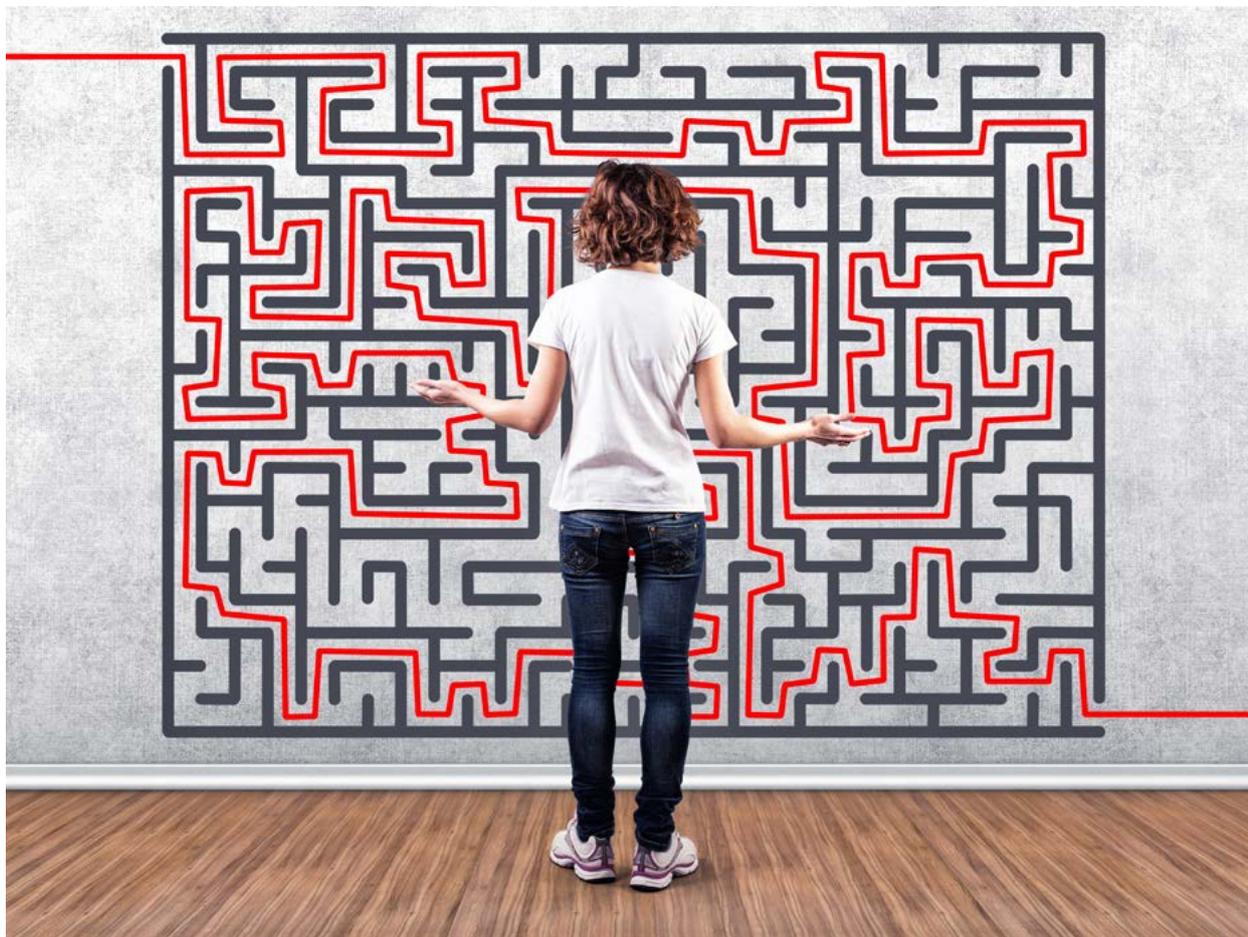




Erasmus+



REPORT on the STATE OF THE ART

2015

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Introduction

Early School Leaving is a serious issue and a great challenge for local communities, which needs to be faced with coordination and common strategies from the diverse stakeholders in the field. The fight against Early School Leaving (ESL) is not only fought by schools. Other actors in the community also play a crucial role in reducing early school leaving and improving learning and career choice. Currently there is a plurality of guidance actions and providers, both public and private, but often not all services cooperate with the others and many resources are not available for the main targets groups.

The Guiding Cities project, financed by the Erasmus+ Programme, is based on the idea of improving the role of the local authorities for the coordination and the implementation of guidance services.

High rates of Early School Leaving and of Youth Unemployment produce a significant increase of the demand of information and guidance services. Only a new model of “Guiding Cities” can foster and provide the best resources and the best skills to help people to make better education and career choices and to reduce ESL and social exclusion.

The project is promoted by an international consortium that includes 8 partners from 4 European Countries, but the aim is to enlarge this strategic partnership involving other public and private organizations, local authorities, schools, professional bodies, institutions that provide research, training and guidance services.

The Guiding Cities consortium includes

- In Spain: DEP Institut (Barcelona) and the Diputació de Barcelona (Barcelona).
- In Italy: Centro Studi Pluriversum (Siena) and Mediaera (Rome).
- In Greece: ISON Psychometrica (Athens) and Gymnasio Thrakomakedonon (Thrakomakedones).
- In Romania: Institutul de Stiinte ale Educatiei (Bucharest) and Step by Step Center for Education and Professional Development Association (Bucharest).

The consortium is the outcome of the synergies generated by partners in different contexts for facing similar challenges - high rates of ESL - and for reaching common goals to ensure the development of the highest quality of career guidance within local services and within schools to detect and assist young people at risk.

One of the headline targets of the European Commission is the reduction of the number of early school leavers to less than 10%. Based on the 2013 Labour Force Survey (Eurostat, 2013) the Early School Leaving rate in Spain is the highest in the European Union at 24,1%, while Italy (17,1%), Romania (17.4%) and Greece (13.1%) also have high rates and situations of great risk of exclusion. The project started from these ESL rates to understand and improve the role of the local guidance systems, analyzing the best practices in different contexts and for developing new models of coordination and improvement of services and resources.

The **Guiding Cities** project aims to join policy makers and stakeholders within the field of education and guidance to map and create a model of guidance to respond to the complex needs in the fight against Early School Leaving (ESL).

In this perspective, the project aims to:

- Analyze guidance actions and services in 4 countries within different contexts through country-based focus groups with stakeholders in education and guidance.
- Develop a Guiding Cities Model and Checklist which can map different possible actions, actors and needs of a community relative to guidance and lifelong learning.
- Establish and manage Working Groups and elaborate a survey of best practices, involving local and national stakeholders.
- Publish the Guiding Cities Model and a list of links to resources and practices for each type of action and each target group.
- Test the Guiding Cities Model and Checklist-benchmarking tools with a number of communities and organizations in each country.

This project aims also to improve the professional development of both local technicians delivering municipal services and guidance practitioners working in the school education sector. It also strives to develop strategies to improve the quality of careers education and careers development in the classroom through the analysis of existing activities and resources, and developing a model of guidance and materials for the local community.

