



ROUND TABLE · INSA CONFERENCE 2026

A national public-private partnership for school attendance

Civil society, academia and the public sector coordinated to protect educational pathways in Chile

No single institution can solve school absenteeism alone

After the pandemic, attendance ceased to be an issue for individual schools and became a system-wide challenge. In Chile, the response was to build a network.

AGENDA FOR THIS ROUND TABLE

1 Context

What is happening with attendance in Chile and what we are prioritising for 2026.

2 The network

How it came about, who is part of it and how the INSA Chile Network works.

3 The exchange

What lessons from this experience could be useful in other contexts.

01 How is school attendance in Chile?

The trend improves year on year, but the starting point remains high.

A quick look at the Chilean school system

COMPULSORY STAGE

Education Early years education

Pre-kindergarten and
kindergarten
4 to 5 years

Education Primary

1st to 8th year
6 to 13 years

Education Secondary

1st to 4th year
14 to 17 years

Education Tertiary

Higher education
From the age of 18

The network brings together initiatives across all school levels. Evidence shows that the attendance challenge begins well before Year 1 of primary school.

How school attendance is measured in Chile

A common scale makes it possible to target efforts, compare and take action in good time

97% or more

Outstanding attendance

Consistent participation, lower risk of falling behind and greater continuity in learning.

Over 90% and below 97%

Normal attendance

Adequate attendance; requires follow-up to prevent it from declining.

CHRONIC ABSENTEEISM

Annual attendance below 90%

Above 85% and up to 90%

Repeated absence

Begins to affect continuity of learning; requires support and guidance.

85% or less

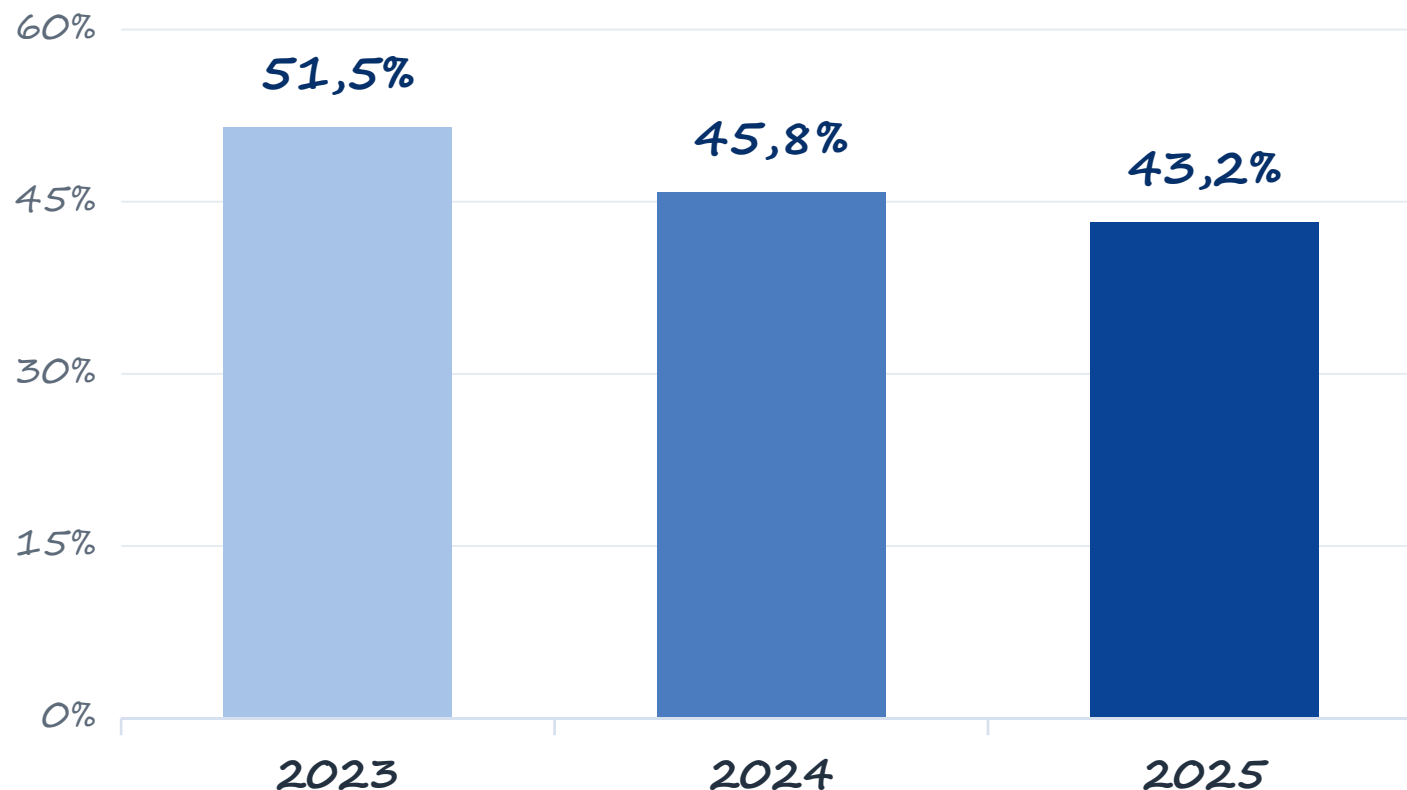
Serious absenteeism

High risk of affecting performance; requires priority intervention.

