, Law 26/2015, of 28 July, which modifies the child and adolescent protection system, emphasises the responsibility of public authorities in guaranteeing the protection of minors. It also recognizes absenteeism as a form of neglect that necessitates the implementation of an appropriate action plan.



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It is necessary to point out that, at the legislative level, not only are the public authorities responsible for fulfilling the educational obligations of this population, but also the parents or legal representatives of these minors, as stated in Law 26/2018, of 21 December, on the rights and guarantees of children and adolescents. In other words, families are another of the social agents who bear legal responsibilities that enable the effective and real fulfilment of the different compulsory levels, as well as the prevention of absenteeism and the assurance of school attendance. Likewise, these regulations establish the various administrative infractions that parents may incur in the event of failing to fulfil their obligations.

3. Method of research, revision and analysis of protocols for action to combat school attendance problems in Spain

With regards to the intervention in cases of school attendance problems, there is no specific legislative document at the national level that joins efforts to provide legislative support for this issue. However, at regional level, this regulatory paradigm was unknown in terms of protocols for dealing with truancy.

For this reason, the main objective of this report is to analyse and compile information on the different action protocols designed to prevent and/or reduce scholar absenteeism in Spain. Following this line, it proceeds to gather information about: (a) the title and year of publication; (b) authorship; (c) proposed objectives; (d) target population; (e) terms and definitions used for the casuistry; (f) professionals responsible for implementing the programme; (g) the procedure followed according to the guidelines; (h) required and/or included materials in the programme;



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and, finally, (i) the evaluation process of the programme in order to carry out possible improvements.

Regarding the research process, it was carried out through the different websites of the 17 autonomous communities and 2 autonomous cities (Ceuta and Melilla) that comprise the Spanish territory (*see Table 1 of the annexes*). For this purpose, the following terms and expressions were introduced in the search section of each of the pages: protocol on absenteeism; prevention of absenteeism. However, it should be noted that some autonomous communities do not have their own specific protocols, but have published on their respective websites those that have been designed by municipal councils.

4. Characteristics of the protocols of action

4.1. Nomenclature and terms used

In relation to the main characteristics of the different protocols, it should be noted that the titles of most protocols include words and terms such as: prevention of absenteeism and school dropout; prevention, control and monitoring absenteeism; prevention, detection and intervention in situations of absenteeism; or, programme for the improvement of educational success, social inclusion and prevention of absenteeism. However, the protocol of Asturias does not include any of the terms, as it does not address absenteeism as a main objective, but rather includes it as a subsection, similar to the plan of Melilla. In addition, out of the 19 legislative documents obtained, 8 are categorised as plans, 8 as programmes and the remaining 3 are referred to as instructions, procedure or protocol.



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According to the terms and definitions used to refer to school attendance problems, as shown in Table 2 of the annexes, there are significant variations among the protocols. Nevertheless, the most commonly reiterated term is “absenteeism”, which is defined as the unjustified, occasional, frequent, or total absence of students from school during compulsory education and Basic Vocational Training stages, either of their own free will or that of their family or legal representatives. This term is defined on a total of 16 occasions, with 9 instances specifying the types of absenteeism based on the number of unexcused absences per month. However, two programmes do not include such information.

Following this line, there is intermittent absenteeism, which refers to non-attendance where students show a certain pattern throughout the school year, and the total of unjustified absences does not exceed a 15% (including unjustified absences during the first and last hour, among others). Minor absenteeism is identified when pupils have between 15% and 25% of unexcused absences, marking the beginning of the intervention. Major absenteeism covers students who have between 25% and 50% of unexcused absences per month. Finally, chronic absenteeism is characterised by absences equal to or exceeding 50%.

In other programmes, relevant terms related to specific cases are also defined, such as “school disaffection”, which refers to a progressive disengagement from the school system as a consequence of a school career full of difficulties. Additionally, “unschooling” is defined as a situation where children of compulsory school age are not formally enrolled in an educational institution. Moreover, the Region of Murcia, on one hand, describes vertical intervention as a how to intervene in absenteeism by means of vertical intervention, which has a preventive measure against absenteeism and school dropout in the second level of early education. On the other hand, based on horizontal intervention, they focus on addressing absenteeism and school



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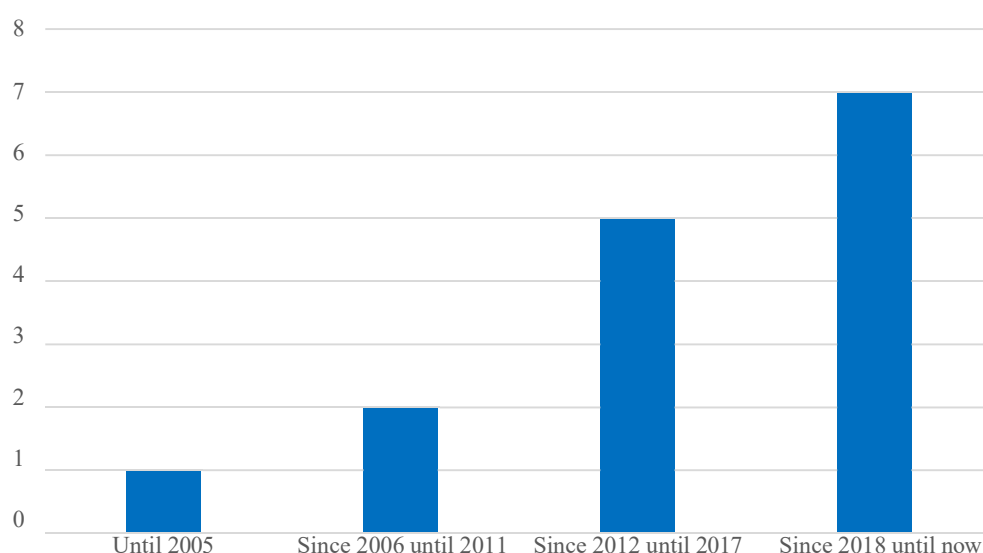
dropout issues through educational and social co-responsibility. This approach involves coordination, intervention, and monitoring by the educational institutions to support students in such situations.

4.2. Origin and time evolution of protocols

Regarding the dates of approval of the protocols, there is a disparity, with 17 years separating the most recent and the oldest. Therefore, one programme was designed in 2005, two between 2006 and 2011, another five between 2012 and 2017, and, finally, seven from 2018 to the present. Figure 1 shows the classification of the publication dates of the protocols using a bar chart.

Figure 1.

Bar chart on the design and publication intervals of the protocols.



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4.3. Objectives of the action protocols

Regarding the objectives proposed by the different protocols, the majority of them aim to achieve full school enrolment and promote the prevention and control of absenteeism among students during the compulsory stages (from 6 to 16 years of age). Additionally, there is also focus on preschool, as four programmes have a preventive nature. Furthermore, out of the 19 programmes, four focus on remedial action for pupils with irregular school attendance.

