



Schola Europaea / Office of the Secretary-General  
Pedagogical Development Unit

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## **Framework for Work Experience (WEX) and the Citizenship Actions for All Programme (CAAP)**

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**Approved by the Joint Teaching Committee at its meeting of 8 and 9  
February 2024 – Brussels (Hybrid)**

This document cancels document 2016-02-D-6 approved by the Joint Teaching Committee on 18 and 19 February 2016 in Brussels.<sup>1</sup>

**Entry into force: 1<sup>st</sup> September 2024**

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<sup>1</sup> Decision of the JTC: 2016-02-D-17

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# 1 Rationale

The European Schools aim to achieve two objectives: delivering formal education and fostering pupils' personal development within a wider social and cultural context. To ensure the holistic development of its secondary school pupils, a range of programmes have been established in the European Schools to help pupils become responsible and solidary citizens and to gain valuable insights into the world of work. Two programmes have been developed for this purpose: **Work Experience (WEX)**<sup>2</sup> and the **Citizenship Actions for All Programme (CAAP)**<sup>3</sup>. Since both programmes are complementary and target a similar age group, it has been decided to draw up a structured framework for both programmes.

It is intended that participation in WEX and CAAP will be widespread and that procedures will be harmonised as far as possible. Nevertheless, the current document offers some flexibility in order to meet the needs of individual schools in the system. The numerous benefits of the programmes are described in Annex 1 and Annex 2.

The main aim of WEX is to provide pupils with experience of an adult working environment. Work experience usually gives pupils a realistic idea of the nature of certain types of employment and can therefore be very helpful in making career or higher education choices. The programme is not intended as training for a particular career.

Young people in the European Schools system will be encouraged to support their local community through acts of service and participation in a range of concrete activities. Through CAAP pupils will engage in activities such as volunteering in local community groups, supporting the work of local charities, engaging in environmental work, or assisting with groups to support children and adults with special educational needs and/or physical disabilities. Young people will be encouraged to use their initiative to identify other possible areas for involvement in their local communities.

The current framework is largely built on the documents *2016-02-D-6-en-2 Follow-up on the 'Career Guidance' Working Group's mandate to produce a document on Work Experience* and *2023-05-D-18-en-4 Towards a WEX and CAAP framework*, as well as on the knowledge and experiences gained by the schools over the years. This document describes only the general framework of the two programmes, WEX and CAAP. Schools should take ownership of the programmes and may adapt procedures and templates to their needs.

## 2 Links to the curriculum

Key Competences for Lifelong Learning are a central component of the curriculum of the European Schools. Learners need to develop their skills and competences throughout their lives, for their personal fulfilment, so that they can actively engage with the society in which they live and to ensure that they are prepared for a constantly changing world of work. In this context learning outside the classroom and appropriate activities outside the school can make a significant contribution to the development of these competences.

The Citizenship Actions for All Programme (CAAP) is a cross-curricular activity that gives pupils the invaluable opportunity to particularly develop their civic competences. After a successful pilot of CAAP under the Irish Presidency of 2022/23, the programme will now take root in the curriculum of the Secondary Cycle.

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<sup>2</sup> 2016-02-D-6-en-2 Follow-up on the 'Career Guidance' Working Group's mandate to produce a document on Work Experience

<sup>3</sup> 2022-D-39-en-7 Priorities Irish Presidency 2022-2023, p. 15

The Work Experience (WEX) programme also plays a significant role in developing key competences and makes pupils aware of the world of work. It has been a well-established Career Guidance activity in many European Schools and continues to provide pupils with insights into professional life.

## 3 Organisation

### 3.1 Target group

The programmes target pupils in Secondary Cycles 2 and 3. WEX primarily targets s6 pupils, as many companies and institutions in various countries require a minimum age of 16 for traineeship acceptance. However, schools may offer it also to s5 pupils when there are no obstacles for following the traineeship for pupils under 16. CAAP is primarily aimed at pupils in s5, but pupils in s4, s5 and s6 may also follow it.