Source: Ministry of Education and Education Quality Agency.

Chronic absenteeism is falling, but remains above 40%

Repeated, severe and critical absence grouped into a single indicator · March to December, 2023–2025



-8.3 pp

decrease in chronic absenteeism
between 2023 and 2025

WHAT MAKES UP THE INDICATOR

● Repeated absence	17,4% → 16,5%
● Severe absence	29,3% → 23,1%
● Critical absence	4,8% → 3,6%

The decrease is mainly explained by
the fall in severe absence (-6.2 pp).

Prepared by Fundación Educacional Oportunidad based on Figure 2 «Attendance categories from March to December, 2023, 2024 and 2025» (Ministry of Education). The indicator groups repeated, severe and critical absence, i.e. attendance below 90% annually.

02 How did the INSA Chile Network come about?

From an international evidence network to a national alliance working in the field.

INSA: an international network for school attendance

The International Network for School Attendance addresses problems with school attendance

19
countries

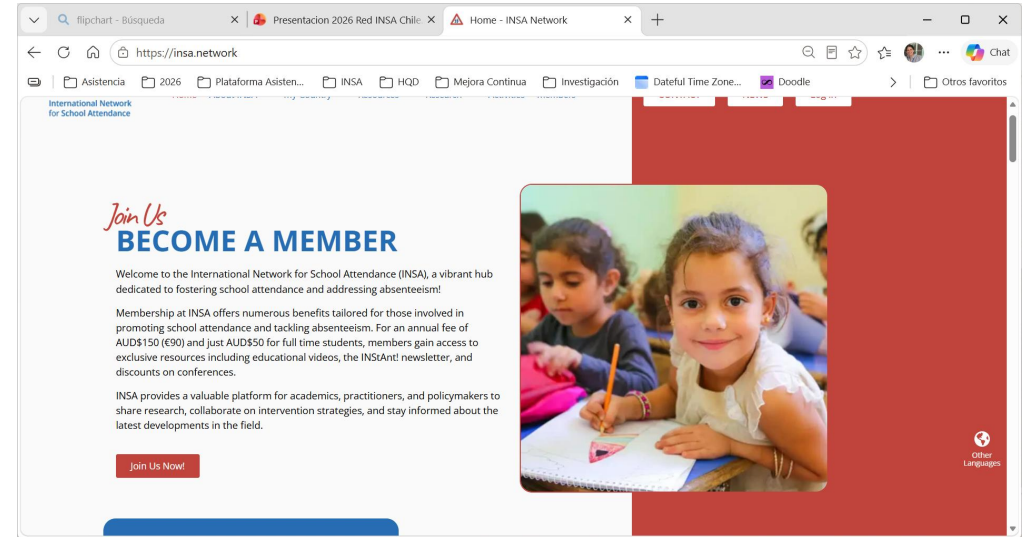
work together within the International Network for School Attendance (INSA).

2018

Since that year, INSA has collected, generated, evaluated and disseminated information, evaluations and intervention strategies.

1st
in Latin America

Chile is the first country in the region to join the international network.



A membership that opens doors

Belonging to INSA provides access to evidence, tools and networks of researchers and practitioners from around the world, and makes it possible to bring that experience into the national debate.

The journey towards the national network

Fundación Educacional Oportunidad at INSA, 2021–2023: evidence, publications and contacts

2021

Melbourne, Australia

The Fundación's first oral presentation at the INSA conference: reducing chronic absenteeism in early childhood education, using data from the Ministry of Education from 2011–2017.

2022

Orbis Scholae Journal

Article in the special issue organised alongside INSA, on universal collection, open access and innovation in the use of attendance data in Chile.

2022

Egmond aan Zee, the Netherlands

Workshop and presentation at the INSA conference: data plus teamwork with the community as a formula for effective interventions.

2023

My Country Chile

The Foundation takes on the role of positioning Chile within the network: it contacts government, academic and civil society organisations and invites them to share initiatives and

International engagement did not begin with the national network: it preceded it and made it possible.

2023: the INSA Chile Network is established

Organisations from the public, academic and civil society sectors with a shared commitment



“Promote school attendance and protect educational pathways in Chile.”

Public sector

Ministries and services that define policy and data.

Academia

Research centres that provide evidence and evaluation.

Civil society

Foundations that implement and provide on-the-ground support.

Leading institution: Fundación Educacional Oportunidad

Reach of the INSA Chile Network in 2026

Presence throughout the country, from Arica and Parinacota to Magallanes



16

Regions

+270

Communes

1.616

Schools and
nursery schools

144.187

Girls and boys

A network with national scale

The joint work of member institutions makes it possible to reach nursery schools and schools throughout the territory simultaneously, with common strategies and comparable data.

Each institution contributes its existing capacity: the network multiplies its reach without duplicating structures.