In addition, the various protocols include more specific objectives such as: effectively monitoring attendance and detecting cases of early school-leaving and academic failure; providing preventive support for students at risk of absenteeism or dropping out; individually monitoring cases, particularly during transition periods; promoting educational interventions for students at risk of absenteeism or dropping out of school; engaging and raising awareness among families and the educational community; and enhancing coordination between the professionals and the administration involved in implementing the programme. In this context, in addition to being aimed at children and young people, five protocols are characterised by collaborative efforts among families, the educational community, the student's social environment and public administrations.



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4.4. Design and characteristics of the protocols for action

All Spanish action protocols include an interdisciplinary perspective in the design of their interventions, which is considered highly relevant and necessary to address the issue of school attendance (Heyne, 2019; Kearney and Graczyk, 2020; Lyon and Cotler, 2009). For this reason, there is a predominance of educational staff (i.e., tutor, teaching team, management team, educational guidance staff, etc.) observed in 16 protocols of the unit of analysis, as well as Social Services staff, who is included in the interdisciplinary teams of 12 of the collected action plans. Other team members include departments responsible for each area, such as Education and Social Welfare, among others, corresponding to a total of 11 protocols.

Furthermore, the members of each professional team include the child protection administration or juvenile prosecutor's office ($n = 7$), the State security forces ($n = 6$), the Education Inspection ($n = 4$), the child's family ($n = 3$), the Public Health services ($n = 2$), or non-governmental organisations ($n = 1$), apart from the creation of absenteeism commissions at regional, provincial and municipal levels ($n = 9$). Figure 2 shows in a circular diagram illustrating the profiles that comprise the interdisciplinary teams in each of the included protocols.

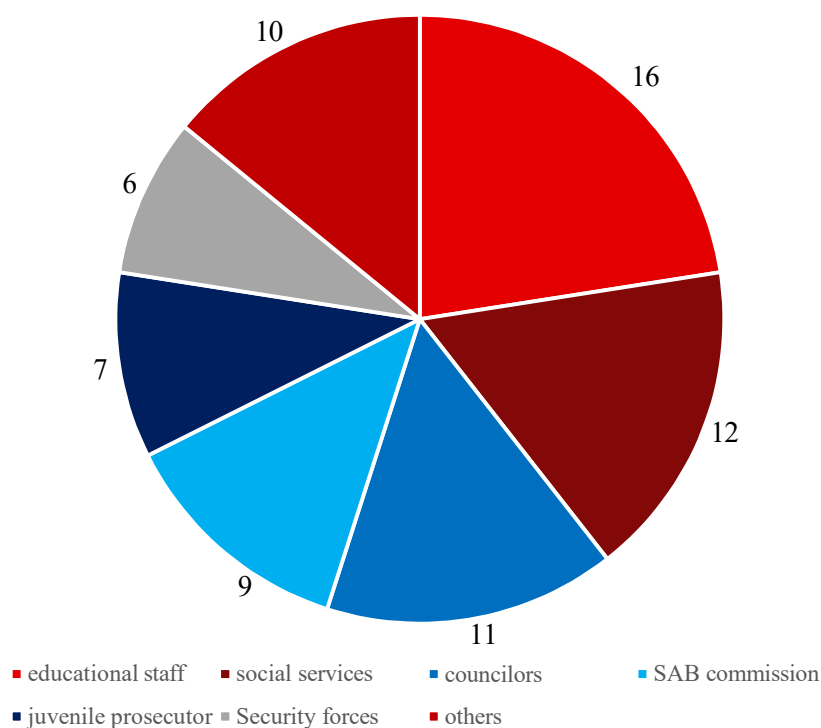


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Figure 2.

Circular diagram of the professional profile involved in the protocols.



In relation to the intervention procedures conducted by these professionals, the most relevant ones include prevention, detection, intervention measures and follow-up. In some cases, protocols establish action levels or steps carried out by specific professionals and entities, as seen in the protocols of the city of Zaragoza (Aragon) and the Balearic Islands, as well as Catalonia or Madrid. The coordination between the different actors involved is also crucial, given the interdisciplinary nature of the interventions.



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In respect to the materials provided by each regional protocol, it has been observed that there is a predominance of examples of letters or notifications of cases related to absenteeism among the different professionals involved (i.e., information letter to the family, notification to the Social Services, or appointment for an interview, among others). Another type of material provided is the structure of reports on the situation of absenteeism, attendance records, or the follow-up of each case among the involved institutions. In addition, other material resources provided include structures for requests for referral to another institution, or for the initiation of the absenteeism protocol or attendance certificates, as well as the inclusion of theoretical documents (i.e., indicators of severity or unjustified absences, instructions and guidelines for intervention or interview, diagnostic criteria or justifications for absences, suspensions, etc.). However, Ceuta, Melilla and Murcia do not contribute with any additional material.

4.5. Evaluation and monitoring of action protocols

Regarding evaluations and proposals for improvement, 8 of the protocols do not have a specific section containing this information. The remaining protocols include information on this subject, developed to varying extents regarding the process to be carried out. However, we have not had access to the evaluation of the protocols and therefore cannot draw conclusions about their effectiveness.

Among the different entities responsible for carrying out this evaluation, the regional commission or the absenteeism commission is the most common, and their members are required to prepare an annual report on absenteeism to be sent to the educational centres or the technical unit for guidance and attention to diversity. In the case of Pais Vasco, the commission meets at least once per quarter and subsequently issues a report. In the Comunidad Valenciana,



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each centre has a record of the profile of its new students before the start of the school year and meets monthly to analyse its absenteeism report. Therefore, at the end of the school year, the actions carried out and the evaluation of absenteeism can be assessed to share the information with inspection and, also, incorporate potential future improvements.

5. Limitations and future proposals

With respect to the limitations identified in the protocols for action, it should be noted that there is a lack of cohesion in the conceptualisation of absenteeism, as different public administrations propose varying definitions for this issue. As a result, each plan has different criteria for detecting potential cases of absenteeism, which may have an impact on the lack of early diagnosis for certain profiles. However, this lack of agreement on the definition of the problem is a clear reflection of the scientific and conceptual reality surrounding absenteeism, which also affects the international level. There is a wide spectrum of terms and definitions used in relation to problematic school attendance (Havik and Ingul, 2022).

For this reason, it would be considered perceptive to achieve an agreement on the definition of absenteeism in order to use the same parameters to detect this issue. One option could be to introduce the construct of school attendance problems as a broad concept that encompasses all types of school absences, including both authorised and unauthorised ones (Niemi et al., 2022). This concept encompasses all manifestations of difficulties and behaviours related to school attendance, considering the full spectrum of the problem's severity (González et al., 2021; Havik y Ingul, 2022; Heyne et al., 2019; Kearney et al., 2019; Mohamed-Elsherbiny, 2017). On this matter, the most commonly used definition of absenteeism can be generalised



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(Kim and Gentle-Genitty, 2020; Melvin et al., 2023), together with a legal document to account for the number of unexcused absences per month for the whole of Spain.