The project will promote a holistic and coordinated approach to guidance and education at the local, even school level, with a vision of the best practices in Europe.

This publication is the result of the initial survey on guidance needs and it will offer an overview of the emerging needs in this field and it will map the set of guidance services and activities provided at local level in the partner countries.

This survey has been developed to collect information and experiences to better articulate, harmonize and strengthen the guidance resources, actions and services.

More information and resources are available on the project website: www.guidingcities.eu.



The state of the art of guidance in Europe

Education and Career guidance is a crucial component of modern education and training systems to empower younger generations towards the acquisition of 21st Century Skills.

European Commission considers education and career guidance as a key measure against early leaving¹. As practice to support students' choice of education and career path, it has been identified by the large majority of European countries as one of the key measures to address early leaving. In most of them, guidance is an important element in prevention, intervention and compensation activities.

The main objectives of guidance include providing students with support, informing them about the choices open to them and developing the skills they need to make decisions about future education and work.

Education and career guidance is traditionally delivered through school-based guidance services, which often deal with students who are in need of support or may already be at risk of leaving education and training early. However, a great number of countries are now including guidance in the curriculum. This arrangement makes it accessible to all students and supports its use as a prevention measure. Both forms of provision have therefore important functions for making guidance a more effective tool for addressing early leaving.

Education and career guidance also plays an important role for those who have already left education and wish to re-enter the system. The report demonstrates that most European countries consider guidance to be a compensation measure and an essential part of the policies to provide opportunities for early leavers. Thus, guidance is delivered mainly through second-chance education programmes or at the point when

¹ European Commission/EACEA/Eurydice/Cedefop, 2014. Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures. Eurydice and Cedefop Report. Luxembourg: Publications Office of the European Union.

students re-enter mainstream education.

The European strategy fosters a lifelong perspective of guidance to promote lifelong learning and to improve the employability of all citizens. Lifelong guidance refers to a range of activities that enable citizens of any age, and at any point in their lives, to: identify their capacities, competences and interests; make meaningful educational, training and occupational decisions; and manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used. Lifelong guidance is provided in a range of settings: education, training, employment, community, and private.

Lifelong guidance has been receiving increasing attention at both European and national levels: two Resolutions of the Education Council (in 2004 and 2008) have highlighted the need for quality guidance services throughout the lifespan to equip citizens with the skills to manage their learning and careers and the transitions between and within education, training and work. Guidance is recognized as a crucial dimension of lifelong learning, promoting both social and economic goals: in particular, improving the efficiency and effectiveness of education, training and the labour market through its contribution to reducing drop-out, preventing skill mismatches and boosting productivity; and also addressing social equity and social inclusion. In particular, the Resolution on better integrating lifelong guidance into lifelong learning strategies (2008) reinforces the mandate that lifelong guidance currently has in European education, training and employment policies. It also reflects the key role that high quality guidance and counselling services play in supporting individual lifelong learning, career management and achievement of personal goals.

The resolution identifies four politically significant priority areas:

Priority area 1. Encourage the lifelong acquisition of career management skills (CMS).

Priority area 2. Facilitate access for all citizens to guidance services.

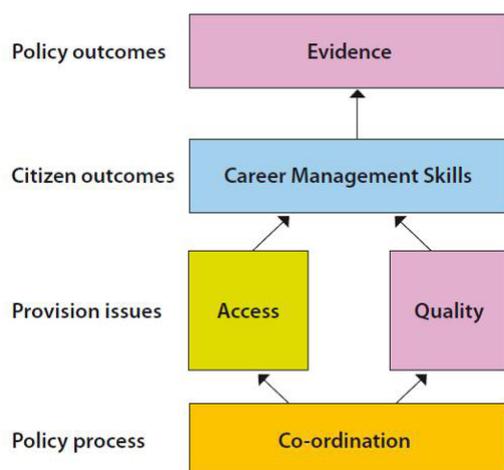
Priority area 3. Develop quality assurance in guidance provision.

Priority area 4. Encourage coordination and cooperation among the various national, regional and local stakeholders.

Member States were invited to take action to modernise and strengthen their guidance policies and systems. Since 2009, some EU Member States have been working on the development of career guidance systems and on national frameworks of career management skills (CMS) as a key concept to prepare people for the new challenges of a dynamic labour market.

The European Lifelong Guidance Policy Network (ELGPN) printed in November 2012, is a European Resource Kit to help policy-makers and other stakeholders to review existing lifelong guidance provision within their country or region, and to identify issues requiring attention and gaps that need to be filled, drawing from practices in other European countries.

The relationship between these four areas is outlined by the experts of the ELGPN in the following figure.



The role of the co-operation and co-ordination mechanisms is to address the policy process at any level, for ensuring the highest access to guidance services and the highest quality standards and evidence base results of the guidance services.

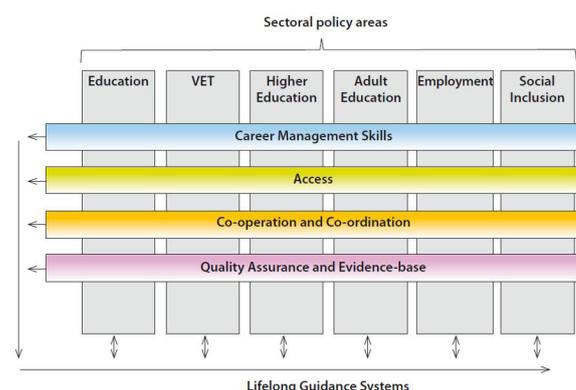
These are key cross-sectoral policy issues and they are connected with the evidences of effective results for each person (in terms of career management skills acquired) and for the systems (in terms of levels of employment, education, social inclusion).

Co-operation and co-ordination mechanisms play the central role in the model, to support strong interfaces with different sectoral policy developments in six main areas:

- Schools.
- Vocational education and training (VET).
- Higher education.
- Adult education.
- Employment.
- Social inclusion.

Co-operation and co-ordination mechanisms should build the bridges between the 4 priority areas and the 6 sectoral policy areas as shown in the following figure:

- Policy issues (transversal).
- Questions that policies need to address (transversal).
- Policy steps (transversal).
- Implications for policy sectors.



In this model it is important to note that even where guidance services are located within sectors (as they often are), they are concerned with helping individuals to move across sectors. The role of regional and local authorities becomes crucial to ensure the cooperation among different areas and



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sectors and the whole coordination of this complex system, to provide the best guidance service to meet the needs of each person during his/her lifespan.

Coordination at regional and local levels should create and manage pivotal linkages across sectors to provide efficient and coherent guidance services.

In an attempt to improve co-ordination and coherence in policies and systems for guidance provision, most European countries face the challenge of fragmentation and the self-referentiality of main institutions and organisations. Different lifelong guidance services have their own history, aims, methods and budgets: they work in structural silos and cooperation locally is not a priority. Nonetheless, they are responsible for providing guidance to all people in a lifelong perspective, which ideally would imply a seamless and coherent system.

