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Careers Guidance Regulations

Approved by the Board of Governors at its meeting on 15th, 16th and 17th of April 2026 – Riga (Latvia - Hybrid)

This document repeals and replaces, with an entry into force on 1st September 2026, the following documents:

- 95-D-263 – National Expert Advisers.
- 2017-09-D-27 – Careers Guidance.
- 2020-06-M-3 – Memorandum Careers Guidance¹.

¹ Of 13 July 2020.

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Careers Guidance Regulations.

This document repeals and replaces the following documents:

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1. Purpose and Scope.

Careers Guidance (CG) in the European Schools helps pupils make informed choices about their studies and future professional paths. It ensures consistent access to quality information, advice and support across all schools and language sections, from lower secondary (s2) to the Baccalaureate years (s7).

2. Careers Guidance lessons.

Careers guidance teachers will deliver the careers guidance programme (2020-02-D-12) at the rate of:

First cycle: s2–s3

- Lessons in **s2**: 2 periods per school year, per class will be taught.
- Lessons in **s3**: 6 periods per school year, per class will be taught.

Second cycle: s5

- Lessons in **s5**: 16 periods per school year, per class will be taught.

Third cycle: Baccalaureate (s6-s7)

- Lessons in **s6**: 8 periods per school year, per class will be taught.
- Lessons in **s7**: 8 periods per school year, per class will be taught.

Note that the term “period” here should be regarded as a “single” period (a 45-minute lesson) and not as a weekly period throughout the year. Careers guidance teachers will be paid overtime for the delivery of those periods.

Objectives and outcomes for each cycle are reflected in the careers’ guidance programme (2020-02-D-12).

3. Roles and Responsibilities.

Inspector in charge of Careers Guidance:

The Inspector in charge of Careers Guidance ensures the overall coherence, quality, and continuous development of the Careers Guidance provision across the European Schools. The Inspector provides strategic direction, professional support, and oversight of system-wide implementation. The Inspector:

- Is responsible for the Careers Guidance programme. Takes care of its update.
- Supports the Careers Guidance Coordinators and Teachers.
- Coordinates the Careers Guidance online professional community.
- Is responsible for the Continuous Professional Development of Career Guidance coordinators.

School Directors:

Directors hold overall responsibility for the effective implementation and supervision of Careers Guidance within their schools. They ensure compliance with established regulations, equitable organisation of staff duties, and the quality of programme delivery. Directors:

- Ensure delivery of the official CG programme in all cycles.
- Ensure the correct application of these CG regulations, including financial provisions.
- Guarantee fairness in timetable reductions and workload allocation.
- Approve the annual activity plans of the Careers Guidance Teachers.

Careers Guidance Coordinators and Teachers (CGTs):

Careers Guidance Teachers are trained professionals working within the framework of the European School system. They provide structured and continuous support during the school year² to pupils, parents and fellow-teachers. They ensure coherence and quality in all guidance activities maintaining regular liaison with the school administration. Their main responsibilities include:

- Delivering the official Careers Guidance Programme, including approved pilot projects, and maintaining up-to-date resources.
- Providing information, advice, and continuous support to pupils, parents, and teachers regarding subject choices, within the context of the European School system.
- Promoting awareness of the European Baccalaureate, its structure, and its recognition in higher education systems.
- Assisting pupils in developing decision-making and planning skills to support informed choices regarding their future studies and education pathways.
- Managing higher education applications (“dossier management”).
- Coordinating with National External Advisers and higher education institutions, and organising their visits or online sessions.

² Careers guidance teachers and coordinators are not available during the school holidays.

4. Higher Education Applications (“Dossier Management”)

CGTs support s7 pupils in preparing and submitting higher education applications (“dossier management”), to institutions in the EU³ and the United Kingdom. Their tasks may include advising pupils, checking forms, writing, and coordinating references, liaising with universities, and following up on offers.

Applications are categorised by workload:

Type	Average extra workload	Fee per application
No additional work	Not applicable	€0
Shorter application	≥ 2 periods	€130
Longer application	≥ 4 periods	€260

Pupils will pay the fees indicated above for each application. The fees are set according to the workload involved for the careers teacher in managing each dossier and processing each application for admission to higher education institutions:

Each additional application requires a separate fee. Fees are paid by parents to the school. They are not received directly from the parents by the teachers.

The amounts above will be indexed yearly by 2%, which is the same rate used for the indexation of the European Baccalaureate fees.