Another limitation is the lack of access to the various regional reports on the annual evaluation of the protocols. These reports are crucial for assessing the effectiveness of these action plans in quantitative and qualitative terms. Furthermore, they provide an opportunity for critical reflection on the approach to intervention in addressing this problem. Consequently, the different protocols are proposed, but without the opportunity to analyse their results in reality, observing their positive or negative influence. Moreover, another limitation is the absence of an evaluation section in some of the protocols. In these cases, authorities have not dedicated critical efforts to establishing a follow-up process and evaluating the action plan to ensure the success of their measures.

Finally, as a consequence of the lack of consensus in most protocols for dealing with absenteeism in conceptual and structural terms, it is considered appropriate to design a possible general protocol for action. For this purpose, reference can be made to the proposal designed by Kearney and Graczyk (2020), which presents a multidimensional and multilevel support system model to enhance school attendance and address patterns of absenteeism. Furthermore, this involves developing more detailed approaches for learners facing diverse challenges and considering three-dimensional perspectives that allow simultaneous, but detailed strategies, to be implemented for various aspects.

More specifically, for Level 1, the interventions included are designed to promote school attendance and reduce absenteeism, usually on a universal or school-wide basis. These actions aim to improve school climate and safety, physical and mental health, social and emotional



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competencies, family engagement, school and academic readiness, and cultural responsiveness (Kearney and Graczyk, 2020). At Level 2, at least, interventions are targeted at addressing emerging cases of school attendance problems and/or cases of moderate or severe absenteeism. These interventions are linked to improving student and family functioning, including therapeutic and psychological approaches to absenteeism linked to emotional distress, approaches to student connection and engagement, and teacher, peer and other based mentoring programmes (Kearney and Graczyk, 2020).

Moreover, at level 3 in, the intervention plan aims to address individual cases of chronic and severe school attendance problems. These interventions generally included expanded Level 2 therapeutic approaches, alternative education programmes and schools, second chance programmes, parent and family engagement strategies, and intensive case management practices (Kearney and Graczyk, 2020). However, Kearney (2016) later introduced the concept of a possible level 4 of this population, involving highly intensive interventions designed for young people with psychopathology such as major depression or psychosis. These highly intensive interventions may include inpatient or residential facilities combined with education.



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6. Conclusions

The main objective of this report focuses on analysing and compiling information on the different action protocols designed to prevent and/or reduce scholar absenteeism in Spain. Therefore, a disparity has been found in terms of the approaches used to prevent/reduce it. Nevertheless, it is crucial for schools to adopt a holistic approach in addressing school attendance. This involves the participation not only of the students involved, but also of their families, peers and educational staff, and requires the collaboration of experts from various disciplines. However, it is important to incorporate intensive and interconnected cognitive-behavioural therapy for young people and their environment, if necessary, both within and outside the school setting, accompanied by long-term support and follow-up. This is due to the large number of factors that influence this behavioural challenge, both at the individual level and within the proximal and distal environment (Gubbles et al., 2019; Kim and Gentle-Genitty, 2020), making each case unique and multifactorial.

In this regard, the prominent role of cognitive-behavioural therapy, extensively studied and applied in the treatment of school attendance problems, stands out. Its main aim is to assess, challenge and modify dysfunctional beliefs and thoughts that generate anxiety or sadness, while promoting positive interactions and exposures between children or young people and their problematic environment (Ciharova et al., 2021).

Furthermore, it is relevant to implement this intervention plan from an interdisciplinary perspective, promoting collaboration and cooperation among all staff involved (Hilwerling et al., 2020; Kearney and Graczyk, 2020; Lyon and Cotler, 2009; Nuttall and Woods, 2013). This is because school attendance problems are complex and multifactorial, requiring the



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involvement of multiple disciplines and collaborative skills in conjunction structured and interconnected interventions (Brewer et al., 2022).

In addition, the complex nature of school attendance problems makes it challenging to find an intervention that covers all types and individual cases (González et al., 2021; Havik and Ingul, 2021; Nwosu et al., 2022). Therefore, individualization within the design of intervention programmes is of vital importance to effectively address the specific needs of each learner (Kearney and Graczyk, 2020; Lyon and Cotler, 2009).

In conclusion, given the complexity of the problem of absenteeism, the Spanish territory has a representation of each autonomous community or city in the implementation of protocols to address this challenging problem of school attendance, encompassing prevention, intervention and case monitoring. More specifically, considering the identified limitations, it is worth highlighting the relevance of designing a unified action plan that establishes a common diagnostic criteria.

Furthermore, it should incorporate significant features such as a multidimensional and multilevel model to address truancy, integrating comprehensive and detailed approaches. Additionally, an interdisciplinary and individualised perspective should be adopted to address the diverse symptomatology of students.



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ANNEXES

Table 1.

Characteristics of the protocols for dealing with truancy in each Spanish territory.

Name and date of the protocol	Authors	Objective/s	Target population	Terms and definitions	Personnel/ Professionals involved	Procedure	Materials	Assessment System
II Childhood and Adolescence Plan of Mieres (Asturias, 2022)	Council of Mieres	Promote coordination and citizen participation, guarantee child and adolescent participation, support families in the upbringing and education of their children and especially those in situations of special difficulty, promote children's rights.	Pupils of compulsory school age.	—	-Policy makers and technical staff from all areas and/or departments of the City Council will collaborate in the development of the Integrated Plan for Children. -Staff from other administrations. Managers and technicians of Non-Governmental Organisations and child-related entities.	-Coordination and collaboration between the City Council, the centres and services dependent on the state and autonomous administration and social initiative entities. -Creating structures and putting in place instruments for listening and participating in issues. -Conciliation measures and extracurricular activities. -Encourage the participation of children and adolescents.	-Human, material and financial resources.	The City Council: promotion and execution of the actions included in this Plan, its monitoring and evaluation, involving in its development all public and private institutions working with children in its territorial area. Coordinating Committee of the Childhood and Adolescence Plan: to promote implementation



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n and develop appropriate monitoring.

Municipal Children's Council: monitoring and proposal.

No access to protocol evaluation.

Programme for the prevention of truancy (Zaragoza, Aragon) 2017	Zaragoza City Council.	Work for the "presence" of learners, since without it neither participation nor achievement can take place.	Pupils in compulsory education, especially in early childhood education, given the preventive nature of the programme.	—	-Tutor. -Management team. -Educational guidance. -Area commissions. -Social services technician of the local authorities. -Technician of the Child and Adolescent Protection Service. -A representative of the Provincial Coordination Technical Commission. -A representative of the Aragonese Health Service (Salud). -A representative of the Provincial	Lines of action by level. At school level: actions aimed at preventing truancy, achieving coexistence and the participation of pupils and their families in school life; motivational actions; monitoring and communication with the family. At area level: improve participation, communication, treatment and monitoring of truancy.	-Letter from the centre to the family by educational stages. -Communication sheet on truancy. -Communication form not enrolled or de facto out of school and unreachable of -Centre monitoring report.	—
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					Technical Unit of the entity contracted as operational support. -Technical unit.	At the level of the provincial technical coordination committee: Unify procedures for action and intervention criteria; evaluation of cases, reports, communication with the public prosecutor's office.	
Instructions for the management of truancy in the Balearic Islands (2021)	Diversity Attention Service at the Department of Education and Vocational Training of the Balearic Islands.	Achieve full school enrolment of minors (from 3 to 16 years of age) and strengthen the prevention and control of truancy.	Minors (from 3 to 16 years old)	-Absenteeism. -Types of absenteeism: sporadic, intermittent, chronic.	-Tutor -Teaching team. -Head of Studies. -Educational Guidance Team. -Department of Education and Vocational Training. -Social Services. -Local guardian police. -Child services. -Juvenile Prosecutor's Office. -Absenteeism Committee.	Procedure for action from different spheres: school, classroom, environment (family, external services, council services).	-Absenteeism registration and -Notification sheet of the police guardian. - Communication of temporary family relocation. -Family notification sheet for the start of the absenteeism protocol. -Indicators of the severity of -Voluntary withdrawal of -Operating



absenteeism
commissions.
-Notification
Registration
GestIB.