### 3.2 Duration and timing

All pupils in the European Schools network should follow at least one of the two programmes and ideally both. The programmes will take place for at least one or two weeks. CAAP can also take place over a 10-week period (one hour per week outside of school hours is a minimum requirement).

The placements can be done at different moments in the school year and also during the school holidays. A period that lends itself well for these programmes is the week(s) after the second semester examinations. It is recommended that WEX is organised at the end of the school year, while CAAP can be also organised throughout the school year. Placements should be scheduled exclusively outside of regular school hours to ensure minimal disruption and avoid any absences for pupils.

### 3.3 Coordinators

Each school should nominate a WEX and a CAAP coordinator. Internal structures need to be foreseen to that end.<sup>4</sup>

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<sup>4</sup> In order to implement the framework time credits have been approved by the Board of Governors at its meeting on 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> of April 2024; see document 2019-04-D-13-ANNEX I-4 Internal structures in the nursery, primary and secondary cycles, p. 6 for details.

In their role as coordinators, they should:

- inform pupils and their parent(s)/guardian(s) about the Work Experience and Citizenship Actions for All Programme and explain how young people can become involved in the programme activities (parents/guardians and pupils can support this work);
- help pupils identify suitable companies and organisations if they are struggling to find one independently;
- liaise with pupils on the possible companies/organisations and activities identified by pupils; support them in selecting the most appropriate and worthwhile activities; check placement if the company/organisation is unfamiliar;
- guide and support pupils throughout their placement; if possible, the coordinator should contact the company/organisation during the first days of the programme; a help line/email address must be set up for emergency problems when pupils are on the programme;
- ensure that young people maintain a record of participation of all activities completed;
- liaise with other coordinating teachers in the ES system through participating in an online professional community through the TEAMS and/or SharePoint virtual platform;
- liaise with Management in relation to the roll out of the programme, progress reports and the awarding of the certificate of participation.

### 3.4 Sample schedule for the year for WEX

The following calendar is only a sample. Schools may adjust the programme schedule to their needs and internal structures.

<b>Sep/Oct</b>	<ul style="list-style-type: none"> <li>➤ Presentation of the programme to pupils/parents by the coordinator(s)</li> <li>➤ Presentation of previous years' experiences preferably by pupils</li> <li>➤ Updating information on the school website</li> </ul>
<b>Nov/Dec/Jan</b>	<ul style="list-style-type: none"> <li>➤ CV and application letters, possible mock interviews</li> <li>➤ Identification of possible placements</li> </ul>
<b>Feb-May</b>	<ul style="list-style-type: none"> <li>➤ Completion of the contract</li> </ul>
<b>Jun</b>	<ul style="list-style-type: none"> <li>➤ WEX takes place</li> </ul>
<b>Jul/Aug</b>	<ul style="list-style-type: none"> <li>➤ Pupils complete writing reflection pieces</li> </ul>
<b>Sep</b>	<ul style="list-style-type: none"> <li>➤ Collection and assessment of reflection pieces</li> <li>➤ Certificate ceremony</li> </ul>

### 3.5 Sample schedules for the year for CAAP

The following calendars is only a sample. Schools may adjust the programme schedule to their needs and internal structures.