The document from ELGPN fostered policy-makers and stakeholders, at any level, to review their guidance policies and to evaluate and improve the quality of their guidance services, resources and programs.

In this prospect, the Guiding Cities project aims at producing new tools and models for the policy makers, guidance practitioners and stakeholders to improve the coordination within regional and local guidance systems.

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Analysis of the state of the art of guidance within the Countries involved in the Guiding Cities project

The "Guiding Cities" project has been built upon the Report *"Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures"* by Eurydice and Cedefop (2014) and upon the approach and the proposals of The European Lifelong Guidance Policy Network (Lifelong Guidance Policy Development: A European Resource Kit, 2012) to help regional and local authorities and stakeholders to review existing lifelong guidance provision and to improve the quality and the coordination of local career guidance systems.

The project started from the analysis of the state of the art within education and career guidance in different contexts, involving all project partners and national and regional stakeholders.

The analysis of guidance actions and emerging gaps has been carried on in 4 countries within different contexts through country-based focus groups with stakeholders from education and guidance systems. It aimed to reflect upon the state of the art of the current guidance activities and the needs in order to address the needs of different target groups and to prevent early school leaving.

On the basis of this initial analysis the project consortium elaborated the "Guiding Cities Model" for mapping and fostering different possible actions, actors and resources within the communities relative to guidance and lifelong learning.

One of the main aims of the project is to collect best practices to improve the training resources and to develop pedagogical skills of guidance practitioners, teachers and other school staff responsible for careers learning and career management skills development.

The analysis of guidance activities in different countries was aimed to define and create a common framework that includes individual maps/models of guidance for each participating country and a

meta-level model. This phase has included focus groups in 4 contexts with several stakeholders (teachers, guidance practitioners, local technicians, coordinators and decision makers) within the city/community responsible for education and guidance.

The project staff prepared guidelines for each partner to lead and manage the focus groups, with a list of questions and issues useful for collecting information and experiences.

The list was based on the main quality approach of the ELGPN Resources Kit, that underlines some principles for lifelong guidance provision.

The principles are the following:

Centrality of the beneficiary

Independence – the guidance provided respects the freedom of the career choice and personal development of the citizen/user.

- **Impartiality** – the guidance provided is in accordance with the citizen's interests only, is not influenced by provider, institutional and funding interests, and does not discriminate on the basis of gender, age, ethnicity, social class, qualifications, ability etc.
- **Confidentiality** – citizens have a right to the privacy of personal information they provide in the guidance process.
- **Equal opportunities** – the guidance provided promotes equal opportunities in learning and work for all citizens.
- **Holistic approach** – the personal, social, cultural and economic context of a citizen's decision-making is valued in the guidance provided.

Enabling citizens

Active involvement – guidance is a collaborative activity between the citizen and the provider and other significant actors (e.g. learning providers, enterprises, family members, community interests) and builds on the active involvement of the citizen.

Empowerment – the guidance provided assists citizens to become competent at planning and managing their learning and career paths and the



transitions therein.

Improving access

- **Transparency** – the nature of the guidance service(s) provided is immediately apparent to the citizen.
- **Friendliness and empathy** – guidance staff provide a welcoming atmosphere for the citizen.
- **Continuity** – the guidance provided supports citizens through the range of learning, work, societal and personal transitions they undertake and/or encounter.
- **Availability** – all citizens have a right to access guidance services at any point in their lives.
- **Accessibility** – the guidance provided is accessible in a flexible and user-friendly way such as face-to-face, telephone, e-mail, outreach, and is available at times and in places that suit citizens' needs.
- **Responsiveness** – guidance is provided through a wide range of methods to meet the diverse needs of citizens.

Assuring quality

- **Appropriateness of guidance methods** – the guidance methods used have a theoretical and/or scientific basis, relevant to the purpose for which they are used.
- **Continuous improvement** – guidance services have a culture of continuous improvement involving regular citizen feedback and provide opportunities for staff for continuous training.
- **Right of redress** – citizens have an entitlement to complain through a formal procedure if they deem the guidance they have received to be unsatisfactory.
- **Competent staff** – staff providing guidance have nationally accredited guidance competences to identify and address the citizen's needs, and where appropriate, to refer the citizen to more suitable provision/service.

The Guiding Cities consortium analyzed the current state of guidance activities within their context. The analysis collected information, data and descriptions

of services about: types of services, guidance services specifically directed at Early School Leavers or those at risk of ELS, targeted services for other specific groups, actors involved in the organization and implementation of guidance activities.

The focus groups in Spain, Italy, Romania and Greece aimed at collecting information and holding discussions with stakeholders using the following script:

1. Is there an area or department that has the responsibility to coordinate the services and/or resources that are offered in the field of guidance in the city/region/country?
2. Which actors provide guidance in your country? Who are the main actors/stakeholders?
3. Is there any coordination between the different actors that provide guidance in your country?
4. Is there a specific space and/or website where the guidance actions, services, resources of the city/region/country are collected?
5. Which agents/institutions offer guidance services and/or resources to citizens? Who are the users/clients and which type of services and/or resources do they offer?
6. Are there services specifically directed at Early School Leavers or those at risk of Early School Leaving? What type of services are offered and by what type of agents/institutions?
7. Has the city/region/country incorporated guidance in its governance plan (as a strategy, action...)?
8. How would you describe the weight or percentage of services that are delivered through ICT versus face-to-face methodologies?
9. Are there any projects or initiatives that can be of interest to the Guiding Cities project: focused on benchmarking, coordination of guidance services in a community or reducing early school leaving?
10. Any other comments which are important to understand the state of the art of guidance services in your context, especially in reference to Early School Leaving?

In the following pages, this report will collect some of the main elements emerged from the local focus groups. This work aims at describing the state of the art and at providing information for implementing the Guiding Cities project. This report starts with a general description of the different contexts and guidance systems at national and local level.

Greece

The first attempt of the Greek state to provide vocational guidance services to all citizens was made in 1950. The effort was undertaken by the Manpower Employment Organization (OAED), but soon faded and was abandoned. In 1976, study and vocational guidance was introduced in the educational curriculum, till nowadays it is a lesson for the students in 3rd grade of gymnasium. In 1997 centers for CG for students were created, which are staffed by trained teachers, whereas for adults, special groups and unemployed persons there is OAED under the supervision of the Ministry of Labour. In 1997 the National Centre for Vocational Guidance (EKEP) was also established which was incorporated in the National Certification Organization and Vocational Guidance [EOPPEP] in 2011. From 1999 until 2010 career guidance in Greece was well organized, and operated at a satisfactory level providing service both to students of schools and universities and to unemployed with great results. Unfortunately, in the last 4 years, Career Guidance Services have been reduced due to the financial crisis, but there are still attempts for its sustainability.

Italy

There is a long tradition of career guidance in Italy. In the past, main activities were dedicated to young people and organized within the schools and within the vocational training systems. Since 1997 most guidance services for young and adult people were included in employment policies and provided by the Public Employment Services at the regional and local level (Decree 469/97 - Decentralization

of employment services through the transfer of responsibilities from the state to the regions and - in particular - to the Provinces).