Specific Plan for the Prevention and Control of Absenteeism and Early School Leaving in the Autonomous Community of the Canary Islands .	Regional Ministries of Education and Universities and Employment, Social Policies and Housing of the Canary Islands.	To regulate the prevention, intervention and monitoring of truancy and early school leaving, establishing coordination and networking structures that enable the implementation of actions at school, municipal and regional levels, taking into account the specific obligations and competences of each one and involving all sectors of the educational community, as well as the rest of the people and entities of Canarian society with responsibility for the protection of children.	Pupils in the second cycle of pre-primary education (prevention), primary education and secondary education (intervention and monitoring).	-School absenteeism. -Truancy rate. -Early school leavers. Early school drop-out rate. -Absences. Co-responsibility. -Coordination. -Lack of attendance. Educational intervention. -Prevention. -Delay. -Early departure. -Class session. -Family. -Third social action sector.	-Tutor. -Guidance Department -Social Services. -Management team -Head of Studies. -Pedagogical Coordination Committee (COCOPE). -Departments of Education and Universities. -Local Police.	Actions in 4 lines of action: 1. Prevention. 2. Intervention. 3. Follow-up. 4. Assessment. In addition to directing actions to schools, municipalities and the regional level.	-Codes for excusing absences, departures	Action to check the validity of the information resulting from the previous lines of action and, consequently, of the absenteeism rate. No access to protocol evaluation.
Regional plan for the prevention of	Government of Cantabria. Department	1. Facilitate incorporation and continuity in the	-Pupils in compulsory stages with	-Lack of attendance.	-Teaching staff. -Management team.	3 principles of intervention: -Prevention.	-Technical teams for intervention	The regional technical committee



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absenteeism and school dropout in the autonomous community of Cantabria . Guarantee of the Right to Education (n.d.)	of Education, Culture and Sport. Directorate General for Guidance and Educational Innovation.	education system (positive experiences). 2. Effectively monitor attendance and detect cases of early drop-out and school failure. 3. Preventive schooling for pupils at risk of absenteeism or dropping out. 4. Follow up individual cases, especially in transition periods. 5. Promote an educational response to pupils at risk of absenteeism or dropping out of school. 7. Involve families. 8. To increase coordination in intervention. 9. To promote extracurricular activities.	irregular attendance. Early school-age pupils without schooling and with socio-familial risk factors. -Pupils who have left compulsory schooling at an inappropriate age. -Families, social environment. -Educational community.	-Regular attendance. -Irregular attendance. -Absentism. - Abandonment. -Unschooling.	-Orientation Structures. -Education Inspection Services. -Municipal services. -Social services. -Judicial services. -Other services. -Regional Technical Commission. -Local technical commissions. -Technical teams for intervention in absenteeism.	-Comprehensive and participatory action. Inter-institutional collaboration.	absenteeism: areas of action. -List of municipalities with a local technical commission in place. -Summons -Referral report to the management. -Application for an individual intervention plan. -Warning notifications. -Referral to the regional technical committee of the absenteeism plan by the head teacher and by the local technical committee or ETIA.	carries out the monitoring and draws up an annual report which is sent before the end of the school year to the technical unit for guidance and attention to diversity. No access to the evaluation of the plan.
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Procedures for the prevention, intervention and monitoring of school absenteeism in the Community of Castilla-La	Regional Ministries of Education and Science and Social Welfare of Castilla-La Mancha.	To guarantee attendance at school for pupils of compulsory school age, establishing actions to anticipate school and avoid absence from school and acting immediately when it occurs.	Pupils of compulsory school age who do not attend school regularly for various reasons.	-School absenteeism. -Types of absenteeism: unschooling, virtual, truancy, excused absence,	-Local Commission and Zone Commission (representatives of the Town Council, schools, basic social services, PTA's). -Regional Commission (2 representatives from the Regional	Actions in 2 lines of action: 1. Prevention measures (simultaneous integrated actions, awareness raising, organisational, etc.). Intervention and monitoring measures (PE C,	-Social report. -Report of request for complementary assessment from the social services.	Evaluation and monitoring by the regional commission. No access to the evaluation of the plan.
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Mancha (2007).				unexcused absence.	Ministry of Social Welfare, 2 from the Regional Ministry of Education and Science, and 1 from the Regional Federation of Municipalities and Provinces). -Tutor, management team, educational guidance department.	PGA, I nternal evaluation and Annual report).		
Specific Plan for Prevention and Control of Truancy (Castilla	Department of Education	1. Enabling attendance as a right to education. 2. To favour permanence in the system. 3. Effectively monitor attendance. 4. Early detection of pupils at risk in Early Childhood Education. 5. Advance the schooling of pupils at risk in Pre-school Education. 6. Close monitoring of pupils at risk of absenteeism. 7. Advocate for follow- up in transition processes. 8. Organise provincial truancy programmes to coordinate actions.	Pupils of compulsory school age. Educational community.	-Significant absenteeism. -Occasional or sporadic absenteeism. -Intermittent absenteeism. -Unschooling. -Premature abandonment.	-Tutor. -Family. -Head of Studies. -Educational Guidance. -Provincial Directorate of Education. -Absenteeism Committee. -Juvenile Prosecutor's Office. -Municipal police.	-Knowledge of irregular attendance in order to inform the family. -If it is considered absenteeism -Monthly report of pupils sent to the Provincial Directorate -Informed inspection on direct intervention (dossier). -The Truancy Commission	- Absenteeism control sheet. Monthly List of Absent Pupils (Pre- school, Primary and Secondary Education). -Individual absenteeism - Absenteeism report for the Public Prosecutor's Office or other bodies. -Letter of	-The Truancy Committee receives monthly absences. -Preparation of the Annual School Absenteeism Report sent to all schools. No access to the evaluation of the plan.



advice to the
family.
-Early
warning
letter and
delays.
-Letter of
warning in
Early
Childhood
Education.

9. Involve families.

decides on
referral

-Letter

to the
Public
Prosecutor's
Office

of
registration.

-Letter

and, if
appropriate,
police action.

of
congratulations.

-Tasting as
souvenir at
the
beginning of
the
course.

-Letter

of
notification to
the
centre.

-Letter

of
notification to
the
family from
the
police.

-Letter

of
congratulations

to
the family.