### Option A

<b>Sep</b>	<ul style="list-style-type: none"><li>➤ CAAP coordinator liaises with School Management to decide<ul style="list-style-type: none"><li>○ which year group(s) CAAP will be offered to, and</li><li>○ what the preferred option is <b>(A) spread over a period of time</b> or <b>(B) an intense volunteering experience after the June examinations</b> or both</li></ul></li></ul>
<b>Sep/Oct</b>	<ul style="list-style-type: none"><li>➤ Contact and liaise with parents, parents' association and teaching staff to forge partnerships with local charities and organisations; partnership agreements could be signed</li></ul>
<b>Oct/Nov</b>	<ul style="list-style-type: none"><li>➤ Presentation of the programme to the targeted year group; if the school has established contact with a number of charities/organisations, representatives can inform pupils about the kind of volunteering that is involved</li><li>➤ Information is published on the school website; parents can be informed via email and a CAAP TEAMS can be set up for the target year group</li></ul>
<b>Oct/Nov/Dec</b>	<ul style="list-style-type: none"><li>➤ Pupils either go in search of and contact charities/organisations themselves, or delve into the options provided by the school; CAAP coordinator supports pupils to find and choose a suitable experience</li><li>➤ Pupils complete the CAAP Contract and Parental Participation Form</li><li>➤ CAAP coordinator approves pupils' CAAP proposal</li></ul>
<b>Nov-Jun</b>	<ul style="list-style-type: none"><li>➤ CAAP volunteering takes place</li><li>➤ Pupils update the CAAP Award Record Sheet to log time and completed tasks</li><li>➤ CAAP coordinators could visit pupils while volunteering takes place</li><li>➤ Pupils complete the CAAP Reflection Sheet</li><li>➤ Once a pupil has completed the programme the coordinator collects the Award Record Sheets and Reflection Sheets</li></ul>
<b>Sep</b>	<ul style="list-style-type: none"><li>➤ Certificate ceremony (pupils can be asked to share their experiences; charity representatives can likewise be invited to reflect on pupils' volunteering)</li></ul>

### Option B

<b>Sep-Jan</b>	<ul style="list-style-type: none"><li>➤ CAAP coordinator liaises with School Management to decide<ul style="list-style-type: none"><li>○ which year group(s) CAAP will be offered to, and</li><li>○ what the preferred option is <b>(A) spread over a period of time</b> or <b>(B) an intense volunteering experience after the June examinations</b> or both</li></ul></li><li>➤ Contact and liaise with parents, parents' association and teaching staff to forge partnerships with local charities and organisations; partnership agreements could be signed</li></ul>
<b>Feb/Mar</b>	<ul style="list-style-type: none"><li>➤ Presentation of the programme to the targeted year group; if the school has established contact with a number of charities/organisations, representatives can inform pupils about the kind of volunteering that is involved</li><li>➤ Information is published on the school website; parents can be informed via email and a CAAP TEAMS can be set up for the target year group</li></ul>

<b>Feb-Jun</b>	<ul style="list-style-type: none"> <li>➤ Pupils either go in search of and contact charities/organisations themselves, or delve into the options provided by the school; CAAP coordinator supports pupils to find and choose a suitable experience</li> <li>➤ Pupils complete the CAAP Contract and Parental Participation Form</li> <li>➤ CAAP coordinator approves pupils' CAAP proposal</li> </ul>
<b>Jun</b>	<ul style="list-style-type: none"> <li>➤ CAAP volunteering takes place</li> <li>➤ Pupils update the CAAP Award Record Sheet to log time and completed tasks</li> <li>➤ CAAP coordinators (supported by other teachers) could visit pupils while volunteering takes place</li> <li>➤ Pupils complete the CAAP Reflection Sheet</li> <li>➤ The coordinator collects the Award Record Sheets and Reflection Sheets</li> </ul>
<b>Sep</b>	<ul style="list-style-type: none"> <li>➤ Certificate ceremony (pupils can be asked to share their experiences; charity representatives can likewise be invited to reflect on pupils' volunteering)</li> </ul>

### 3.6 Placement

Pupils should reflect on the kind of activity they would like to do in the light of personal interests and possible career goals. They should actively search for a place by themselves.

**WEX:** Pupils can do their work experience in any EU country. Other destinations may be accepted upon a pupil's request if legal representatives discharge the school from any kind of responsibility.

It should be clear that the search for a WEX placement is a realistic simulation of an authentic job application. However, the WEX coordinator can help the pupil to identify suitable companies or organisations. Pupils should not work directly with their parents or relatives in the same department.

**CAAP:** The placement should ideally be local to the school in order to foster pupils' engagement with the local community. Alternatively, the placement can be in the local area where the pupil lives or in the pupil's home country. Other destinations may be accepted upon a pupil's request if legal representatives discharge the school from any kind of responsibility.

The company/organisation must sign consent forms in relation to child protection, etc. Pupils must adhere to any vetting arrangements and local rules/laws.