Strategic priorities 2025–2026

Three lines of work that structure the network's agenda

Priority 1

Good practices

Identify, collect and disseminate good practices and effective evidence-based strategies.

Priority 2

Training

Create opportunities for reflection and theoretical and practical updating: discussion forums, talks and seminars.

Axis 3

Advocacy

Promote the value of school attendance and influence public policy in Chile.

The three axes reinforce one another: evidence informs training, and training supports advocacy.

03 What have we achieved?

From the initial agreement to tangible results in each of the three axes.

Achievements of the INSA Chile Network by axis

1

AXIS 1

Good practices

Selection and dissemination of good practices at multiple levels, identified through a compendium shared on the network's website.

2

PILLAR 2

Training

Multiple training sessions to increase the effective use of strategies and school attendance data. Training on the dissemination, assessment and use of "Chile Presente"

3

PILLAR 3

Advocacy

Studies, campaigns, seminars, strategic meetings with authorities and participation in international conferences.

Milestones that show how the network works

“Every day counts” seminar: school attendance in the public conversation



60

participants in
the face-to-
face workshop

383

attendees at
the in-person
seminar

620

streaming
connections

44

press mentions

38 digital media outlets · 4 TV
interviews · 1 radio interview · 1 in
the print press

Milestones that show how the network works

2026 · Online training for teams across the country

 Red de Asistencia Escolar Chile

INVITACIÓN

Fortalece tu análisis de datos de asistencia, para apoyar y promover la continuidad educativa de tus estudiantes.






martes
18
agosto
2026


Online
(zoom)


15:00 a
17:00 hrs.

INSCRÍBETE AQUÍ



2026

Online training for teams

≈300 participants in the online workshop sessions

The open sessions reach teams across the country and sustain training throughout the year, not just at one event.

The seminar opens up the public conversation; online training turns it into embedded capacity.

The international network, present in Chile

Four leading figures from INSA have worked with the Chilean network between 2024 and 2026

2024

David Heyne

The Netherlands

Co-founder and former president of INSA.

2025

Lisa McKay-Brown
Australia

INSA executive team and member of the Australian branch.

2025

Carolina González
Spain

Co-founder and member of the scientific committee; coordinator of the 2026 Alicante biennial conference.

2026

Patricia Graczyk

United States

Education and public policy committee; expert in implementing strategies and using data with a pyramidal model.

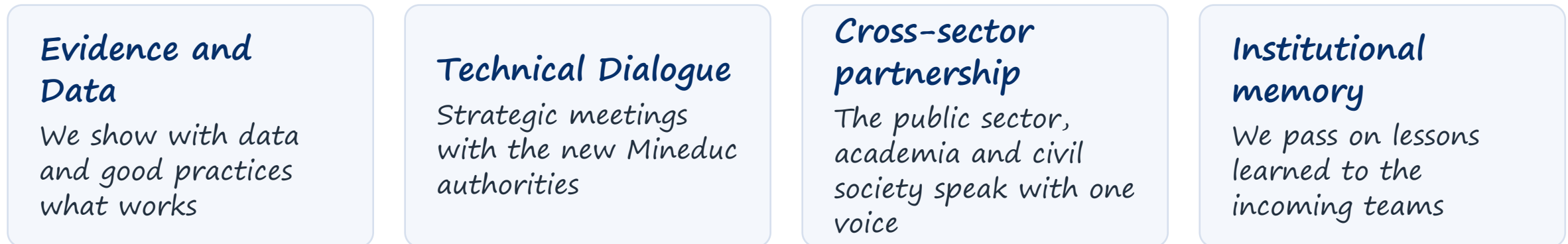
Each visit results in training for teams, institutional links and the issue's presence on the public agenda.

Main achievement: policies that transcend governments

In the face of a change of government, the network maintained continuity in the progress made in attendance



HOW WE DID IT



04 What are the main challenges?

What the network prioritised for the next work cycle.

Challenges for the INSA Chile Network by area

What the network prioritised for the next work cycle

1 Good practices

Disseminate the good practices selected by the network throughout 2026.

2 Training

Increase in-person training sessions with the teams.

3 Advocacy

Expand the network's advocacy through activities with national and international reach.

KEY CHALLENGE

Ensure the commitment of all institutions to sustain the proposed actions.

Governance and sustainability of a network whose work is unpaid

Four lessons that could be useful to other networks

What building and sustaining an intersectoral alliance has taught us

1 A leading institution, not a hierarchy

Coordination needs someone to maintain the agenda and convene; everyone else contributes from their role and existing capacity.

2 Cross-sector collaboration with clear roles

The public sector contributes policy and data, academia provides evidence and evaluation, and civil society delivers implementation on the ground.

3 International evidence translated into the local context

What comes from INSA is adapted to the structure of the Chilean system and the indicators used to measure attendance here.

4 Influence is built by accumulating milestones

Studies, seminars, campaigns and meetings with authorities collectively build the issue's presence on the public agenda.



Red de **Asistencia
Escolar Chile**

Thank you very much

www.insachile.cl

INSA Chile Network · Subsidiary of the International School Assistance Network