



Schola europaea

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Structure for all syllabuses in the system of the European Schools

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Immediate entry into force

The current document cancels and replaces document 2019-09-D-27-en-5/-en-6 and en-7.

¹ Document 2024-11-D-42-en-1 has been updated – no change in content, some additions to clarify some aspects and make the program writing process more comprehensible.

General structure for all syllabuses in the system of the European Schools

The syllabuses of all the language sections are – except for L1 – identical and the same standards are required to be met.

To guarantee recognition of the European Baccalaureate certificate, syllabuses must meet at least the minimum requirements of all the member states. Since these vary from country to country, syllabuses are designed and written after negotiations between national experts – more particularly the members of the Boards of Inspectors – based on detailed comparison of national curricula.

In this sense, the European Schools' syllabuses stand apart from national ones, as they are characterised by a refreshing lack of excessive detail and prescription. The structure of the European School syllabuses is therefore intentionally brief and precise. Additional information, such as teaching and learning resources can be provided in the annexes.

Emphasising a broader perspective across various subjects, these syllabuses could be described as open-ended, granting teachers the invaluable chance to engage in meaningful discussions and collaborate with colleagues regarding their implementation in the classroom. This approach gives teachers a sense of freedom when it comes to selecting teaching methods and resources.

Competences are the basis for the European Schools' syllabuses. Competences include knowledge, skills and attitudes that are appropriate to different contexts.

Subject-related competences as well as personal and social competences are defined in each syllabus.

The syllabuses shall respect and follow the pedagogical and educational policies and principles as well as the main objectives of the European Schools.

The “Introduction” is specific to each subject and should make reference to the professional learning community of the subject. For L1-Syllabuses the Introduction must be translated in the three vehicular languages.

The text within “General Objectives of the European Schools” and “Assessment” is identical for all syllabuses.

1. Introduction

2. General Objectives of the European Schools

The **Mission** of the European Schools and Accredited European Schools is to provide all pupils with **plurilingual and multicultural broad education of high quality**, from early education to secondary school, and to equip upper secondary students for adult life and form a basis for further learning.

The European Schools and Accredited European Schools have also the vocation of being a flagship of European policies in education. They are the ideal testbed for innovative projects and a laboratory of pedagogical excellence where professionals from all over Europe work together.

The **Curriculum** of the European Schools is:

Comprehensive: It requires pupils to study a combination of subjects from different areas until the end of their schooling. (Mathematics, at least one science, humanities and languages)

Multilingual: Pupils learn content through their dominant language and other working languages.

Competence-based: It aims at developing the 8 key competences for lifelong learning. The level of pupils' attainment in the different subjects is measured through specific descriptors for each subject at each level.

Value-oriented: It aims at developing a European dimension of values in our pupils.

Flexible: The principle of differentiation is central the teaching and learning approach.

The **Objectives** of the European Schools are:

1. To provide a high quality, broad education centred on the Key Competences for Lifelong Learning, supporting all pupils' learning needs and encouraging them to reach their potential. To foster tolerance, co-operation, communication, and concern for others throughout the school community and beyond.
2. To focus on the mental and psychological wellbeing of pupils and all members of the community, believing that it is through stimulating and supportive classrooms and School life that all members of the school community can be enabled to thrive in our schools.
3. To stay abreast of the most recent developments on pedagogical theories and practices in teaching and learning methods/approaches to ensure that the provided educational experiences are high-quality based.

4. To support inclusion and diversity, creating inclusive classrooms and learning experiences in which pupils are stimulated to be reflective, active and creative, aware of their own learning profile and achievements, confident in their capacity with tenacity, curiosity and enthusiasm through several pupil-centred teaching approaches and the use of digital tools.
5. To cultivate pupils' confidence in their own cultural identity – the bedrock for their development as European citizens.
6. To develop high standards in the mother tongue and in foreign languages, as defined in the “Language Policy of the European Schools”.
7. To embed the learning about Education for Sustainable Development as an overarching concept in the curriculum.
8. To develop STEAM (Science, Technological, Engineering, Arts and Mathematics) knowledge, competences, and skills.
9. To encourage a European and global perspective in the human sciences, across the curriculum and in School life.
10. To encourage creativity in music and arts.
11. To develop physical skills and instil in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities.
12. To offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of the Secondary School.