-Notification

of



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										temporary relocation. -Letter of request for admission	a
										nd temporary schooling. -Convening of the Absenteeism Commission. -Application	a
										nd school attendance certificate.	
Protocol for prevention, detection and intervention in situations of absenteeism	Generalitat de Catalunya. Department of Education.	General: To provide primary and secondary schools with a tool to prevent, detect and intervene in situations of truancy.	Pupils in compulsory education. Families.	-No schooling. -Absenteeism: mild, moderate, severe.	-Public Prosecutor's Office. -Director of centre. -Health, social services	5 lines of action. 1. Risk factors and preventive actions. 2. Personal risk factors and preventive actions.	-Communication from the guardian to the family. -Guidelines or interviewing the pupil and the family.	The tutor is responsible for monitoring the case with the collaboration of the			

(Catalonia, 2019).		Specific 1.Raise awareness in the education community about exercising the full right to education. 2.To promote the implementation of prevention measures in the centres and in the environment. 3.To facilitate the detection of absentee behaviour. 4.Promote interventions to reduce and reverse the processes of absenteeism. 5. Establish coordination between centres and administrations.	School drop-out.	education professionals. -Municipalities and county councils. -Educational inspection. -Directorate General for Child and Adolescent Care (DGAIA). Community-wide absenteeism committee.	3. Family risk factors 3. Contextual risk factors 4. School risk factors 5. Actions for reincorporation into the centre.	-Summons a -Summons a letter of educational commitment. -Report to the community truancy commission and notification to the family. Report on assessment	educational team and the family. No access to protocol evaluation.	
School Absenteeism Program of the autonomous city of Ceuta(n.d.).	Action Plan of the Educational and Psychological Guidance and Counselling Team of Ceuta, dependent on the	1.Contribute to the right to have a school place adequate to their needs. 2. Ensure regular class attendance in compulsory schooling. 3.Increase contact with families and the study of family situations at risk. 4. Establish coordination channels with all the entities	Pupils of compulsory school age.	School absenteeism. Types: high, medium and low absenteeism.	-2 Technical Teachers of Vocational Training in Community Services from the Educational Guidance Team of the Ministry of Education and Science. -1 Social Worker of the Employment Plan of the	3 phases: 1.Prevention. 2.Detection. 3.Intervention.	—	-Overall evolution of absenteeism. -Degree of compliance with the Programme. -Involvement of the centres. -Coordination with the different institutions.



	Ministry of Education and Science.	involved to unify intervention criteria.			Government Delegation.			-Evaluation of results. -Evaluation of interventions. Agility of the procedures - Non- compliance and the reasons for it. - Proposals for innovation. No access to protocol evaluation.
Protocol for action in cases of truancy (Comunidad Foral de Navarra , 2014).	Commission against absenteeism and school dropout of the Department of Education of the Government of Navarre.	Establish procedures for inter-institutional collaboration and coordination in actions to prevent, detect or intervene in truancy and cases of early school leaving.	-Pupils attending compulsory education stages. - Families. -Educational community.	-Passive or indoor absenteeism Absenteeism mild or initial, serious, very serious.	-Tutor. -Head of Studies. -Educational guidance. -Social services. -Head of the Section for the Protection and Promotion of Minors. -Juvenile Prosecutor's Office.	3 lines of action. 1.Prevention. 2.Detection. 3.Intervention.	-Sample letter to families. -Student record. -Referral to social services: individual truancy report.	—
Action protocol for dealing with situations of truancy (Comunidad Valenciana , 2021).	Directorate General for Educational Inclusion. Department of Education, Culture and Sport.	1. Establish a protocol for the detection, prevention and intervention in cases of truancy, which systematises and coordinates the actions of all the agents involved.	Pupils of compulsory school age.	-School absenteeism: intermittent, mild, severe, chronic, occasional. Out-of-school pupils.	-Management team (headmaster and head of studies). -Teaching staff. -Tutor. -Municipal School Board. -Family.	Preventive actions: aimed incorporating situations absence	-Register -Family-guardian commitment. - Congratulation s to the family and the pupil.	Before the course: check the records of transition students. During the school year: monthly analysis of the



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		2. Detect and ensure interventions at the earliest stages, which prevent the chronification of truancy. 3. Obtain up-to-date and reliable information that makes it possible to recognise situations of school absenteeism and identify the circumstances that cause and maintain it. 4. To monitor pupils who are absent from school, facilitate their reincorporation into the educational centre and consequently reduce school drop-out rates.		-School disaffection. -School day. -Session. -Lack of attendance. Unjustified non-attendance. -Justified lack of attendance.	-Juvenile Prosecutor's Office.	with local councils to ensure systematic action and 2. Intervention procedure: systematise a 3. Evaluation and improvement: actions necessary to strictly monitor cases and improve the educational and community response.	- Absenteeism communication form. -Informative letter to the family/legal representatives. Communication of the absenteeism situation to the student attendance at school.	school's absenteeism report. After the school year: assess the school's annual actions; evaluate the implementation of actions and the evolution of absenteeism at the school. Issue information and inform the inspectorate; incorporate, if appropriate, proposals for improvement in the PAM.
								No access to the evaluation of the plan.
Regional Plan for the Prevention, Control and Monitoring of Truancy in the Autonomous Community of	Regional Ministry of Education and Employment . Regional Government of	1. To specify basic and priority actions for the prevention, control and monitoring of absenteeism. 2. Unify intervention and control processes. 3.Establish a coordination strategy	Pupils in compulsory education stages with irregular attendance or a total break with	-School absenteeism. -Types of absenteeism: unschooling, absolute, chronic, or	-Department of Education and Employment. -Department of Social Welfare.	Actions in 4 lines of action: 1. Prevention. 2. Intervention and control. 3. Training 4. Monitoring and	- Communication from the guardian to the family. - Communication from the Head of	-Provincial Education Directorates will monitor the Regional Plan in schools and areas. -Preparation of a provincial

No access to the evaluation of the plan.



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evaluation.

Studies to the family.
-Parents' appearance record.

Extremadura (2007).	Extremadura .	between the different institutions involved. 4. Establish ways to monitor and evaluate absenteeism and analyse possible causes. 5. Address actions in the most at-risk areas. 6. Encourage social and community support for the educational process.	the learning process.	intermittent, seasonal, passive. -Significant absenteeism.	-Municipal Social Services of the local councils. -Management teams. -Educational and Psychopedagogical Guidance Teams. -Guidance Departments. -Inspection. -Teaching staff and, above all, teachers in charge of the student. -Commissions: school, area and regional absenteeism commissions for the prevention, control and monitoring of absenteeism.	It also includes specific procedures for cases of absenteeism within the school and pupils who are not in school or who are out of school during school hours.	-Cumulative record of the pupil's absenteeism history. -Request to the zonal commission or SS. - Communication of the SS.	report, based on the annual reports of the centres and the zonal commissions. -The Regional Commission shall submit an annual report. No access to the evaluation of the plan.
Educational protocol for the prevention and control of school absenteeism	Xunta de Galicia. Department of Culture, Education and	Contribute to guaranteeing the attendance at educational centres of all students of compulsory school age, with the aim of	Pupils of compulsory school age.	-Absentism. -Absenteeism intervention protocol. -Lack of class attendance by students.	-Tutor. -Management team. -Head of Studies. -Educational community.	-Preventive measures: general and preventive measures in school	-Convening the meeting. -Minutes of the meeting between the tutor and the family. -Start of	—



planning
instruments.

