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## Careers Guidance

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### Amended by:

Decision of the Board of Governors at its meeting of 17, 18 and 19 April 2018 in Tallinn – Document 2018-01-D-46<sup>2</sup>

Decision of the Board of Governors at its meeting of 9 to 12 April in Athens – Document 2017-09-D-27-en-5<sup>3</sup>

Decision of the Joint Teaching Committee at its meeting of 13 and 14 February 2020 in Brussels – Document 2020-01-D-29<sup>4</sup>

Cancels and replaces document 2011-09-D-36

**Immediate entry into force.**

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<sup>1</sup> Decisions of the Board of Governors: 2017-12-D-17

<sup>2</sup> Decisions of the Board of Governors: 2018-04-D-11

<sup>3</sup> Decisions of the Board of Governors: 2019-04-D-12

<sup>4</sup> Decisions of the Joint Teaching Committee: 2020-02-D-1

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## Preamble

Document **2011-09-D-36-fr-6**, as currently used, defines and sets out the organisation of **university and careers advice** in the European Schools.

Since its publication six years ago, this document has undergone a number of necessary modifications and clarifications. The reasons for these changes are threefold; firstly, to help colleagues use it correctly; secondly, to create a uniform experience of careers and university advice across the system and thirdly, as an aid to its efficient application.

The modifications mentioned above are as follows:

### 1-

In order to avoid any misunderstandings and confusion, it should be borne in mind that remuneration for activities should be *per class* (cf. points 4 and 5 in the document).

### 2-

Regarding payment for various types of student applications: it is clear that some universities are more selective than others and applications to these more demanding institutions create additional and significant work for supervising colleagues.

As a result of the above and with a view to likely future developments in this area, the classification of different university applications will be expanded to include the following (cf. point 8 in the document).

- Those applications which involve no extra work-load for staff.
- **Shorter applications**: those that involve an average extra workload of approximately two periods. **An annex of possible tasks for this is included by way of example.**
- **Longer applications**: those that require a minimum of four periods' worth of extra work. **An annex of possible tasks for this is included by way of example.**

### 3-

Adaptation and updating of the document dating from 2011 (2011-09-D-36), the reference number of which is now 2017-09-D-27.

# Careers Guidance

## Introduction

The Secretary-General received a mandate to prepare a document concerning careers guidance (i.e. in general, in S5, and in S6 & S7). The objective is to:

- clarify the current set of rules and decisions;
- allocate careers guidance resources amongst the schools in a duly justified way;
- give instructions to the schools concerning the remuneration of careers guidance teachers
- present guidelines concerning the processing of higher education applications.

The Secretary-General also received a mandate from the Board of Governors to evaluate a careers guidance pilot project for cycle 1 (S2 and S3), set up in September 2015. This programme, approved by the BoG in December 2014, received a favourable opinion and the Joint Teaching Committee approved its roll-out as from 1 September 2020.

## 1. Background

Careers guidance is an essential part of education, particularly so in the European Schools given the complexity of the choices available and the fact that a significant number of pupils are not educated in their country of origin. European School pupils have considerable educational mobility. Pupils and their families need advice and support when making subject choices in S3 and S5, and S6 and S7 pupils need to receive accurate and up-to-date information about Higher Education opportunities. In many cases careers guidance teachers have to process pupils' applications for higher education.

Every European School has its own pupil population with specific needs. This is the reason why it is essential that the schools should be able to decide at local level how careers guidance is organised.

## 2. General duties undertaken in careers guidance

- Organise the delivery of careers guidance programmes.
- Provide careers-related advice to individual pupils, groups and classes in all years, especially S2 & S3.
- Provide careers-related advice and information for parents.
- Collate, filter and pass on information from institutions and employers to pupils and parents.
- Raise awareness of the European Schools and European Baccalaureate amongst relevant institutions and employers.
- Maintain contact with national careers advisers and help pupils use available resources in the teacher's country.
- Organise and update careers information and resources.
- Liaise with colleagues and school management.