### 3.7 Preparation

- **Code of conduct:** Pupils should receive a code of conduct before the programme with relevant comments about:
  - respect for confidentiality in work related areas;
  - work placement rules;
  - appropriate dress code;
  - basic rules of courtesy;
  - importance of punctuality;
  - appropriate use of social media in a professional environment;
  - respect for cultural differences.
- **Safety at work:** Sufficient information related to safety at work should be transmitted to each pupil (clothing, helmet, appropriate shoes, etc).

- **CV and application training for WEX:** In preparation for the WEX programme training could be organised to help pupils write a CV and application letters (e.g., in L1 / L2). In addition, mock interviews could be organised.
- **Practical suggestions:** See Annex 3

### 3.8 Contract

The only legal document is a convention completed by the pupil, checked by the coordinator, signed by the company/organisation, the pupil, the School Management and the pupil's legal representatives (in the case of pupils under the age of 18).

School insurance coverage will be mentioned in this convention. All interested parties (company or organisation/pupil/school/pupil's legal representatives) will receive a copy of this convention. For a proposed template see Annex 4. Using the proposed template is not mandatory. Schools may deviate from it and develop their own contract model, in particular to tackle specific needs in terms of insurance coverage, should the standard clause not fit with the local situation and legislation. Once the School has defined a standard contract model, it is advised not to accept modifications at the initiative of the company/organisation.

### 3.9 Remuneration

Pupils cannot be paid on work experience or for citizenship actions.

### 3.10 Personal Reflection

Pupils will be expected to produce a short reflection piece when participating in WEX and/or CAAP, which may be a requirement for the award of a school certificate. Ideally, the pupils should be given a reflection worksheet to complete during their placement. Schools might organise various types of presentations of these reflection pieces (award ceremony, testimonials in front of younger pupils and parents, ...), also possibly as part of promotional activities for the programmes.

A report might be a suitable text type for reflecting on work experience. Report writing is expected and could be considered as part of L1/L2 programme in s6.

### 3.11 Digital certificates

Digital certificates should be developed so that pupils can join them to their personal portfolio. All certificates must be signed by the Secretary-General.



## Annex 1: Benefits of Work Experience

Work Experience is highly beneficial for secondary school pupils for several reasons:

*Exploration of career options:* Work experience provides an opportunity for pupils to explore different career paths and gain insight into various industries. It allows them to experience the realities of different jobs firsthand, helping them make more informed decisions about their future career choices.

*Development of employability skills:* Work experience helps pupils develop a range of employability skills, such as communication, teamwork, problem-solving, time management, and adaptability. These skills are transferable to different jobs and settings.

*Increased self-awareness:* By participating in work experience, pupils gain a better understanding of their own strengths, interests, and areas for improvement. They can identify the skills they enjoy using and the types of work environments that suit them, which can guide their future educational and career decisions.

*Networking opportunities:* Work experience allows pupils to build connections with professionals in their fields of interest. These connections can provide valuable mentorship, advice, and potential future employment opportunities.

*Enhanced CVs and university applications:* Having work experience on their CVs or university applications can significantly enhance a pupil's profile. It demonstrates initiative, motivation, and a proactive attitude towards personal and professional development, making them stand out among their peers.

*Real-world application of academic knowledge:* Work experience helps pupils understand the practical application of what they learn in the classroom. It bridges the gap between theory and practice, giving pupils a deeper understanding of how their education can be applied in real-life scenarios.

*Increased maturity:* Working in a professional environment requires pupils to be responsible and to develop their social skills. Through work experience pupils become more mature and better prepared for the challenges of adulthood.

*Improved confidence:* Successfully completing work experience can boost pupils' self-confidence and self-belief. It provides a sense of accomplishment.

Overall, work experience offers secondary school pupils invaluable opportunities for personal, educational, and professional development. It equips them with practical skills, knowledge, and experiences that can positively impact their future education and career paths.

## Annex 2: Benefits of the Citizenship Actions for All Programme

Participating in citizenship actions through volunteering in NGOs, local associations, and similar organisations is important for secondary school pupils for several reasons:

*Civic engagement:* Volunteering in citizenship actions fosters a sense of civic responsibility and engagement. It helps pupils understand the importance of actively participating in their communities and contributing to the betterment of society. It instils values such as empathy, compassion, and social awareness.