Only in recent years, Italy has defined a national lifelong guidance system (2012) and issued National Guidelines (2013), agreed between the Ministry of Education, the Ministry of Labour and the Regions that according to the Constitution since 2001 hold this institutional function. The National Guidelines establish the right of Lifelong Guidance for all citizens and define five main functions of guidance: 1) Career Education > learning Career Management Skills (CMS). 2) Information > meeting the information needs of citizens and guidance stakeholders with reliable information resources. 3) Supporting transitions > providing help and advice to citizens to reach learning and career goals and to manage of the process of change. 4) Guidance counselling > design of a career lifespan. 5) Functions of management of system > development of networks and quality standards, training and updating of career guidance practitioners.

Guidance is becoming a main strategy to support the transition from education to work and to reduce Early School Leaving. Schools and Public Employment Centers are in charge of reducing early school leaving and promoting employment and training of young NEETs.

Romania

In Romania guidance has existed since around the 1940s, although it has undergone major changes since 1990, after the fall of the communist regime. The needs of users have completely changed, since the labour market became free. During the communist regime, the range of professional options was limited, but the path was clear and jobs were secured for everyone. In contrast, the new social and economic organisation gave rise to a growing number of opportunities, but also to uncertainty and in a certain degree, to unemployment. Graduates of secondary or tertiary education were no longer automatically assigned to a job, but needed to find



themselves a job, a task for which many Romanian youngsters were left unprepared. Societal changes also led to confusion within the education system, which has known and still faces many reforms and abrupt changes, for which teachers, pupils and parents report as being ill prepared. School failure and school abandonment became an issue, the same as unemployment became hard to manage by the labour system. To tackle these problems, since 1990, school and university counselling offices have been opened. Employment agencies have started to offer guidance for job seekers, NGOs have become active in the fields of guidance and school abandonment, major universities have created Master degree programmes in guidance and counselling and step by step, legislation came in to place. Many changes and improvements still need to be done, but we can say that Romania has come a long way in the field of guidance in the last 25 years.

Spain

One of the first guidance institutions established in Spain, outside of the educational system, was the Social Museum (1908) in Barcelona, which aimed to provide professional guidance to workers for training purposes. This institution can be considered the first guidance service of Spain, which later expanded in 1914, to include a section through which young people received guidance on which professions were more aligned with their personality. The Law 14/1970, of August 4, General Education and Financing of the Educational Reform, is the first education law, which attempts to integrate guidance, but it isn't until the Organic Law 1/1990 of October 3, of the General Educational System (LOGSE), where guidance is incorporated with any quality within the educational system. In the 1990s, guidance departments were created in secondary schools to provide guidance to students on their academic and professional future, help in the decision making process to choose subjects, pathways, or how to transition to working life. In Spain, there is a decentralization of the guidance system, but the overall structure of the systems is similar through the 17 Autonomous

Communities. Two guidance subsystems coexist: one within the field of education and the other in employment. In the labor sector, employment offices have guidance counselors who provide guidance services. In education, guidance is provided at three different levels: at pre-primary and primary schools, at secondary schools and at universities.

Governance of guidance systems

One of the main problems is the fragmentation of governance and coordination of the guidance services. In many cases there are two or more Ministries with the same responsibility to provide career and educational guidance. There are also several levels of coordination among national, regional and local institutions and among sectors and systems (education, vocational training, employment services, social services, etc.).

There is a great need of governance and coordination in all contexts analyzed for improving the management of resources and budgets and for ensuring a high level of quality of services.

Often, the role of local administrations is to give support to schools in providing guidance and training teachers.

"Because the city government isn't the only one carrying out guidance activities, the schools are doing guidance and our role is to support the work that is being done by schools." (Focus Group in Barcelona)

In Greece the responsibility for administering career guidance services in the fields of education and employment lies with the Ministry of Education, and the Ministry of Labour, through the activities of EOPPEP, which is the National Organisation for the Certification of Qualifications and Vocational Guidance. The Ministry of Education is mainly responsible for the guidance offered to students of secondary school and at universities, whereas Ministry of Labour is in charge of the employment offices where adults can take CG services.

In Italy the new guidance system (National Guidelines for Lifelong Guidance, 2013) should guarantee access to quality services for all citizens throughout



the whole of life: in this perspective, the role of a territorial coordination became crucial to allocate resources and to provide technical assistance to all actors of the system (schools, employment centers, training institutions, guidance centers of the universities). This coordination role is played at the local level by the Regions that will define regional guidelines and will support the local guidance systems that include also the Provinces, the new Metropolitan Cities (10 main cities in Italy) and the Municipalities. The local guidance systems include the territorial offices of the Ministry of Education (Uffici Scolastici Regionali e Provinciali), schools, Universities and other Higher Education institutions, the Public Employment Services, the Vocational Training System. Each regional coordination is the responsibility of the Regions and it should monitor the guidance services and activities at the regional level for covering all functions based on the demand and the guidance needs of the population at any age.

In Romania, there is not yet a national coordination but there are several coordination activities at the sectoral level. The coordination in the educational sector is at county level. Guidance services in the educational sector are coordinated by the County Centres for Educational Resources and Assistance (CERAs), which coordinate school counselling offices, speech therapy offices and school mediators and the County psycho-pedagogical assistance centres (PPACs), which coordinate school counsellors. Guidance services in the employment sector (Centres for information and guidance in career) are coordinated by ANOFM (National Agency for Employment). There are also private providers of guidance services and NGO's, which are not under the coordination of any external body.

In Spain there have traditionally been two guidance subsystems: one for education and the other for employment. Employment offices have guidance counselors who provide services and in education guidance is provided at three levels (pre-primary and primary, secondary schools (compulsory education, baccalaureate, VET) and at universities).

The different levels the organisations with the

responsibility to coordinate guidance services are the following: Guidance services within the educational system; Educational administrations and schools; Regional educational administrations; Local governments and other institutions; Guidance services within the employment system; Educational administrations and schools; Regional educational administrations; Local governments and other institutions; Guidance services provided by employers and trade unions; Guidance systems provided by private organizations; Guidance services provided by NGOS, foundations and other organizations.

Actors within guidance systems

There are several actors, both public and private, within national and local guidance systems that provide resources and services. Some of them play a central role and meet the needs of a high number of users. Most of the other actors are institutions (such as schools or universities) or organizations (training centers, associations) that provide guidance mainly to their students or members.

In Greece, the main actors are: the Ministry of Education, through the department of Vocational Guidance and Educational Activities and through the Pedagogical Institute's Sector of School Vocational Guidance. In the field of employment services the responsible body is OAED, an organisation of the Ministry of Labour, which is in charge for issues of employment. There is also the NGO called IEPAS – Institute for Career guidance & Counseling that is responsible for conducting research on counselling services, designing and implementing actions of counselling and implementing career guidance programs. Furthermore, among the main actors in CG, there are private enterprises, schools and universities.