the
absenteeism
file.

in Galicia (n.d.).	University Planning.	addressing preventive measures, unifying concepts and regulating and facilitating the procedure for controlling and communicating student attendance to families and, if necessary, guiding the procedure for opening the absenteeism file in order to improve educational quality and school success rates.	-Justifiable fault.	-Department Education. -Town Hall. -Educational inspection.	of	-Monitoring of class attendance a recording -Absenteeism record.	-School contact register. -Minutes of the meeting between the head of studies of the centre and the family. -Record of compliance with the proceedings. -Notification of the absenteeism file.	—
Programme for the improvement of educational success, social inclusion and the prevention of absenteeism in the Autonomous Community of La Rioja (2023).	Regional Ministry of Education, Culture, Sport and Youth of the autonomous community of La Rioja (Department of Education, Culture, Sport and	To guarantee regular class attendance for all pupils of compulsory school age in order to guarantee their right to education, their all-round development and adequate social adaptation. More specifically: 1.To promote prevention and early detection. 2. Effective monitoring	All pupils of compulsory school age.	-School absenteeism. -Continued absenteeism. -Early school leavers. -School failure. Types of absenteeism: mild, serious,	-Teaching team. -Tutor. -Responsible for absenteeism. -State security forces. -Social Services. -Town Hall.	Actions in action lines: 1. Prevention. 2. Detection. 3. Intervention. Phases: 1. Preventive measures. 2. Intervention 3. Processing the absenteeism file.	-Criteria for the justification c -Model registered letter. -Referral to basic social services. -Sanctions. -Contacts wit	



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Youth of the Autonomous Community	and control attendance and management.	of case	very serious and non- enrolment. of La Rioja).
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		3. Establish channels of communication between all those involved. 4. Establish an absenteeism officer in each centre.						
Plan de actuación ante los casos de absentismo escolar en la Comunidad de Madrid (n.d.).	Regional Ministry of Education, Universities, Science and the Office of the Spokesperson of Madrid.	1. Ensure regular attendance at schools in the compulsory schooling stage and, as a preventive measure, in early childhood education. 2. To increase contact with families and the study of family situations of risk in order to articulate solution procedures through collaboration between institutions. 3. To promote the participation of children and adolescents at social risk in socio-educational activities in collaboration with private entities. 4. Establish coordination channels with all related entities to unify criteria for intervention and prevention of truancy.	Pupils in School compulsory education with irregular attendance. (does not specify)	absenteeism.	-Truancy committee (head teacher, representative of the coexistence plan representative of the school and even a complaint to the council others). -Local Police.	Case detection. 2. Assessment and intervention of 5. Unsuccessfully, creation of a sanctioning file and even a complaint to the juvenile prosecutor's office. *Distinction between population of less or more than 50,000 inhabitants.	-Individual truancy report from the school. -Individual truancy report from the truancy committee. -Model of registered letter from the head teacher to the parents or guardians of the absent pupil.	—



Plan for the prevention of socio-educational risk situations in childhood and adolescence in the education system of the autonomous city of Melilla (2022).	Department of Education, Culture, Festivities and Equality of Melilla.	Prevention, detection and correction of truancy among pupils of compulsory school age.	Pupils of compulsory school age.	Reducing early school leaving.	Team formed by Senior Technicians in Social Integration and a Graduate in Social Education.	Mediation between schools and families in cases of truancy and homework development. Coordinate and organise the resources that the Administration and families.	—	—
Programme to guarantee the right to education. Eradication of unschooling and the right to education in the territory of Bizkaia (Basque Country , n.d.).	Basque Government. Department of Education, Language Policy and Culture. Provincial Council of Bizkaia. Department of Social Action. Association of Basque Municipalities.	1. Guarantee the right to education, preventing school drop-out and absenteeism. 2. Correct risk situations of different levels of severity towards training needs. 3. Encourage attendance of children from 3 to 6 years of age who are enrolled. 4. Raise awareness of the seriousness of this issue. 5. Work in coordination with the different institutions involved. 6. To assess the evolution of school drop-out and truancy,	Pupils of compulsory school age.	-Unschooling. -Absentism. -Absenteeism rate. -Cumulative absenteeism. -Corrected absenteeism. -Absenteeism rate.	Functioning Provincial Council of Bizkaia (Department of Social Action): Children's Service.	-Equity. -Prevention. -Networking. -Agility-flexibility. -Monitoring and evaluation. Development of possibilities and well-being.	-Model notification form. - Guidelines for the elaboration of the intervention plan. -Model -Monthly absenteeism	The commission, made up of representatives of each institution involved, is responsible for monitoring and evaluation. Meeting at least once during the quarter with subsequent report. No access to protocol evaluation.



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and of the interventions to be put in place.									
II Regional Plan for the prevention, monitoring and control of absenteeism and school dropout in the Autonomous Community of the Region of Murcia (2013). (the I Plan was already designed in 2010).	Regional Ministry of Education, Vocational Training and Employment of the Region of Murcia.	1.Prevent absenteeism and school dropout through programmes and measures that promote school attendance, attendance and active participation of pupils. 2.Coordinate actions between administrations and public and private entities to adopt necessary measures, monitor and control. 3. Establish coordinated strategies for the prevention and monitoring of absenteeism and school dropout.	Pupils in the second cycle of infant education (prevention), primary education and secondary education (intervention and monitoring). In addition to families, the pupil's social environment , school and educational community, and local and regional institutions.	School absenteeism.	—	Actions in 4 lines of action: 1.Prevention Actions. 2.Intervention, control and monitoring actions. Training and coordination actions. 4. Analysis and evaluation activities.			Monitoring of the same through the Regional Round Table on Absenteeism and School Dropout.
Protocol for Intervention in School Absenteeism	Municipal Plan for School Absenteeism and the Municipal	To develop joint action strategies based on a joint intervention through the coordination of educational centres,	Pupils of compulsory school age.	School absenteeism.	-Tutor. -Management team. -Educational Guidance Department Team.	Intervention process for school and out-of-school cases and dividing tasks by sub-commissions within the	-Collaboration protocol between educational centre and social services. -Letter from centre to the	—	



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(n.d.)	Commission	town councils and		-Local police.	provincial truancy	family.
	for	surrounding entities, as		-Social	commission.	-Letter of summons
	Absenteeism	well as the family.		Services.		to families from SS.
	in Seville.					Socio-family intervention report.

Municipal technical
sub-commission on
absenteeism.
-Provincial
Absenteeism
Commission.

-Monitoring of
truancy.
-Local police
powers.
-The child's
surrender
certificates.
-Report from parent
or legal guardian,
Municipal SS, and
Local Police.



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Table 2.

Concepts used by each territory.

