

Guiding Cities

Erasmus + KA2 – Strategic Partnerships
Project Number: 2014-1-ES01-KA201-004830

Intellectual Outputs 01

State of the Art



Project information

Project acronym:	GCITIES
Project title:	GUIDINIG CITIES
Project number:	2014-1-ES01-KA201-004830
	Key Activity 2 (KA2) Strategic partnership
Date of provision:	
Partner organisation:	DEP Institut and Diputació de Barcelona
Country	
Staff involved	Sílvia Amblàs, research director at DEP Institut Rachel Nelson, project manager at DEP Institut Neus Gómez, technical advisor at Diputació de Barcelona

This project has been funded with support from the European Commission.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2015 Copyright Education, Audiovisual & Culture Executive Agency.

The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

O1/A1 - Analysis of guidance activities

Objective:

The GCities consortium will analyze the current state of guidance activities within their context. The analysis will collect information, data and description of services about: types of services, guidance services specifically directed at ESL or those at risk of ELS, targeted services for other specific groups, actors involved in the organization and implementation of guidance activities.

Short description of your context (Max. 10 lines)

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 on 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 education, 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 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 and coordination

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? If so, which area or department?

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
 - o Educational administrations and schools
 - o Regional educational administrations
 - o Local governments and other institutions

- Guidance services within the employment system
 - o Educational administrations and schools
 - o Regional educational administrations
 - o 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

2) Which actors provide guidance in your country? Who are the main actors/stakeholders?

There are many actors of guidance in our context, 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.

The most important Trades Unions have counsellors that help to its members to find a job, to change jobs, and inform members about life long learning resources. These organizations along with employers' organizations have an important role in the planning and organization of training activities targeted to the unemployed and employed.

The cities identify the stakeholders in their context that provide guidance services. With the crisis and a perception of guidance services being "in fashion" there are new or emerging actors which include foundations, often times focused on services for a specific target group, and NGOs.

3) Is there any coordination between the different actors that provide guidance in your country? If so, please describe.

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). 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

4) Is there a specific space and/or website where the guidance actions, services, resources....of the city/region/country are collected? If so, which is it?

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 a website of "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).

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?

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 many 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.

6) Are there services specifically directed at Early School Leavers or those at risk of Early School Leaving? If so, what type of services are offered and by what type of agents/institutions?

The participants in the focus group, in a round, described their experience with programmes and services designed with the objective of reducing early school leaving. The programmes mentioned include:

- [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

7) Has the city/region/country incorporated guidance in its governance plan (as a strategy, action...)? If so, in what way?

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 institution 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.

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

8) How would you describe (in a broad overview) the weight or percentage of services that are delivered through ICT versus face-to-face methodologies?

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. In the focus group, the practitioners that worked in local governments delivered very few services through ICT, at most 20% of services.

Best practices and experiences

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?

There are examples within our context that could be examples of relevant practice related to coordination and reduction of Early School Leaving that include:

- 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.
- Networks of Transitions from Education to Work (Xarxa TET): A network to provide 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.
- Guidance Round Table (Taula per a l'orientació) and the Pilot Guidance Plan (Diputació de Barcelona): as described above.
- 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.

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 reference to Early School Leaving, the guidance practitioners involved in the focus group mentioned the importance of involving and offering services and support to Adult Education centres because in our context, their students are becoming younger as young adults who have left school and have not been incorporated in to the labour market, re-enter education and training through these schools. The schools need support in addressing this different profile of student and also need support in offering guidance.

O1/A2 - Focus groups

Short presentation of your focus group

The focus group was held at the offices of DEP Institut on February 25th, 2015. The group included participants from different actors linked or dedicated to the field of educational and professional guidance. Guidance practitioners and coordinators from three local administrations, a practitioner from a University guidance service, a practitioner from a private guidance services company and a coordinator from the Educational Service of the Barcelona Provincial Council participated in the session.

➤ List and description of participants

Name	Role	Organisation	Address
Mercè Garcia Llorens	Guidance Practitioner	Consorti de Barcelona	Barcelona
Montse Montpeyo	Guidance Practitioner	Ajuntament de Palau Solità i Plegamans	Palau Solità i Plegamans
Anna Lluch	Guidance Practitioners	SAE UB	Barcelona
Pere Gabern	Education Technician	Ajuntament de Granollers	Granollers
Montse Oliveras	Director and Guidance Practitioner	Educaweb	Barcelona

➤ Rachel Nelson, DEP Institut

➤ Neus Gómez, Diputació de Barcelona

➤ Report on the information collected

Through the focus group the participants described many of the services and activities that they offer including talks (for students and families), workshops, individual sessions, group activities, support to teachers and schools, guidance days and fairs, collaboration in training programmes and projects, among many other activities and programmes.

One of the challenges of creating a “Guiding City” is to work in collaboration and coordination with different actors responsible and involved in guidance of citizens.