In Italy, career guidance is mainly provided by the Public Employment Services at the regional and provincial level, following national guidelines. Most schools provide information to students and families. Also guidance services of Universities often offer information and advice regarding mainly on their

own training pathways. A number of municipalities have also established Youth Information Centers and guidance centers.

In Romania, the main providers are: the Ministry of Education, through school counselling offices and university guidance centres; the Ministry of Employment, through Centres for information and guidance in career. Other secondary providers are: NGO's; Ministry of Justice, through Probation Centres; Local Councils, through the General Direction for Social Assistance and Child Protection; organization and companies from the private sector, through HR departments.

In Spain, the main actors/stakeholders include: Ministries (Education, Labour); Provincial and local governmental institutions; Schools; Professional associations; Foundations; Private enterprises; Universities; Trade Unions; NGOs. In pre-primary and primary school, there are psychological and learning guidance and special needs teams that work within schools to detect learning disabilities, provide school and teacher counselling (by external practitioners) and offer counselling to parents. In secondary school, similar services are provided by counselling departments and specialty teams. These departments are usually led by a psychologist or a pedagogue. Vocational Education and Training has specific resources for guidance. These resources include a specific department within schools dedicated to vocational and academic counselling that helps students transition into the labour market. Vocational students also take specific subjects related to career guidance and entrepreneurship and go through personal guidance interviews. University guidance centres or centres of employment guidance and information for university and graduate students (COIE) are services that are connected with public employment services and are aimed at students, graduates and companies.

Coordination and cooperation among actors

This is a weak point of the guidance systems and it is also connected with the lack of innovative models

and of technological resources for supporting coordination and cooperation among the guidance providers at any level.

The local network and the cooperation among local actors are fundamental factors for intercepting the emerging needs and for providing services to students at risk.

“You have to catch them in the moment, as soon as they leave. Once they are out of the system it is very difficult. How do we go looking for those who have left?” (Focus Group in Barcelona)

In Greece, there is no central coordination between the different actors, as they belong to different Ministries. The two main Ministries administer their services through EOPPEP. In this respect, EOPPEP acts as the coordination body, implementing systemic guidance interventions, which ensures the quality provision and the professionalization of career guidance, the networking among the different guidance stakeholders and the constant development of information, guidance and counselling tools and material for the guidance practitioners working in education and employment settings in the public and private sector.

In Italy, at the national level, there is the Commission on Guidance within the conference of Regions and it includes technicians and representatives from different institutions (Ministry of Education, Ministry of Labour and Regions). Each Region should promote the quality of the guidance services at the local level. Some of the Regions have established a Technical Group for guidance, involving schools, employment offices, guidance centers of the universities and other local actors. There is also the national network of guidance centers within the Euroguidance network, managed and coordinated by ISFOL (research institute of the Ministry of Labour) for diffusion of information and exchange of good practices at national level. Through an inter-regional project, named ASSIST (www.wikiorienta.it/assist), a group of Regions has developed a model and technological tools for improving the quality of the local coordination of the guidance systems.



In Romania, at the political and research level, the representatives from education and employment sectors cooperate in the field of lifelong guidance in the framework of the European Lifelong Guidance Policy Network (ELGPN). An important partnership was created in 2015 between relevant stakeholders at national level– public authorities and research organisations - under ReferNet, Cedefop’s European network. The representatives of the National Centre for the development of vocational education and training, Ministry of Education, Institute of Educational Sciences, Ministry of Labour, Institute of Research in the field of labour, National Qualifications Authority, National Agency for implementing the Erasmus Programme, contributed in 2015 to the country national report on VET system, including specific topics related to guidance and counselling.

While guidance and counselling practitioners recognize the importance of cooperating with other institutions on different levels, this has a long way to go before it becomes generalized practice. There are many projects and programmes on different topics (e.g. career development, motivation to learn, early school leaving, etc.) that involve policy makers, researchers and practitioners, but there have been very few examples of these instances being transferred at the national level. One cause for this situation is the lack of a coordinating body for guidance policy. Up to 2010, the Institute of Educational Sciences had a role in providing methodological support for school counsellors, who represent the largest group of counselling practitioners in Romania, but the Law of Education that came into force in January 2011, has removed formal links between the Institute and the school counselling system. Cooperation between services is strongly encouraged, but there are very few tools at the disposal of regular counselling practitioners to achieve this. In practice this means that most cooperation work tends to be done using predefined frameworks that tend to be a bit rigid. For example labour market counsellors do come to schools to present the labour market and unemployment legislation, but the information delivered tends to be the same regardless of employment perspectives

of the pupils attending the presentation. Similarly, the cooperation between school counsellors and higher education counsellors tends to be limited to bringing adolescents to universities when they have their “open days”. Also, one of the most prominent obstacles in the cooperation between guidance services comes from administrative divisions and funding opportunities. While the school counselling network has expanded considerably during the past decade (starting in the low hundreds and reaching over 2000 practitioners), the other networks (labour market, higher education and the private sector) have not kept up with demand. This means that except for the school counselling network, the other networks are very short on human resources that would be able to engage in cross sector cooperation.

In Spain, there is coordination for many projects and initiatives that combine different actors. At the municipal or county level there are examples of projects which require coordination among stakeholders like in the case of the School to Work Transition Network (Xarxa TET in Barcelona). Another example of coordination and collaboration can be found in the Vocational Education and Training Councils which combine many stakeholders in the community to provide guidance as well as a space to bring together the stakeholders to plan actions at a municipal level.

Resources

The role of information management and technologies (online database, dedicated web sites, social networks, etc.) becomes more and more relevant for ensuring the quality of guidance provision. Most of the actors manage their own websites, but they often provide only general and static information. There is a need for a wider and more efficient use of guidance information and resources, sharing investments and know-how.

In Greece, the website of EOPPEP is the only one that exist in central and national level, where guidance actions and resources are collected and that provides information on guidance, employment support and

other information services in Greece for all ages. Though, the website is not complete, nor updated: so whoever needs information has to search in several sites, according to the target group he/she belongs, or the kind of information the person is interested in receiving. In Italy, there are several national websites on education and work, but most of them mainly provide information and not guidance services. For students and families, there is a section of the portal of the Ministry of Education that offers information about schools and higher education and provides support for choosing the school or the university courses: <http://www.istruzione.it/orientamento/>. This website also provides e-guidance by e-mail. A group of experts from the Ministry answer by email the questions of students and parents concerning the choice of the school or university. Some Regions and Provinces have created web portals for supporting the regional guidance systems.

In Romania, at the level of CERAs (The County Centres for Educational Resources and Assistance) information is being centralized in the biannual activity reports of each counsellor and in the institutional annual report, which is advanced to The Ministry of Education. Still, the function of the activity reports is mainly administrative, and not that of sharing information with other practitioners. Within different projects financed by the European Social Funds, online platforms dedicated to guidance and counselling have been created and professionals had the opportunity to meet and exchange practices at conferences and seminars. There are email groups in which school counsellors exchange information and resources.