*Personal growth and character development:* Volunteering provides opportunities for personal growth and character development. It allows pupils to develop qualities such as leadership, teamwork, and resilience. Engaging in meaningful community service experiences helps shape their values, ethical standards, and sense of social justice.

*Practical application of knowledge and skills:* Volunteering allows pupils to apply the knowledge and skills they have acquired in school to real-world situations. It reinforces classroom learning by providing practical contexts and challenges. For example, they can apply their communication, problem-solving, and organisational skills to address community needs and make a positive impact.

*Broadened perspective:* Volunteering exposes pupils to diverse communities, cultures, and social issues. It broadens their perspective and helps them understand the complexities and challenges faced by different groups of people. This exposure nurtures open-mindedness, tolerance, and a global outlook.

*Building social connections and networks:* Volunteering provides opportunities to interact and collaborate with people from different backgrounds, including volunteers, organisers, and community members. This allows pupils to build social connections and networks beyond their immediate school environment.

*Developing empathy and compassion:* Volunteering exposes pupils to various social issues, such as poverty, inequality, environmental concerns, and healthcare disparities. By actively engaging with these issues, pupils develop empathy and compassion towards others. They learn to understand and appreciate different perspectives and become more motivated to contribute to positive change.

*Recognition and personal satisfaction:* Engaging in citizenship actions through volunteering gives pupils a sense of personal satisfaction and fulfilment. It provides a platform for them to make a tangible difference in the lives of others and their communities. Recognition for their efforts boosts their self-esteem and motivates them to continue their involvement in social causes.

*Enhanced university and career prospects:* Volunteering experiences demonstrate to universities and employers that pupils are proactive, socially responsible, and committed to making a difference. It can strengthen their university applications and CVs, setting them apart from other candidates.

Overall, participating in citizenship actions through volunteering enables secondary school pupils to actively contribute to society, develop important life skills, broaden their horizons, and cultivate a sense of social responsibility. It not only benefits the communities they serve but also has a positive impact on their personal and academic development.

## Annex 3: Practical suggestions

### 1. Preparation phase:

- Coordination and management of WEX/CAAP: who does what? It is suggested that the following colleagues are involved:
  - Careers teachers;
  - Pedagogical Advisors;
  - Class teachers/principal teachers;
  - Religion/Ethics teachers
  - L1, possibly also L2 teachers (for supervising writing reflection pieces);
- Promoting WEX/CAAP within the school. Possible ways of raising awareness are by means of:
  - School Management;
  - Pupils/parents meetings;
  - Pupils' testimonials and Pupil Council
  - Flyers and posters;
- Planning to consider the following:
  - The dates for WEX/CAAP in the whole school year;
  - Whether pupils are expected to complete one or both programmes;
  - If specific work experience is required for higher education;
  - Relevance of volunteering activities in university applications
  - The relationship of WEX with the official careers programme;
  - Duration: One/two week? One hour per week over ten weeks?  
Planning during/outside of school hours?
  - Which year? WEX: s5-s6, CAAP: s4-s5-s6
- Documentation:
  - Create folders/copy files from schools as examples; all information downloadable from website;
  - Information for pupils;
  - Information for parents;
  - Information for companies and organisations;
  - Convention to be incorporated into letter to parents;
  - Reply forms;
  - Insurance policies;
  - No payment for pupils;
  - Examples of suitable placements;
  - "Survival guide" or "the perfect trainee/volunteer": tips and suggestions for pupils e.g. punctuality, dress code, politeness.
- Application for WEX
  - Preparation for the application: CV and application training;
  - Choosing your placement;
  - Suitability check of chosen places;
  - Application and follow up.
- Instructions for daily report writing/diary/recording.

