

The Guiding Cities model

Description

Guiding Cities aims to create a model of guidance to promote coherent policy and strategic planning and to respond to the complex needs in the fight against early school leaving.

Beneficiaries

Policy makers

Countries

 Greece

 Italy

 Romania

 Spain

Date of creation of toolkit and periodicity of updates

2016

Purpose of the toolkit

Guiding Cities joins together policymakers and stakeholders within the fields of education and guidance to create a model which responds to the complex needs and promotes coherent policy and strategic planning in the fight against Early School Leaving (ESL). Guiding Cities offers benchmarking and planning tools for communities in order to improve the quality, innovation and access to guidance services in the prevention of early school leaving.

Description of each of the tools

The Guiding Cities consortium developed two strategic reflection tools: the Guiding Cities Model and the Guiding Cities Checklist.

It attempts to foster an integrated system of guidance focusing on a lifelong learning perspective, where guidance can play a central role in increasing individuals' engagement with learning, making clear pathways through learning and work, and supporting the acquisition of career management skills. This collection of parameters serves as guidelines or directions to the creation of a "guiding city".

The **Guiding Cities Model** is composed of building blocks that when put together by the

diverse actors within guidance (schools, local administrations, universities, companies, unions, parents' associations, foundations, NGOs, etc.) they construct a city or community that works together to guide its citizens and reduce early school leaving.

The tool for organisational diagnosis is the **Guiding Cities Checklist**. The tool is a collection of thirty-four statements which a professional in the field of guidance answers about his/her organisation. It covers the following topics:

- Governance and coordination
- Accessibility and awareness of services
- Methodologies of provision
- Measures to promote lifelong guidance and learning
- Empowerment of choice and personal development
- Competences for practitioners
- Common professional framework and quality standards

The results give the opportunity to analyse areas for improvement based on the eight parameters of the Guiding Cities Model and to connect with best practices collected from different countries and contexts that are distributed among the different aspects of the Model. The Checklist was not developed to be a test or certification of services, but rather as a tool for reflection that hopes to give a diverse range of organisations ideas and support to strategically plan, revise and expand their guidance services.

Source of information of the different tools

The Guiding Cities Model was developed as part of an Erasmus+ Strategic partnership with the objective of improving guidance services of municipalities and communities with benchmarking and strategic planning tools.

Link/s to the toolkit and further information

<http://www.guidingcities.eu/the-guiding-cities-model/>

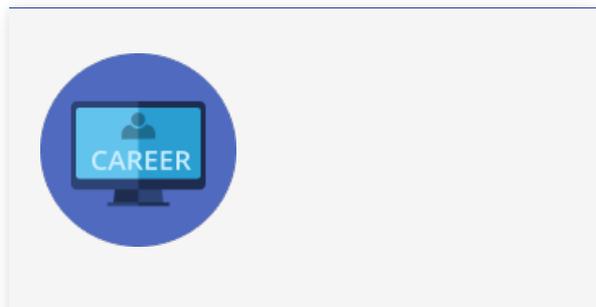
Downloads



The Guiding Cities
model

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Related intervention approaches



Guidance: supporting youth to manage their careers

Related resources

Publications

 Publications

Coordinating guidance and validation

Validation and guidance help individuals, organisations and Member States adapt to career challenges and create successful lifelong learning systems. However, little is known about how they are linked in practice and how this connection can be made more efficient.

 **EU level**

 Publications

Investing in career guidance

Career guidance describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are right for them.