In Spain, at different levels of educational administrations there are resources. For example at the regional (Autonomous Community) level there are general education and guidance resources available through websites like "Study in Catalonia". There are also vocational education and guidance resources at the national, regional and local levels. These portals provide information on vocational education and training and guidance. At the national level the resource is TodoFP, at the regional level it is Orienta't.

cat and at the local level the Barcelona Vocational Educational Foundation (BarcelonaFP). There are also other guidance websites such as Educaweb.com and Unportal (which offers information on higher education).

Services and providers

The ELGPN defines "guidance services" as the range of services offered by a particular guidance provider. These might be services designed for different client groups or the different ways that guidance might be delivered (e.g. face-to-face, online, telephone, etc.). In this analysis we used this term to refer to the range of services offered in a locality (region or country) by a number of different providers.

In Greece, career guidance services are offered by Public institutions (centers under the supervision of the Ministry of Education and the Ministry of Labour) and private organizations. School guidance services are provided through the Kesyp, which are staffed by trained teachers, at students of secondary schools, supporting them to choose the best studies for them. Services for students in Universities are provided by the career offices in universities, where the staff are local practitioners, usually psychologists, with the aim to help students find a job or a post graduate program, or/and enhance the students' career management skills. For adults and unemployed persons, the practitioners of OAED help them to find a job and in general promote employment, and vocational training. Additionally, there are public institutions in charge of CG services addressing in groups with special needs, such as persons with disabilities, detoxifying, etc with the objective to provide training and specialisation in several professions, so as to smoothly integrate them in society and in the labour market. Apart from the public sector and government institutions, there are also private institutions and freelancer counselors that provide guidance service for all type of clients and all ages that combine diagnostic – psychometric tools of career guidance with counselling and information on studies and jobs.



Erasmus+



In Italy, there are different main target groups for guidance services: students, early school leavers and NEETs; unemployed workers and job seekers; disadvantaged groups, like people with disabilities, migrants, low skilled people, etc. For the first target group main guidance activities and services are provided within schools and vocational training centers by teachers, tutors and guidance practitioners (most of the time through financed projects and external support from local or regional authorities). For students and graduates, all universities have information and guidance centers aimed at helping young people for choosing the courses and at supporting them during their study years and when they need to find a job or internships. In many cases, municipalities provide information and guidance through Youth Centers, but these services are not coordinated and are not available in all towns.

For the other target groups, information, guidance and placement activities are provided by the Public Employment offices that are managed by Regions and Provinces at local level in each town (one Employment Center for every about one hundred thousand inhabitants). Guidance is mainly dedicated on the definition of career plans and on the analysis of individual training needs. Guidance services within Public Employment Service are provided by experts, by guidance practitioners and by companies as external providers. There are national standards for ensuring the level of quality of these services.

In Romania, there are some main guidance providers. The county psycho-pedagogical assistance centres (PPAC), established in 1990 continue to offer services of psycho-pedagogical assistance for pre-school children, pre-university students, parents, teachers. Their main task is to provide information, guidance and counselling for pre-schoolers, students, parents and teachers on: knowledge/ self-awareness, adapting students to school requirements and school activities to students' needs, improving the relationship of school-students-parents. The county psycho-pedagogical assistance centres comprise the offices of psycho-pedagogical assistance, organised in schools with a cumulated population of 800 pupils/

400 pre-schoolers or by a group of schools.

The Centres for Educational Resources and Assistance (CERAs) were established in 2005 (through the Order of the Ministry of Education) with the main aim to assure the quality of educational services. There are 42 centres at county level functioning based on a Framework-Regulation (2011). They are connected units in the pre-university education system, subordinated to the Ministry of Education and methodologically coordinated by the county School Inspectorates. CERAs coordinate, monitor and evaluate the activity of: the county psycho-pedagogical assistance centres, the speech therapy centres, school centres for inclusive education, and specialised services of school mediation.

The career guidance and counselling centres (27) in universities facilitate the socio-professional insertion of graduates on the labour market. A new methodology of the Ministry of Education regarding the organisation and functioning of these centres came into operation in November 2014.

Centres for information and guidance in career from Employment agencies particularly target job seekers. The guidance services they provide are: information delivery regarding labour market and trends in professions, support in setting career objectives, personality assessment and self-assessment, support in decision making, training in job searching (CV, job interview).

Other providers include: different NGOs, who target disadvantaged communities (special needs, low socio-economic status); the General Direction for Social Assistance and Child Protection, which offers guidance and counselling mainly for disadvantaged groups (e.g. abandoned children and adolescents, victims of domestic violence, poor families, etc.); Probation Centres, which offer guidance to law offenders; Human resources departments from private companies and private offices, who offer coaching and training for employees and managers.

In Spain, within schools guidance services are provided by teachers and guidance staff. The services they offer include psychological counselling and



additional learning support as well as supporting students in their choice of an educational pathway. Local governments offer guidance services divided into three main areas: education, employment and youth. These services are offered by local government practitioners. Local administrations are often supported by external providers who provide guidance services, practitioners, training, and support in activities, such as guidance fairs. Guidance services are also offered by universities (for prospective and current students), NGOs and private enterprises.

Guidance for Early School Leavers

Early school-leavers are individuals below the statutory school-leaving age who have withdrawn from or left an education or training programme without completing it. In the EU context, the early school-leaving rate is defined by the proportion of the population aged 18-24 with only lower secondary education or less and no longer in education or training. Early school-leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years (ISCED 0, 1, 2 or 3c short), and include those who have only a pre-vocational or vocational education which did not lead to an upper secondary certification.

Early school leaving is a problem not only for the individual who leaves education and training early, but also for the families, the economy and the local communities. In 2012, about 5.5 million young people between 18 and 24 years of age had not completed secondary education and training in EU member states (EU 2013).

ESL is a cumulative process, building on multi-faceted factors at individual, family and socio-economic levels. All these factors, along with the students' experiences with the school/education system, influence their dropping out of education in complex ways. The focus of the Guiding Cities project is on preventing ESL for all young people through an improvement of the quality and accessibility of guidance services at all levels. This survey showed

us that there is a lack of experience, models and coordination of services targeted for ESL.

In Greece, although a significant number of studies on ESL have been done, there are no specific services for students who have dropped out of education. However, there are several programs that could benefit ESLs, such as the programs organised by the University of Athens and Thessaly for children of Roma, Pomaks and Muslims, which aim primarily at supporting and enhancing the access, regular attendance and progress of those children at risk, including disabled children, at school in the lines of an inclusive paradigm that promotes equal, qualitative and fair participation in school.

In Italy, disorientation, early school leaving and high rates of youth unemployment represent serious problems at national and regional levels and they press institutions to provide dedicated services. The Ministry of Education has issued national guidelines to all schools for improving guidance activities for all students. Public Employment Services in each town provide career guidance to Early School Leavers and NEETs, following the national quality standards. For example, the Toscana Region has created the project called *GiovaniSì* (<http://giovanisì.it/>) with numerous activities and services, to promote youth employment. The Province of Siena has created a "Youth Corner" within the employment centers to meet the demand of career guidance of young people, with the provision of personalized programs of guidance and support at work (activated within the European program Youth Guarantee). The services for young people are provided by two types of practitioners: the guidance counselor (who helps young people to define their career goals) and the tutor (who helps young people to achieve a professional qualification in the education system or through apprenticeships). The guidance services provided by the Public Employment Offices also promote effective networking within the education system and vocational training centers.