### 2. Execution phase

- Supervising / contact / check-up: How? By whom?
  - Visits;
  - Video conference – face-time/Skype;
  - Telephone / SMS.
- Help lines: telephone assistance for pupils in emergency situations.
- Pupils writing daily report / diaries / personal impressions.
- Recording your work experience / volunteering (for final reflection piece)
  - Selfies at the workplace;
  - Pictures; videos

### 3. Evaluation phase

- Reports from companies and organisations (sample forms/letters online?)
- Reflection pieces from pupils, according to instructions. Possible formats:
  - Reports, essays, articles, ...
    - Written in L1 or L2. Marking in year X and if so, by whom;
  - Oral feedback;
  - Video report;
  - Selfies;
  - Interview format;
  - Presentations.
- Awards. Possible formats:
  - Certificate from company/organisation;
  - (Digital) Certificate from school;
  - Award ceremony.
- Building experience
  - Internal database of suitable companies/organisations.

## Annex 4: Possible templates

### Contract



EUROPASKOLEN - EUROPÄISCHE SCHULE ΕΥΡΩΠΑΪΚΟ ΣΧΟΛΕΙΟ -  
 EUROPEAN SCHOOL - ESCUELA EUROPEA - ECOLE EUROPEENNE  
 SCUOLA EUROPEA EUROPESE SCHOOL - ESCOLA EUROPEIA -  
 EUROOPPA-KOULU - EUROPASKOLAN

### WORK EXPERIENCE / CITIZENSHIP ACTION CONTRACT

Between the **undersigned**:

<b>Company/Organisation</b>		
Address:		
	Tel:	
Department:		
Represented by:	Ms/Mr	Position:
	E-mail:	

<b>School</b>		
Represented by:	Ms/Mr	Position:
	E-mail:	

<b>Pupil</b>	Ms/Mr	
Address:		
	Tel:	Mobile:
	E-mail:	
Date of birth:	Class:	
<b>Legal representatives (if pupil is under 18 years old)</b>		
Name:		
Mobile:	E-mail:	

It is agreed that:

#### Article 1

The aforementioned company/organisation accepts the pupil from the (*name of school*) named below, for work experience / citizenship action.

#### Article 2

The company agrees to take into consideration the work experience / citizenship action needs of the pupil in the choice of work given. The company/organisation agrees to treat the pupil fairly.

#### Article 3

Work experience / citizenship action will take place from \_\_\_\_\_ to \_\_\_\_\_ **20\_\_** . The working day will begin at \_\_\_\_\_ and will end at \_\_\_\_\_ .

#### Article 4

The contact person responsible for the work experience / citizenship action in the company/organisation is  
**Ms/Mr** \_\_\_\_\_

#### Article 5

The WEX / CAAP programme coordinator is **Ms/Mr** \_\_\_\_\_ .

#### Article 6

The company/organisation will inform the Management of the school for any absence on the part of the pupil and for any other problem which may arise during the period of the work experience / citizenship action.

#### Article 7

The WEX / CAAP programme coordinator will inform the company/organisation of any problem which could arise during the period of the work experience / citizenship action.

#### Article 8<sup>5</sup>

Within the framework of this contract, the pupil remains the responsibility of the school at which he/she is enrolled. There exists no agreement of continued employment between the pupil and the company/organisation.

This situation is subject to the following conditions:

- the pupil remains entirely under the school statute and accordingly, receives no remuneration;
- the pupil is insured under the terms of the insurance policy subscribed to by the school during the term of placement and according to the conditions of the present contract.

The company/organisation will make sure to inform their insurance company of the pupil's presence in their company/organisation, in relation to their civil liability insurance.

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<sup>5</sup> This standard insurance clause should normally cover most cases in both the European Schools and the Accredited European Schools. However, it is the responsibility of Schools to make the necessary amendments, should the standard clause not fit with the local situation and legislation.

**Article 9**

The company/organisation agrees to take responsibility for the expenses incurred by the pupil on work premises, according to the authority and ruling of the stated enterprise.

**Article 10**

The company/organisation is obliged to inform the Management of the school and/or the organisation responsible for health and safety of any problems of a medical nature that come to light during pupil's time with the company/organisation.

**Article 11**

The pupil on work experience / citizenship action agrees to conform to the workplace rules of the company/organisation and to arrangements relating to security.