Schools will be entitled to a **one-period timetable reduction per language section in the secondary. The Director can then decide how timetable reduction periods are allocated in their school** according to needs and individual careers guidance teachers' work assignments.

### 3. Duties in S2 and S3

The Director of the school should ensure that all S2 and S3 pupils receive careers guidance according to the official careers guidance programme. The careers guidance teachers should ensure that at the end of **cycle 1, pupils are able to:**

- identify the human and material resources required for careers guidance
- explore their knowledge, skills and attitudes
- understand and organise information from a given range of documents
- explore a variety of career areas
- show awareness of the principle of equal opportunities in subject and career choices and recognise stereotyping
- recognise and use basic skills required for future studies
- make informed and coherent decisions about successive choices

#### **and must have acquired**

- basic awareness of their capacities, interests and aptitudes
- knowledge of the school curriculum and its relevance to subject choices
- knowledge of course content of subjects in cycles 1 and 2
- awareness of possible consequences of cycle 2 choices for cycle 3 and for Higher Education
- awareness of career areas
- basic academic skills required for study.

Careers guidance teachers will deliver the careers guidance programme at the rate of 2 periods in S2 and of 6 periods in S3. Please note that in this context, the term 'period' should be regarded as a 'single' period (a 45-minute lesson) and not as a weekly period throughout the year. Careers guidance teachers delivering the programme will be paid overtime for doing so, with a maximum of two periods **per class** in S2 and six periods **per class** in S3.

### 4. Duties in S5

The Director of the school should ensure that all S5 pupils receive careers guidance according to the official careers guidance programme. The careers guidance teachers should:

- Deliver the S5 programme up to a maximum of 16 periods<sup>5</sup> **per class**.
- Explain subject choices available in S6 & S7 in the European Schools.
- Explain the consequences of subject choices for the European Baccalaureate.
- Explain the consequences of subject choices for higher education and subsequent careers.
- Develop pupils' ability to engage in decision-making, self-assessment and reflection.
- Provide individual guidance to pupils in S5 in making their subject choices.
- Explain all of the above to parents at a parents' evening meeting and provide follow-up information and guidance.
- Make pupils aware of the world of work through activities such as Work Experience programmes.

Careers guidance teachers delivering the programme according to the plan approved by the Director of the school are paid overtime for their extra work, up to a maximum of 16 periods **per class**.

## 5. Duties in S6 & S7

The Director of the school should ensure that all S6 & S7 pupils receive careers guidance according to the official careers guidance programme. Careers guidance teachers should:

- Deliver the S6 & S7 programmes up to a maximum of 8+8 periods<sup>6</sup> **per class**.
- Explain the European Baccalaureate – structure and assessment.
- Develop study skills – planning for study / time management, revision and preparation for examinations.
- Provide information on higher education in Europe – options and trends.
- Raise awareness of the world of work.
- Facilitate information retrieval.
- Advise pupils on how to prepare a curriculum vitae and letters in support of applications.
- Prepare pupils for interviews.
- Liaise with parents about higher education.
- Liaise with external careers experts from EU member states.
- Develop contacts with higher education institutions.
- Develop personal reflection through careers awareness activities.

Careers guidance teachers delivering the programme according to the plan approved by the Director of the school are paid overtime for their extra work, up to a maximum of 8+8 periods **per class**.

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<sup>5</sup> The 16 periods are a maximum payment for all the periods used to deliver the programme. It is not a question of an annual timetable reduction.

<sup>6</sup> The 8+8 periods are a maximum payment for all the periods used to deliver the programme (8 in S6 and 8 in S7). It is not a question of an annual timetable reduction: they will be paid as overtime.

## 6. Higher Education applications

The European Baccalaureate enables pupils to gain access to higher education in the EU member states and beyond. Pupils who go on to higher education need individual advice and documentation for their applications. The school is responsible for this task and in many cases, careers guidance teachers organise and supervise applications for the pupils.

Higher education applications – often to more than one country and institution – are frequently complex and time-consuming. They require one-to-one interaction with pupils and their parents, involving extensive support. As a result, careers guidance teachers need to devote considerable time and energy, in addition to their normal teaching duties, to providing the necessary level of support.