In Romania, guidance and counselling offices from schools, coordinated by PPACs, have in their responsibilities the prevention of school leaving.

This represents however a small fraction of their duties. A national initiative is called Second Chance School: it is a program, which enrolls adults and youngsters that have either abandoned or never attended school. Within the VET system, school attendance is encouraged by a monthly scholarship of 200 lei (around 45 EUROS), given to all students who attend VET schools. NGOs are the most active organisations in Romania in fighting early school leaving. For example, Save the Children Romania has 17 integrated centres around the country, which have a component of the Second Chance School. The European Social Fund has financed in the past years a variety of national and local projects with the main aim of fighting school abandonment, which have been implemented by School inspectorates, CERAs, NGOs, local councils.

In Spain, there are several experiences of programs and services designed with the objective of reducing early school leaving. In particular, in Catalonia, there are some main programs and relevant initiatives, such as: [Pla Jove](#) (del Consorci d'Educació de Barcelona); [Projecte de Vida Professional](#) (de l'Ajuntament de Barcelona); Pla de xoc (del Consell de la Formació Professional de Granollers); Taula de traspàs (del Consell de la Formació Professional de Granollers); [Maleta de les famílies](#) (de la Diputació de Barcelona); [Full de ruta](#) (de la Diputació de Barcelona); [Suport a fires i jornades al territori](#) (de la Diputació de Barcelona).

Policies

At the regional and local level, policies should promote the involvement and the coordination of all potential actors and stakeholders, for sharing the best information and guidance resources.

"We often works within projects and local initiatives. We need a long term perspective and a national framework for developing quality standards, better services and effective tools" (Focus Group in Siena)

In the analysed contexts, some critical situations are emerging, but also several experiences of coordination, with initiatives for the implementation

of dialogue among actors for the improvement of actions and cooperation.

In Greece, the government has provided the methodological references, structures and guidance services to be provided both in structures under the supervision of Ministry of Education, and in organizations dealing with unemployment under the supervision of Ministry of Labour. There have been structured action plans that should be the guide for the implementation of Career Guidance Services in public sector, but because of the financial crisis, it is not feasible to apply all these actions in practice and, as a result, only part of these are being implemented and it seems that Career Guidance services are not, for the moment, the government's priority, and much is left to private initiatives.

In Italy, there are National Guidelines regarding Career Guidance, promoted by the Ministries (Education and Labour) and by the Regions.

One of the best examples of guidance system at regional level is fostered by Regione Marche, with guidelines and training for practitioners and stakeholders. Also the Toscana Region has a long tradition in the field of guidance and it has established an integrated system of guidance, education and employment services in 2002 (Legge Regionale 26 luglio 2002, n. 32 - Testo unico della normativa della Regione Toscana in materia di educazione, istruzione, orientamento, formazione professionale e lavoro). In 2014, the Regional Council highlighted the role of career guidance with a new law (Legge Regionale 14 ottobre 2014, n. 59): "to ensure a high level of success at school, the public system of career guidance is enhanced and integrated with the strategies of lifelong guidance". This law established: 1) The Region guarantees the right of lifelong guidance promoting the access to guidance resources and services to support the full development of individual potential in education vocational training, employment and entrepreneurship activities. 2) The Region, in order to reduce early school leaving and to promote employability and social inclusion, founds all policies for lifelong guidance on the needs of each person. In particular, career guidance within



the education system will play a role of prevention of early school leaving. Career guidance at school starts during the first year of secondary school degree and it should be provided by qualified staff.

Romania adopted the Framework methodology regarding the Lifelong Guidance and Counselling approved by both Ministry of Education (Regulation 4469/2012) and Ministry of Labour (Regulation 1804/2012). The methodology regulates the general, institutional and conceptual framework by which life long career guidance and counselling services are being delivered. The framework sets a common definition of guidance: “Lifelong guidance and counselling refers to all services and activities that support persons of any age and at any moment of their existence to make choices in education, training or work areas and to manage their career”.

In Spain, there are policy and coordination initiatives at the regional level. For example, Barcelona Orienta is the framework agreement for participation, coordination, public- private cooperation and joint action between the institutions and organizations in the city involved in processes, services and resources for guidance. The purpose of the agreement is to improve the levels of intervention in matters guidance as well as to maximize the impact of the actions carried out in the city, based on a common horizon as agreed by the various stakeholders, and with lifelong and life wide guidance as the backbone. Thus, through this Agreement, the signatory organizations and institutions demonstrate their commitment to the five underlying principles: 1) Work in coordination. 2) Improve access to services and resources. 3) Place people at the center of the guidance action. 4) Ensure quality of services and resources. 5) Undertake initiatives to empower citizens. The Barcelona Orienta agreement is signed by 45 institutions and organisations that are involved in guidance within the city, including local government representatives, municipal representatives of political parties, universities, professional associations and many others. Also, the Guidance Roundtable of the Barcelona Provincial Council was created in 2013 to promote the coordination between different policy

areas (education, employment, social services and youth), to define a common vision of guidance and to synchronize efforts without sacrificing the added value offered by each respective field. The Barcelona Provincial Council has also promoted a Pilot Guidance Plan to support educational transitions in fighting against ESL. This Plan includes different projects to prevent ESL by supporting guidance fairs organised by local governments and by organizing training actions for local guidance practitioners. It also promotes pilot projects for intervening and compensating ESL. This is the case of “La maleta de les families” by guiding parents in supporting their children in taking educational choices and the “Full de Ruta”, providing guidance to people trying to re-engage their educational itineraries at the local schools for adults.

Technologies

There is a wide and growing trend to use new technology within career guidance, not only to provide guidance services but also for improving information, communication, coordination and updating of staff.

An integrated use of ICT can enlarge the accessibility of services. This is strategic to extend and enhance access to guidance services to all people at any time. At the same time quality can be improved by a effective use of ICT.

In Greece, the diffusion of new technologies within career guidance services still remains not fully reclaimed by guidance practitioners and the services based on ICT are more limited than face-to-face interactions. Though ICT prove to be helpful and operate constructively in the Career Guidance Services, the diffusion meets many obstacles and limits. Speaking with numbers, services that deal with information on studies, jobs and careers are provided 50% by ICT and 50% by face to face methodologies. In particular, counselling services provided by ICT create still many concerns and the percentage of face-to- face methodologies climbs up to 80%.

In Italy, the use of technologies and social media in



career guidance services is not yet very popular and there are not many significant experiences in this area. Most of the institutions use the web mainly to provide general information on the topics of study and work and information for access to services. Only a very low percentage of guidance services are delivered on line through ICT.