Territory	Terms
Andalusia (Seville)	Absenteeism: when unexcused absences after one month amount to 5 school days in Primary Education and 25 class hours in Compulsory Secondary Education, or the equivalent of 25% of school days or class hours, respectively.
Aragon (Zaragoza)	There are no definitions of specific terms.
Principality of Asturias	There is no apparatus of specific terms. It is a general plan where the treatment of absenteeism is included.
Canary Islands	School absenteeism. Repeated unjustified temporary absence, neither permanent nor definitive, of students from the educational centre where they are enrolled and which poses a risk to the satisfactory development of the teaching and learning processes. The school absenteeism rate will be the percentage of people in this situation. Early school leavers. The situation of those persons who have not managed to obtain a post-compulsory education qualification. The early school drop-out rate will be the percentage of people in this situation. Absences. All absences, lateness and early dismissals of students during their school timetable. Co-responsibility. Unidimensional and shared action of the people and entities affected or competent to achieve the reduction of absenteeism. Coordination. Joint intervention between educational centres, public administrations and the social environment, through formulas that guarantee the flow of information, as well as the coherence and complementarity of actions. Non-attendance. Absence from school is considered to be a duly recorded absence from any of the sessions in which the school day is organised, with or without a justifiable reason. In this sense, for the control and registration of absences, all absences will be counted, regardless of the reason for them. Educational intervention. Action centred on the student, from the school environment. Prevention. Action aimed at early detection and intervention, in order to anticipate and avoid situations of truancy. Delay. An event that occurs when students are late in attending or arriving at school or when they arrive later than the time established for the start of the class session.



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Early dismissal. Leaving the class session before the time set for it.

Class session. Time during which a teaching activity takes place, understood as the development of an area, subject (subject or field) or training module, depending on the type of education in question.

Family. A cohabitation unit formed by the set of ascendants, descendants and other persons related to the student by blood, adoption or legal guardianship. In any case, the family will be understood to be the person who is the legal representative of the student, including the administration responsible for the care, guardianship or foster care of the minor student.

Third social action sector. Private voluntary and non-profit organisations, legally constituted, which, through citizen participation, develop activities in areas of social interest, with criteria of solidarity, autonomy and transparency, through programmes or projects aimed at promoting the recognition and exercise of social rights and achieving social cohesion and inclusion of all people.

Cantabria

Absence from school: The absence duly recorded in any of the periods in which the school day is organised or in complete periods at the school, with or without a justifiable reason. In this sense, in relation to the control and recording of absences, all absences will be counted regardless of the cause for the absence.

Regular attendance: Attendance will be considered regular when unjustified absences are less than 10% of the monthly school periods.

Irregular attendance: Attendance will be considered irregular when the percentage of unjustified absences is between 10% and 20% of the total monthly school periods.

Absenteeism: Frequent or continuous non-attendance of pupils of compulsory school age at the educational centres where they are enrolled, without any justifiable reason, consented to or encouraged by the family or of their own free will.

- Absenteeism shall be considered as average when absences exceed 20% of the total monthly school periods or when the irregular attendance situation is repeated for two consecutive months or not within the same school year.
- Serious absenteeism will be considered when absences exceed 40% of the total number of monthly school periods or when the situation of absenteeism is repeated for two consecutive months or not within the same school year.

Dropout: The situation of children of compulsory school age who leave the education system without the corresponding qualification and with the express intention of not returning.

Out-of-school: A situation in which, although the child is of compulsory school age, there is no record of him/her being enrolled in any educational institution.

Castilla y León

Significant absenteeism: pupil enrolled in an educational centre who accumulates a number of absences equivalent to 20% of the monthly school time and not adequately justified, in the opinion of the tutor.

Occasional or sporadic absenteeism: When the non-attendance is focused on a continuous period but, after this period, does not recur.



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Intermittent absenteeism: This is characterised by repeated absences. There may be coincidence in the day or in the session (morning-afternoon). This pattern is maintained throughout the school year.

Out-of-school: The situation of a child of compulsory school age (6-16 years) who is not enrolled in the education system.

Early school leaver: A pupil who, being of compulsory school age and/or having been at school for several years, leaves school with 100% absenteeism and with the express intention, either on the part of the pupil or his/her family, not to return.

Castilla-La
Mancha

Truancy: unjustified, systematic, repeated, compulsory school **absenteeism**.

Unschooling: compulsory school age, no evidence of enrolment

Virtual absenteeism: even though attending, shows no interest: passive, disruptive

Absence from school: absence from school day sessions.

Excused Absence: medical, legal, family: documented or parent

Unjustified Fault: not documented or parent or legal guardian: repetitive, coincidental, susceptible to.

Catalonia

Failure to attend school: the fact that the parents, guardians or tutors of a child or adolescent in the period of compulsory schooling do not arrange the corresponding school place without a justified fault.

Absenteeism: absence from class without proof or without an acceptable justification.

- **Slight or occasional/sporadic absenteeism:** absence of less than 5% of classes per month without proof or without an acceptable justification.
- **Moderate absenteeism:** absence of between 5 and 25 % (both percentages included) of monthly classes without proof or without an acceptable justification.
- **Serious or regular/chronic absenteeism:** absence from more than 25% of monthly classes without proof or without an acceptable justification.

School dropout: indefinite cessation (100%) of attendance at the school place corresponding to the child or adolescent in the period of compulsory schooling.

Valencian
Community

Truancy: unjustified, occasional, frequent or total absence of a pupil from school in the stages of compulsory education and Basic Vocational Training, either of the pupil's own free will or that of the family or legal representatives.

Intermittent absenteeism: pupils show a certain pattern of absenteeism that is maintained throughout the school year and the sum of unexcused absences does not account for 15 % (including unexcused absences in the first and last hours).

Slight absenteeism: a pupil has between 15% and 25% of unexcused absences per month. This situation will determine the start of the intervention procedure on the absenteeism situation at the school.



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Serious absenteeism: between 25 % and 50 % of unexcused absences per month.

Chronic absenteeism: from 50 % of unexcused absences per month.

Occasional absenteeism: absences that exceed the minimum percentage established as absenteeism for a certain period of time, but after this period, attendance is regular.

Out-of-school pupils: when, for administrative purposes, there is no record of enrolment of a child or adolescent in an educational centre, with the exception of special situations such as pupils who are victims of gender-based violence.

School disaffection: a process of progressive disengagement from the school system as a consequence of a difficult school career.

School day: a period of face-to-face teaching that takes place on the same day.

Session: fractions of school time into which the school day is divided, with the exception of recess or break time when the school day is divided into morning and afternoon sessions.

Absence from school: absence of pupils from the school in any of the sessions in which the school day is organised or in complete periods in the morning or afternoon.

Unjustified lack of attendance: students are absent from class without justification for their absence or a document explaining the reason for the absence.

Justified lack of attendance: when the absence of attendance and punctuality is adequately justified and documented before the tutor.

Autonomous
Community
of Navarre

Passive or internal absenteeism. Attending but not participating in the dynamics of the class, not paying attention and disconnecting from explanations and activities, not bringing books or other work materials, not doing homework, etc.