The pupils of the European Schools and Accredited European Schools are future citizens of Europe and the world. As engaged citizens, they need a range of **competences** if they are to meet the challenges of a rapidly changing world.

The Council of the European Union adopted a Recommendation on key competences for lifelong learning in May 2018². The Recommendation identifies eight key competences that are essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion.

The key competences are a combination of knowledge, skills and attitudes.

- **Knowledge**

Knowledge is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.

- **Skills**

Skills are defined as the ability to carry out processes and use the existing knowledge to achieve results.

² The Official Journal 2018/C 189/01: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AC%3A2018%3A189%3ATOC>

- **Attitudes**

Attitudes describe the disposition and mindset to act or react to ideas.

All key competences are considered equally important and aspects essential to one domain will support competence development in another.

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

3. Didactic Principles

The European Schools provide formal education and encourage pupils' personal development in an ample social and cultural context.

Personal development involves awareness of appropriate behaviours, understanding of the environment in which pupils live, the respect of the diverse spiritual, moral, social and cultural backgrounds and the development of their individual identity in the context of a school **ethos based on European values**.

Awareness and experience of the richness of European life, culture and values nurture the pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and treasuring their own cultural identities.

Teaching and learning are competence-based, with a focus on:

- **Active learning**

Active learning emphasises pupils' active involvement and participation in the learning process. In active learning, pupils take an active role. Teachers help pupils to gradually become more independent and autonomous, i.e. more aware, and responsible for their own learning process.

- **Project-based learning**

During project-based learning pupils gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

- **Inquiry-based learning**

Inquiry-based learning prioritises problems that require critical and creative thinking so pupils can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

- **Cross-discipline learning**

Cross-disciplinary learning combines insights from interdisciplinary learning, transfer, and resources frameworks and highlights the processes of resource activation, transformation, and integration to support sense making in a novel disciplinary context by drawing on knowledge from other prerequisite disciplines.

- **Integrated teaching and learning**

Teachers play a pivotal role in creating a comprehensive and meaningful learning experience for pupils. By establishing links and correlations among different areas of the curriculum, teachers enrich the educational journey for their pupils.

- **Social and emotional learning**

Pupils develop self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

These principles are applied through a variety of teaching and learning approaches and strategies, the use of **differentiated teaching methods**, and the use of a wide range of learning resources including digital tools.

4. Learning Outcomes

This section sets out the main learning outcomes to be attained at the end of each cycle:

- Early education cycle
- P2, P4 and P5 for L1 and Mathematics
- Primary cycle for other subjects
- S3
- S5
- S7

Progression and transition (if applicable) should be outlined from one cycle to the next.

Greater alignment needs to be provided in the transitional years N-P1 and P5-S1.

The learning outcomes take account of and incorporate the key competences, as mentioned in the General Objectives of the European Schools.

5. Assessment

The basis for assessment are the learning outcomes for each cycle.

Assessments must be oriented around the competence-based attainment descriptors for the different subjects and the Key Competences for the European Schools. Teachers must incorporate assessment of all of these in each year's teaching.

Pupils must be assessed in a broad variety of ways throughout the year, to give a wide-ranging picture of each pupil's attainments, strengths, and areas for further work. Both

formative and summative assessments must be used, ranging from quick and simple to more complex and time-demanding.

The basic principles and procedures relating to the assessment of pupils in the European Schools system are set out in the following documents:

- General Rules of the European Schools
- Assessment Policy of the European Schools
- Assessment tools for the Primary Cycle of the European Schools
- Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements
- Regulations for the European Baccalaureate
- Arrangements for implementing the Regulations for the European Baccalaureate

Attainment descriptors

Each syllabus should contain attainment descriptors for each cycle. The structure of the attainment descriptors (in the form of a table) for all subjects will be based on the European Schools' general marking scales.

6. Annexes

Annexes with comments, clarifications, guidelines, teaching resources, further considerations and any other supporting documents may be added to European School syllabuses when considered necessary or convenient.

The syllabuses for years s6-s7 of secondary education will contain a sample Baccalaureate examination paper (together with a generic matrix, a paper-specific matrix and a marking scheme and/or rubric – the marking scheme must be clearly linked to the marking scale and the attainment descriptors), as well a sample Baccalaureate oral examination, together with an oral assessment record sheet.

a) Sample Baccalaureate written examination

b) Sample Baccalaureate oral examination