The participants in the session described experiences which prove the collaboration between local administrations, foundations, schools, companies, trade unions, etc.

On the one hand the local administrations know their own context, needs and gaps, and on the other, the different institutions in the guidance field act in many different ways and offer

services of different intensity and objectives. 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.”

Also, there are emerging actors in the field, like foundations, who incorporate guidance or training services within their catalogue of services.

The lack of support or agreement between the administrations, the movement of personnel and the lack of available time to dedicate to coordination are the main challenges identified by the participants. Another key benefit of good coordination and collaboration is the detection of possible early school leavers or those who have just left school. A concern among the guidance practitioners was how to identify and look for early school leavers once they are out of school. For the local administrations, relationships with the schools and occupational centres are key to reaching early school leavers or those at risk of early school leaving.

“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?”

Examples of coordination which are seen by participants to be a “good practice”:

- [Consell de la Formació Professional](#) (Granollers)
“The Vocational and Educational and Training Council is an umbrella organisation where everyone that is doing guidance is a member and from the council many activities and collaborations are born”
- [Xarxa TET](#) (Departament d’Ensenyament)
- Taula d’orientació (Diputació de Barcelona)
- [Grups de treball](#) (Consorci d’Educació de Barcelona)
- [Projecte Vida Professional](#) (Ajuntament de Barcelona)

The participants, in a round, described their experience with programmes and services designed with the objective of reducing early school leaving. The programmes mentioned include:

- [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)

While the participants use new technologies to inform and as resources, the use of new technologies for guidance interventions is not very widespread. Two of the participating organizations use new technologies to carry out interventions. A city began guidance interventions at a distance approximately a year and half ago and the company which

provides guidance services has offered different types of services online for some time. The use of new technology has focused on email and telephone services. However, social networks are used by all to inform and to attract clients to services.

The participants were in agreement on the need for evidence on the impact of guidance on the users of guidance services. Currently, the evaluation of guidance services, programmes and activities is carried out through participation indicators or satisfaction of users/students and teachers. In some newer projects, a follow-up of people who have been through guidance activities is being done in order to continue to support the person through a process (for example: enrolment) and also to analyze the impact of the programme afterwards.

The guidance practitioners present in the focus group were psycho-pedagogues or psychologist, in some cases with specific guidance training. There is awareness of Masters in guidance in Spain. The participants are unsure of the profiles of the practitioners within their municipality. Guidance practitioners who work in schools are psycho-pedagogues or are teacher/tutors, but there is not a recognized specific training in guidance.

There are differences between the professional profiles of the practitioners who work in the different ambits (labour, educational, youth) and each area has a perspective about the type of guidance they carry out. It is seen as a challenge by participants for practitioners to have an integral vision of guidance services which emphasizes that together they contribute to the improvement of life and pathways of young people and citizens in general.

The participants recognize the need for a system or model of guidance, as well as the definition of the competence profile of guidance practitioner, as key elements in order to assure the quality of guidance services.

Municipalities, in the absence of a model of guidance, have created their own guidance projects or ad-hoc models, incorporating the actors within guidance from their context.

“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.”

A key aspect to consider during the Development of the Guiding Cities Model is that it must guarantee a relationship between the different actors/agents. The participants also emphasized the need for the presence and balance between political support and technical support in guidance projects and initiatives.

“A challenge for this project is to give visibility to all of the activities that are being done.... Everything that is being done should be put on the table and the organisations and stakeholders should be given visibility.”

➤ **Emerging needs and priorities of the group**

The needs and priorities identified by the group to improve guidance services are:

- Evidence on the impact of guidance services on users.
- A defined and common competence profile of guidance practitioners.

- A guidance model that puts emphasis guaranteeing a good relationship between the different actors/organizations involved in guidance services within a community.

➤ **Conclusions**

In conclusion the participants and their organizations do coordinate guidance services to some extent with the objective of providing the best services to their citizens and without overlapping significantly. These collaborations are a result of the cities needs and in the absences of a common model for a “Guiding City”.

The participants identified challenges to this coordination and collaboration, such as lack of time for coordination or the mobility of personnel. The participants also discussed that many project coordination is often the result of an institutional agreement, but that real coordination and project success also requires technical support. There needs to be balance between these two aspects and relationships between different stakeholders must be maintained.

The participants shared many initiatives to reduce Early School Leaving with some municipalities caring similar initiatives. In order to evaluate and plan these activities, the participants stated that often times they do not have access to official data about Early School Leaving rates in their cities as well as clear evidence on the impact of guidance on citizens. Lack of data and evidence about the impact of guidance services make evaluating specific policy and the arguing for guidance services generally more difficult.

Therefore the needs and priorities of participants can be summarized as: evidence on the impact of guidance services, a defined and common competence profile of guidance practitioners and a guidance model that puts emphasis guaranteeing a good relationship between the different actors/organizations involved in guidance services within a community.