In practice, in every language section, career guidance teachers

- Provide help with higher education applications to institutions located solely **on the territory of an EU Member State or on the territory of the United Kingdom.**
- Organise and supervise the application processes, giving advice on courses and higher education institutions, deadlines, tests, submission of applications, and liaise with national careers advisers.
- Provide pupils with guidance and information about entry-level requirements for these institutions, including tests, interviews and specific work experience.
- Deal – often directly – with institutions, providing any necessary interpretation of the European Baccalaureate for higher education entry.
- Where references are required, oversee the process of
  - collecting information about pupils through coordination with colleagues,
  - writing, editing and approving references.

According to the April 2011 decision of the Board of Governors, European Baccalaureate candidates who have to produce a higher education application dossier must pay a fee to cover the cost of processing such applications.

The fee collected is used to grant annual timetable reductions or remuneration in the form of overtime pay to careers guidance teachers processing higher education applications according to the Annual School Plan.

## 7. Provision of External Careers Advice at the European Schools<sup>7</sup>

### 1. Introduction

In order that the students of the European Schools obtain the best advice and information concerning their future studies in their home country, they should be informed by national external advisers. In fact all Member States are required to provide external careers advice by national external advisers to their students (document 95-D-263, Annex 4, Lisbon, April 1995). However, for the moment external careers

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<sup>7</sup> Document 2018-01-D-46 approved by the BoG – April 2018

advice is only provided by certain Member States. Therefore, the provision of external advice is not satisfactory and many students are being deprived of this essential advice.

Furthermore, the situation of the European Schools has changed since 1995, with the expansion of the EU resulting in the arrival of many SWALS students, with the establishment of the Accredited Schools, but also with the advances in technology. Thanks to technological progress it is now possible to fulfil the objectives envisioned in the above-mentioned document and to offer all students of the Member States the assistance of an external national Adviser.

Therefore, the Working Group proposes to modernise the organisation of external careers advice to the benefit of the students of all EU nationalities.

## 2. The role of the External Adviser and the role of the ES Careers Teacher

The functions of a national external careers Adviser are complementary to those of the careers teacher in the European school. They carry out different tasks, with the local careers teacher being responsible, amongst others, for the delivery of the official careers programs and as a continuous liaison with students, parents and school administration. Their respective tasks are briefly outlined in Annex 1.

## 3. Background

Many students of the European School do not receive the services required in the document 95-D-263.

SWALS students have no national careers teacher in their school and therefore do not receive adequate information about study and careers in their home country.

The Accredited Schools, which have recently opened across Europe, should also be included in the proposed arrangements.

Continuous improvements in technology since 1995 allow for alternative solutions. For example, video-conferencing can substitute visits in certain cases, while chat sessions can provide instant advice. As further new technologies develop, they could be incorporated into careers guidance.

## 8. Financial management

According to the April 2011 decision of the Board of Governors, the cost of processing higher education applications will in particular be paid by European Baccalaureate candidates.

It emerges from the information collected in December 2011 that there are clearly three different groups of cases.

- 1) Applications for admission to higher education without any additional workload for careers guidance teachers. No fee is required to be paid for these candidates.
- 2) **Shorter applications:** Applications for admission to higher education that require individual applicants to submit special application files which must be processed through application platforms. The average additional time spent handling these applications averages out to 2 periods per application, giving rise to an additional cost of €130. (**See Annex I**).
- 3) **Longer applications:** Applications **requiring at least 4 periods to process**, giving rise to an additional cost of €260 (**See Annex II**).

It is proposed that from the 2013 Baccalaureate, candidates applying for admission to higher education requiring special files should pay an administrative fee of €130 and/or €260 depending on the type of application.



The fee(s) per candidate should be paid before applications are processed. The additional revenue should be used to pay careers guidance teachers processing higher education applications according to the Annual School Plan.

## 9. Decisions

1. At its December 2017 meeting, the Board of Governors endorsed the proposals, with **entry into force on 1 September 2018**.