He/she also agrees to respect the rule of confidentiality, which is expected of all personnel members.

**Article 12**

The company/organisation or the school will be able to bring the current contract to an end after prior consultation. All parties must have been given advance warning.

**Article 13**

Without influencing the articles of the present contract, any specific arrangements agreed between teaching establishments and companies/organisations remain applicable. They will be attached the present contract.

Three copies made, date \_\_\_\_\_

For the company / organisation,

*Read and approved*

Company / Organisation seal

For the school

Headmaster/Headmistress:

*Read and approved*

School seal

Pupil's signature,

*Read and approved*

Signature of the legal representatives (if pupil is under the age of 18),

*Read and approved*

## Award Record Sheet



# Award Record Sheet

*Please note: This sheet is for recording your time in the placement only. Please retain until Award completion is confirmed by your Coordinator.*

**Name of Participant:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Programme Coordinator:** \_\_\_\_\_

**Name of Placement:** \_\_\_\_\_

Date	Start time	Finish Time	Task Completed

**Pupil's signature:** \_\_\_\_\_

**Signature of Placement Lead/Manager:** \_\_\_\_\_

**Programme Coordinator's signature:** \_\_\_\_\_



## Work Experience report

Note: Add suitable space for pupil's comments in the report. Put in dates for each day.

<b>Work Experience Report</b>	
Name: .....	Class: .....
Organisation/ Company: .....	

Hand in by: \_\_. **September 202**\_

**The report must be handed in to your Language1 teacher by the second day of school.**

Somewhere in your report, try to include as many of the following as possible:

- A. Nature of work**
  - What were your tasks?
  - Where were you working? Inside/outside, office, storeroom, warehouse?
  - Any travelling as part of the job?
- B. Learning the job**
  - How were you instructed about the work?
  - Degree of independence; amount of supervision
- C. The working day**
  - Time that work was started and finished each day, shift system?
  - Breaks, how were they organised? Overtime, anti-social hours?
  - How you travelled to work
- D. Demands of work**
  - Physically or mentally demanding; sitting, walking, standing, carrying?
  - How tiring was it?
- E. Physical environment**
  - State of walls, decoration, posters, art work. How clean?
  - Sound; radio, music, traffic, machinery etc.
- F. Human environment**
  - Relationships between management and employees
  - Interaction between employees
  - Degree of formality or informality; hierarchy
  - Job satisfaction of employees; management
  - Age structure
- G. Safety**
  - Any special regulations for safety. Hygiene rules. Uniform?
- H. Work organisation**
  - Qualifications needed. Career path of employees. Trade unions.
  - Sickness /maternity arrangements. Holidays. Promotion prospects. Payment.

**1. Short summary of the nature of the work of your firm or department**

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**2. Daily report of your tasks and work**

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**5** \_\_\_\_\_

**6** \_\_\_\_\_

**7** \_\_\_\_\_

**8** \_\_\_\_\_

**9** \_\_\_\_\_

**10** \_\_\_\_\_

**3. General assessment of your Work Experience placement**

- Have your expectations of the Work Experience been fulfilled?
- Has the experience affected your career plans?
- How much have you needed to revise your expectations of your working life?
- Was it difficult to adjust from school life to working life? How was it difficult?
- Summarise the positive and negative aspects of your work experience.

Your signature .....

# PARENTAL PARTICIPATION FORM

## (Citizenship Actions for All Programme (CAAP) 20XX)

Dear parent(s)/guardian(s),

Your child has the possibility to take part of the Community work placement (Citizenship Actions for all Programme (hereinafter referred to as 'CAAP 20XX'). The aim of this activity is to support young people to become more active and responsible citizens through volunteering their time to support a local organisation.

This form is to be completed for the purpose of giving Parental/Guardian authorisation for their child to participate in the **Citizenship Actions for All Programme (CAAP) 20XX**. The pupil's name, class, name of legal representatives, email address and mobile phone will be communicated with the organisation where the pupil is volunteering.