Mild or initial absenteeism. When the absenteeism is selective, punctual or intermittent, it manifests itself in the form of lateness or lack of attendance at certain times or days. Unjustified absences are less than 25% of the timetable credit.

Serious absenteeism: Absenteeism becomes chronic. Unjustified absences are between 25 and 50 % of the timetable credit. The curricular gap is accentuated without there being a cognitive deficit. Both the absentee and the class-group to which he/she belongs feel that they do not share common references, and the concept of belonging disappears.

Very serious absenteeism: In this case, unjustified absences exceed 50 % of the time credit. There are hardly any links left to motivate attendance. Uprootedness prevents the absentee from developing personal and group relationships in which to share identity references. They cannot negotiate their self-esteem in the school context and will react by rejecting the educational environment.

Community
of Madrid

Absenteeism: This is the absence of a pupil from school without a justified cause and during the compulsory school age.

Extremadura

School absenteeism: the regular non-attendance at educational centres of school pupils, either by the minor or by their parents or legal guardians.



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Types of truancy:

Out-of-school: when pupils of compulsory school age are not enrolled in any school.

Absolute: when pupils of compulsory school age are enrolled but never attend school.

Chronic: when the enrolled students do not attend the school on a regular basis.

Punctual or intermittent: when students do not attend school on certain days or in certain areas.

Seasonal: when students do not attend school at certain times of the school year.

Passive: when the pupil attends the centre but shows a behaviour of disruption and/or boycott in the teaching-learning process.

Significant absenteeism: the situation of those students enrolled in an educational centre who accumulate a number of absences equivalent to 25% of the monthly school time and who are not adequately justified, in the opinion of the tutor.

Balearic
Islands

Truancy for Pre-school, Primary and Special Education:

Sporadic absenteeism: students who are occasionally absent from class, up to four days per month. If these occasional absences are repeated the following month, it will be considered intermittent absenteeism.

Intermittent absenteeism: students who are absent one day or more per week or who are absent four days per month. The tutor must initiate the absenteeism protocol. If these absences are repeated, it becomes chronic absenteeism.

Truancy for Secondary and Special Education:

Chronic absenteeism: pupils who miss half or more days of school in a month.

Sporadic absenteeism: students who occasionally miss up to 24 class sessions per month. If these occasional absences are repeated the following month, it is considered intermittent absenteeism.

Intermittent absenteeism: students who miss more than 6 teaching sessions per week or more than 24 teaching sessions per month. The tutor must initiate the absenteeism protocol. If these absences are repeated, it becomes chronic absenteeism.

Chronic absenteeism: pupils who miss half or more school hours per month.

Absence from school is excused in the following cases: Illness of the pupil (more than 4 days per month medical justification will be required); Vulnerable pupils in COVID-19; Appointment of the pupil with the paediatrician or a specialist; Hospital admission; Death or serious illness of a family member; Processing of official documents, presentation for tests or exams, court summons; and other justified absences that the teaching team agrees as valid and are not repeat offenders.

Junta de
Galicia

Absenteeism: absence from school without a duly justified cause of a pupil of compulsory school age. To be considered absenteeism, this absence must exceed a minimum of 10 per cent of the monthly school timetable.

Protocol for intervention in the event of absenteeism: an educational instrument that describes, specifies and contains a set of coordinated



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actions that are activated when a case of absenteeism occurs, with the aim of guaranteeing the pupil's attendance at educational centres.

Pupil truancy: absence from school due to the non-attendance of a pupil during a complete class session. Absences not duly justified will be counted for the quantification of a possible absenteeism.

Justifiable absence when: appointments that imply an inexcusable duty, being justifiable for the necessary time; death or serious illness of a first or second degree relative, processing of official documents, presentation to exams and official tests or similar, being justifiable for the necessary time; indisposition, being justifiable for up to two school days; illness, being justifiable during the time of medical prescription.

La Rioja

Truancy: the habitual and unjustified non-attendance at school, or lack of attendance at class by pupils.

Continued absenteeism: often leads to failure, which in turn can lead to drop-out.

Early school leavers: this includes pupils who, although they have completed ESO, do not manage to obtain a qualification at a later level, such as the baccalaureate and/or an intermediate cycle.

School failure: those students who have failed to graduate from ESO.

Types of absenteeism

Slight absenteeism. This is selective absenteeism of a sporadic or intermittent nature that manifests itself in the form of unjustified or inappropriate lateness or absence from certain class hours or full days.

Serious absenteeism. Absenteeism becomes chronic with unjustified or inappropriate absences, with the consequences that this entails. The curricular mismatch is accentuated. Both the absentee and the class-group to which he/she belongs feel that they do not share common references, and the concept of belonging disappears.

Very serious absenteeism. This unjustified or undesirable absence prevents the absentee from establishing personal and group relationships where they can share references that identify them with their classmates. A rejection of the educational system is produced. The curricular gap increases notably. When this stage is reached, it is difficult to find new channels for educational inclusion.

Out-of-school/not enrolled: persons of school age who have never attended school or have not enrolled in time in any public, publicly funded and/or private educational institution.

Classification according to the number of absences per month:

Absenteeism rate	Mild (4-5 days)	Severe (6-11 days)	Very severe (+11 days)	Unschooling/Drop ping out of school
Primary Ed.	20-25 hours	26-55 hours	+55 hours	100% days



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	Secondary Ed.	24-30 hours	31-66 hours	+66 hours	100% days
Basque Country	Out-of-school: the situation of children of compulsory school age (6-16 years) for whom enrolment in an educational institution has not been formalised. Absenteeism: lack of attendance at the educational centre without a justifiable cause, consented to or encouraged by the family itself or by the student's own will, in the case of pre-adolescents and adolescents. Absenteeism rate: percentage of unexcused absences in a monthly period. Cumulative absenteeism: percentage of absences over the total number of school days in the school year (175). Corrected absenteeism: number and percentage of pupils who, having been absent one school year, cease to be absent the following year. Absenteeism rate: percentage of absent pupils and students within the total number of pupils in the centre. This rate will be obtained by educational stages.				
Region of Murcia	Truancy: unjustified absence from school. Vertical intervention: those actions against absenteeism and school drop-out that need to be carried out from the second cycle of Pre-school Education, with a preventive character, up to Primary Education and Compulsory Secondary Education. It is considered a Horizontal intervention: when the actions focus on the problems of absenteeism and school dropout from the point of view of educational and social co-responsibility with the situation of the pupils, from the coordination, intervention and monitoring by the Regional Ministry of Education, Universities and Employment and with the collaboration of other entities and public administrations, among which the Town Councils of the Region of Murcia stand out as fundamental agents of educational attention.				
Autonomous City of Ceuta	Truancy: the failure of school-age pupils to attend school regularly. <u>Types of absenteeism</u> High absenteeism: when absence from school exceeds 50% of school days. Average absenteeism: when absences are between 25 and 50%. Low absenteeism: when the repetition of absences is below 25%.				
Autonomous City of Melilla	Reduce early school leaving: increase the number of young people who complete compulsory secondary education and continue their studies in baccalaureate or intermediate training cycles.				



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