**Document 2017-09-D-27 cancels and replaces document 2011-09-D-36-en-6.**

A Memorandum will be sent to the Schools and Annex 1 to document 2011-01-D-33, entitled 'Internal structures in the nursery, primary and secondary cycles', will be updated.

2. At its April 2018 meeting, and in order to implement fully its 1995 decision relating to national external advisers (document 95-D-263), the Board of Governors endorsed the following proposal (2018-01-D-46):
  - a. The annual provision of careers advice by national external advisers will be organised in the form of visits and/or using digital communication tools (video-conference, chat, etc.).
  - b. Professionally trained national careers advisers should offer this service to all European Schools.

**Entry into force is scheduled for 1 September 2018.** Document 2017-09-D-27 has been amended accordingly.

3. At its **April 2019** meeting, the Board of Governors endorsed, with **immediate entry into force**, the proposed changes to chapters 5 and 7 of this document, in order to clarify and facilitate the procedure in force since 1 September 2018.

Document 2017-09-D-27 has been amended accordingly. Memorandum 2019-04-M-2 cancels and replaces 2018-07-M-3.

4. At its **February 2020** meeting, the **JTC** approved roll-out across the board of the Careers Guidance Programme for cycle 1 (years 2 and 3) of the Secondary cycle, with entry into force in September 2020. Careers guidance teachers delivering the programme will be paid overtime for doing so, with a maximum of two periods per class in S2 and six periods per class in S3.

On approval, document 2014-09-D-54-en-4 will incorporate the Programme for Careers Guidance in the Secondary cycle: 2020-02-D-12-en-1. That new document will cancel and replace the Programmes with the reference numbers 2014-09-D-54-en-4 and 2014-01-D-36-en-2.

**The date of entry into force is 1 September 2020.** Document 2017-09-D-27 has been amended accordingly. Memorandum 2020-06-M-3 cancels and replaces 2019-04-M-2. Annex 1 to document 2019-04-D-13, entitled 'Internal Structures in the nursery, primary and secondary cycles', will be updated.

## Annex I: Example of shorter application

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Tasks associated with this could include:

- Advising and guiding the student throughout the application process;
- Informing parents and students of relevant meetings
- Answering emails
- Organising individual interviews, to include parents where necessary to discuss their child's application and choice of course and offer guidance for filing an online application.
- Preparing a guidance document on the European system for those who request it.
- Being aware of university deadlines and ensuring that students meet them, if necessary by reminding teachers and pupils by email.
- Ensuring that s/he completes the forms correctly bearing in mind the specific nature of the European schools.
- As head of the school, informing about the level of the class concerned
- Checking that the applicant is on schedule with the application and has confirmed her/his desired destinations.

## Annex II: Example of longer application

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Tasks associated with this could include:

- Monitor all applications
- Organise, check and approve references
- Complete, approve and send applications by the appropriate closing date
- Provide advice on website and in orientation sessions
- Individual advice on university courses by appointment
- Provide support, advice and guidance on choices
- Supervise and check personal statements
- Supervise choices
- Thoroughly check applications for errors
- Organise parents' evenings
- Liaise with representatives of higher education institutions
- Support for applications requiring specific entrance tests
- Delivery of any tests
- Follow-up to applications (advice on choices and offers, problems with level of English etc.)
- Contact higher education institutions about post-application queries
- Advice and guidance post application on level of offer, choice of firm and insurance offer
- Arranging the sending of results after proclamation
- Advise those who have narrowly missed their offer after results are published

## Annex III: External Adviser - Careers Teacher

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	<b>EXTERNAL ADVISER</b>	<b>CAREERS TEACHER</b>
1	Country-specific professional trained in the field of careers work	Trained to work in the European School system
2	Highly aware of guidance methods in own national context	Guidance offered in context of European School system
3	Aware and informed of all national careers developments and resources. Able to update students accordingly from time to time	Assists students with skills needed to make appropriate subject choices
4	Occasional visits / contacts to/with students	Continuous liaison with pupils, parents and administration throughout the school year
5	General overall knowledge of the system but may not have full appreciation of nuances and consequences	Intimate knowledge of the European School system, its options system and Baccaureate structure and associated careers consequences
6	Usually available also during school holidays	Officially unavailable during school holidays
7	Does not deliver the official programmes	Delivers the official careers programmes and possible pilot projects