Once the volunteer activity has been completed, an award record sheet of the volunteering (including the pupil's name, surname and task completed) will be prepared by the placement lead/manager and the CAAP Coordinator and passed on to the pupil and to his/her school. Moreover, your child will receive a certificate of participation issued by the school administration.

The legal basis for the processing of your personal data relies on article 6, §1, (b) of the GDPR "Performance of a contract" in the context of the contract with the organisation and article 6, §1, (f) of the GDPR "Legitimate interest" in the context of the production of the award record sheet and the certificate of participation.

All your child's information related to the CAAP 20XX activity will be kept for the duration of the school year.

With respect to the processing of your personal data you have the rights to be informed and to access your personal data. You also have the rights to rectification, erasure and to object to the processing.

If you have any questions about we process your personal data, you may contact our Data Protection Officer: [XXX-DPO-CORRESPONDENT@eursc.eu](mailto:XXX-DPO-CORRESPONDENT@eursc.eu) (Please insert the DPO correspondent's email address of your school.)

**Parents/Guardians Contact Details:**

Names.....

Relationship to pupil.....

Home address.....

Telephone (home).....

Mobile.....

Email.....

**Pupil Contact Details:**

Name.....  
Home Address.....  
Telephone (home).....  
Mobile.....  
Email.....  
School..... Year: .....

**Name of Placement**.....  
Address.....  
Telephone..... Email.....  
Description of Placement offered to pupil  
.....  
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**Legal representatives' approval for participation**

We (full names of legal representatives) .....  
.....  
residing both or separately (addresses)  
.....  
.....  
authorise the pupil (full name) .....  
to work for (name of placement).....

We have been advised of the conditions and hours of the placement and I agree to the pupil being placed here in accordance with the information provided.

..... (Signature of the legal representatives)

..... (Printed names)

Date ..... / ..... / .....

CAAP Reflection Sheet



1. Please indicate which **section** you are in.  
.....

2. What is your **gender**?

- Male
- Female
- Non-binary
- Prefer not to say

3. **What motivated you** to take part in CAAP 2023? You can tick multiple boxes. Also underline the option which motivated you **the most**.

- Sense of purpose and fulfilment; knowing that I can be helpful
- My friends convinced me to take part
- The prospect of receiving a participation certificate
- It seemed like a fun experience
- My parents wanted me to do this
- Other: .....

4. On a scale of 1 to 5, **how well was the project organised?** (1 being poorly organised, 5 being very well organised)

- 1
- 2
- 3
- 4
- 5

5. **Did you feel prepared** for your volunteering activities?

- I did **not** feel prepared
- I felt **moderately** prepared
- I felt **adequately** prepared
- I felt **very** prepared

If applicable, please **suggest** how the project organisers could have prepared you more:

.....

.....

.....

6. Did you have a clear understanding of your **role and responsibilities** during the project?

- Yes
- More or less
- No

7. **Which type of volunteer work** did you engage in?

- Keeping elderly people company
- Preparing meals in a soup kitchen

- Accompanying disabled people to a museum
- Handing out food/meals
- Helping out in an animal rescue centre
- Other: .....

8. **How meaningful did you find your volunteer work?** (Scale from 1 to 5, 1 being not meaningful, 5 being very meaningful)

- 1                       2                       3                       4                       5

9. Did you feel that your volunteer work had a **positive impact on the community?**

- Yes
- More or less
- No

10. Did this volunteering project enhance your **understanding of civic responsibility?**

- Yes
- More or less
- No

11. What was **the most rewarding aspect** of your volunteering experience?

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.....

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.....

12. Can you describe a **specific challenge** you encountered while volunteering. How did you handle it?

.....

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.....

.....

13. Please share any **additional comments or thoughts** you have about your experience in this volunteering project.

.....

.....

.....

**CAAP Certificate**

See next page.



First name LAST NAME

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has participated successfully in:

**CITIZENSHIP ACTIONS FOR ALL PILOT PROGRAMME  
(CAAP)**

***Nurturing and Celebrating Active Citizenship***

**DATE: XX/XX/20XX**

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**Andreas Beckmann**  
Secretary-General of the  
European Schools

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**First name Last name**  
Director  
European School XXX