A relevant experimentation in this area has been conducted within the project Job Tribu (www.jobtribu.eu). This research project pinpointed the need of investments and training in this field. Career guidance services could have many benefits through the efficient use of ICT and social media. Many on-line resources are free and open source: the main limit is the lack of digital skills of guidance practitioners and teachers.

An innovative on line system for career guidance is named SORPRENDO (www.sorprendo.it). This software is built upon an English model (Cascaid's Adult Directions application – www.cascaid.co.uk) and the realization of the Italian version was carried out by a consortium of public and private organisations. S.OR.PRENDO is an innovative tool that can provide career practitioners and people an effective help to career and training choices. The software consists of two parts: a database of professions (with more than 450 professional profiles) that can help people to explore several careers and to understand different and similar aspects among careers; an interactive matching system that can link the interests and preferences of each user with the characteristics and specific aspect of careers in the database. It can find in real-time the most suitable careers that meet these preferences. From 2013, S.OR.PRENDO software is available on line and accessible on any device: computer, notebook, tablet and smartphones. Today S.OR.PRENDO is used by more than 250 public and private organizations in Italy engaged in the field of career guidance.

In Romania, services are being delivered mostly face to face; the use of ICT is still scarce. School counsellors also use the method of phone counselling. There are ICT guidance tools available, but they yet need to be mainstreamed. Until now, their impact has

been dependant on the promoters' ability to make counsellors aware of the existence of such tools and the costs associated with operating them. As examples: Guide to the world of occupations (www.go.ise.ro) is a self-assessment and matching online system providing descriptions for about 700 occupational profiles and offering a variety of ways to choose the most suitable occupation by interests, skills, admission and other criteria as well as information for successful entry and re-entry into the labour market. Career4you (www.career4u.ro) is a web platform dedicated to guidance, adapted for adolescents and adults. It can be used independently or with the support of a counsellor. Cognitrom Career Planner (CCP) is a multi-user platform designed for career counselling, information and management, which can be used by: pupils, parents, teachers, counsellors and psychologists (http://www.cognitrom.ro/en/prezentare_ccp.html).

In Spain, informational guidance services are those that have most broadly implemented services using ICT tools. There are also examples of services that combine the use of ICT tools with face-to-face sessions. At the moment, very few services are provided through ICT, at most 20% of services.

Best practices and experiences

Through this research, the consortium has collected some practices and experiences that can be the basis for defining and implementing a shared model of coordination and improving of career guidance systems at regional and local levels for preventing and reducing Early School Leaving.

In Greece, there are several projects for the reduction of early school leaving, such as those that are organised by the Universities of Athens, Thessaloniki and Thessaly addressing to children of Roma, Pomaks and Muslims. There are also programs that could benefit ESLs indirectly, like the Second Chance Schools, that provide opportunities for adults having finished school, or the evening education and the project School for Parents. All those programs don't have any impact on the coordination of guidance

services but they could be good examples related to the reduction of ESL, as their main activities are training of teachers and administrators, parents counselling and career counseling to the target groups.

In Italy, there are many initiatives targeted to young people who have dropped out, but just a few of them aim at having an impact on the coordination of the local guidance systems. Recently, a group of Regions has developed a model and new technological tools for improving the quality of the local coordination of the guidance systems. This project is named ASSIST (www.wikiorienta.it/assist) and it implemented several tools for monitoring, evaluation, management of the career guidance systems. The results could be used for implementing the coordination of guidance systems in other contexts. The Marche Region is one of the institutions that are implementing the model, starting with a wide project of training of teachers and practitioners of the regional guidance system and providing technological resources for improving the quality of guidance services. The Province of Siena is implementing and testing a model of e-portfolio within guidance services for early school leavers (E-perfect project).

In Romania, an important role is played by the partnership created in 2015 between relevant stakeholders at national level – public authorities and research organisations - under ReferNet, Cedefop's European network. A relevant experience is promoted by the Educational Integrated Centres from Save the Children Romania, which serve children, youngsters and adults who have abandoned school or who are in risk of school leaving. Also UNICEF Romania fostered "Come to School" Campaign, which had the aim of raising school participation and reducing school abandonment in disadvantaged areas. The main activities were training of school administrators and teachers, training of school mediators and parents counselling.

In Spain, there are projects that could be examples of relevant practice related to coordination and reduction of Early School Leaving. As example, in Catalonia, the Councils of Vocational Education and

Training (Consell FP) are stable working platform of the different educational, social and economic agents operating in the local environment, with the aim of ensuring the improvement of the quality of vocational training system and employment in the city.

The Networks of Transitions from Education to Work (Xarxa TET) promote a quality transition between studies and first jobs to young people. The program targets young people who want to enter the world of work, and technicians from different organizations working with these young people. Other relevant examples are the Guidance Round Table (Taula per a l'orientació) and the Pilot Guidance Plan (Diputació de Barcelona), Barcelona Orienta and the Professional Life Project (Ajuntament de Barcelona). The Professional Life Project is a tool to support the academic and professional guidance service to students and teachers in public and private schools in Barcelona; aimed, therefore, at different stages of compulsory and post compulsory education.



Some key words for the development of the “Guiding Cities” Model

One of the main key elements is the co-ordination mechanism in guidance policy and systems development. There are lacks of co-ordination among institutions (often more Ministries have the same responsibility to promote and coordinate career guidance services at national level) and among institutional levels (national, regional, local) with several actors that offer guidance services to the same target groups.

Guidance policies and programs should be developed in a coordinated way across the education, training, employment and community sectors.

It is rare that institutions have a clear picture of all career guidance resources and services available within their area of influence. Another key element should be a shared “Glossary” of type of guidance services and common standard to ensure a similar quality level of guidance services to all potential beneficiaries.

Accessibility is a key element for career guidance systems, to ensure all people know which services is open, when and where, which staff will provide the services and which resources are available.

Monitoring and evaluation of services should be other key elements to collect evidence of the services provided and information for improving and redesigning the services on the basis of the real and emerging needs of people.

The development of the local guidance systems should be ensured through the implementation of strategic functions for the management and improvement of the guidance systems. We can name these functions as "technical assistance for the system" and they include some key actions: elaboration of standards of quality, development of networks, information management, training of guidance practitioners, research for innovation of models and resources. In Italy and Romania, there are national guidelines on

lifelong guidance and these include functions for the improvement and development of the systems. The guidelines can concretely help local coordination of the services.

The Guiding Cities project will foster a wide process of co-operation and exchange of best knowledge and good practices, to improve the quality of career guidance services. It will offer documents, tools and models for guidance practitioners and teachers to know and learn from other systems and approaches for promoting lifelong guidance and lifelong learning.

The idea of a Guiding City includes also community capacity building processes by bringing together different stakeholders and offering them the tools to analyse common problems and to plan together new ways for improving the services in the daily life.

“A city guidance model needs to be designed. We have been doing things, but there is no city model. All the services we are offering, we are creating actions for the problems that we have, but it is a reaction.”
(Focus Group in Barcelona)

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