## **1. GUIDELINES CONCERNING EXTERNAL CAREERS ADVISERS IN THE EUROPEAN SCHOOLS**

### **INTRODUCTION**

1.1 This document outlines the optimal provisions and function of external advisers and may enable member nations to review their policies, and serve as a basis for future harmonisation within this area.

1.2 The working party for Careers and Guidance has considered the matter of external careers advisers, following inputs from teachers within the Schools who volunteer to advise pupils about careers. It appears that there is a wide diversification between Member States (language sections) regarding the provision of external advisers and their function.

#### **1.3. The current situation**

The various language sections have volunteer teachers who devote much of their own time to careers advice. Generally, these teachers are not professionally trained careers teachers. By the nature of their tasks, they are unable to fully provide current and authentic advice to pupils about the wide range of career paths, methods of choice, developments in Member States, employment prospects, etc. Furthermore, they do not have local access to the information available to careers advisers in Member States who are usually professionally trained and possess wide experience of careers education. The careers teachers within the Schools, therefore, have many roles - advisers, coordinators and administrators dealing with the complex and critical matter of careers education.

1.4 Some nations provide regular visits from home-based careers advisers who offer professional advice to the pupils of the relevant language section and sometimes, to other pupils if time allows. These visits are financed by national governments and are organised locally by the teachers within the School. However, there is not a uniform policy concerning such visits. Some nations provide regular visits (perhaps up to 2 per year) while others do not provide any. Thus, our pupils are disadvantaged and do not have the opportunity to make an informed choice about the careers opportunities within their own 'home' countries and within the European Union.

## **2. GUIDELINES FOR VISITS MADE BY EXTERNAL CAREERS ADVISERS TO THE EUROPEAN SCHOOLS**

2.1 National authorities will provide expert advisers from the 'home' country and this provision should be long-term and not sporadic.

2.2 The role of the external careers adviser is to provide advice to pupils of a language section and to others, if time and resources permit. His advice will be based on actual information relating to the 'home' country and he will be able to provide diagnostic and information services to pupils. He will be able to send information to the pupils on return to the 'home' country if he is unable to provide it during the visit. He will provide professional advice to pupils based on his training and experience.

2.3. The external careers adviser should give advice to years 6 & 7 concerning choices for tertiary and higher education (universities, technical schools, etc.) and concern himself with direct employment opportunities. Furthermore, he should concern himself with those pupils who, for one reason or another, leave the European Schools before sitting the Baccalaureate and seek other educational paths or wish to enter employment directly. He should also offer advice to pupils in year 5 concerning the connections between option choices for years 6 & 7, career opportunities and paths, and diagnostic procedures. In year 4, he should be given the opportunity to lay the foundations for the choices in year 5. In year, he should offer general advice about careers in European and national contexts.

2.4. Duration and frequency of visits depends on a variety of factors including language section size, financial constraints, etc. A sound scheme would have the following features:

Two visits per school year- duration approximately 3 days (or more for larger Schools)

**VISIT 1: Early in the school year (end of September)**

Year 7: General advice about progress towards Higher Education and help with processing applications (personal interviews)

Year 6: General guidelines about Higher Education opportunities

Year 5: Diagnostic work on aptitudes and preliminary advice for year 6 and 7 course choice

**VISIT 2: Shortly after 'part examinations' in January/February and certainly before option choices**

Year 7: Last-minute advice concerning higher education

Year 6: Individual interviews concerning career and Higher Education routes

Year 5: Option choices for year 6 & 7

Year 3: General careers advice

2.5. Coordination and organisation of the visits will be the responsibility of the careers teacher of the language section concerned.

2.6. The costs of the visits should be borne by national authorities