5. National External Advisers.

National External Advisers are professionals with recognised expertise and training in careers guidance within their respective national contexts. They provide country-specific information and advice on higher education and career opportunities, thereby complementing—without substituting—the work of the school’s Careers Guidance Teachers (CGTs).

Member States are invited to appoint such advisers, who should possess comprehensive knowledge of national guidance systems, procedures, and resources, as well as up-to-date awareness of developments in higher education and the labour market. This enables them to provide accurate and timely information to pupils.

External Advisers engage with pupils primarily through school visits or digital means (e.g., videoconference, online meetings, or chat platforms). Their activities typically focus on pupils from their own national sections, though they may also extend support to pupils

³ Exception made for the United Kingdom, for the other countries, parents should be invited to consult the education services of their embassies to find out the exact procedure for enrolment and the conditions for enrolment.

from other linguistic sections, subject to availability. They do not deliver the school's official careers guidance programmes.

While generally familiar with the overall structure of the European Schools system, External Advisers may not be acquainted with all its specific pedagogical or administrative features. Nevertheless, their contribution provides valuable national perspectives and enhances pupils' understanding of higher education and career pathways in their home countries.

Effective coordination between External Advisers and CGTs is essential to ensure the coherence, complementarity, and continuity of the guidance provided across all sections of the school.

6. Remunerations.

All financial rules for Careers Guidance and Dossier Management are grouped here.

Career Guidance lessons:

CG teachers are remunerated for direct contact hours (lessons delivered). This includes the necessary preparation, research, coordination, and follow-up for which there is no additional remuneration.

CG lessons are remunerated on top of the teachers' regular schedule even when this means that the CG lesson is taught at the same time in a teachers' regular schedule and must be substituted.

Substitute teaching must be arranged when CG duties overlap normal teaching time of a CG teacher.

Career Guidance Coordination:

The number of periods allocated for Careers Guidance coordination in each school corresponds to the number of language sections in the secondary cycle. For example, a school with four sections receives a total of four coordination periods.

When there are more than 4 classes in total in s2, s3, s5 and s6 in a section, an additional period will be granted per section fulfilling this condition.

These periods may be combined and redistributed according to the school's organisational needs. School management may therefore decide either to attribute all coordination periods to a single coordinator or to distribute them among several coordinators.

Seconded teachers:

Timetable reduction refers to the inclusion of Careers Guidance coordination periods within the statutory 21 weekly lesson periods that seconded teachers are required to complete. Coordination periods falling within this statutory teaching load are remunerated over 12 months per school year.

Careers Guidance coordination periods exceeding the statutory 21 weekly lesson periods are remunerated as overtime. Overtime is paid for a total of 8.5 months per school year, excluding school holidays, and distributed over 10 months, with no payment during July and August.

Schools shall, wherever feasible, apply timetable reductions in preference to overtime payments for seconded teachers.

Locally Recruited Teachers:

For locally recruited teachers (LRTs), CG coordination periods are paid over 12 months per school year in all cases.

Dossier Management:

For the management of 10 longer applications or 20 shorter applications teachers are compensated with 1 weekly period. For other numbers of applications, a pro-rata basis is applied. For example: 8 longer applications = 0.8 periods.

Seconded teachers:

Dossier management periods are compensated for by using one of the following methods:

Timetable reduction. This refers to the inclusion of Dossier management periods within the statutory 21 weekly lesson periods that seconded teachers are required to complete. Dossier management periods falling within this statutory teaching load are remunerated over 12 months per school year.

Overtime. This refers to dossier management periods exceeding the statutory 21 weekly lesson periods. Overtime is paid for a total of 8.5 months per school year, excluding school holidays, and distributed over 10 months, with no payment during July and August.

It is important to remember that one or the other method must be applied to avoid duplicate payments. Teachers with timetable reduction for dossier management will not be paid annual overtime for the same concept and in the same way timetable reduction must not be awarded to teachers that will be compensated for dossier management with overtime payment.

Directors are encouraged to apply timetable reductions in preference to overtime payments for seconded teachers, but it is also recommended that they take teachers' preferences into consideration.

Locally Recruited Teachers:

For locally recruited teachers (LRTs), CG Dossier management periods are paid over 12 months per school year in all cases.

When dossier management tasks are shared among several teachers, remunerations will be divided proportionally.

Payment of Dossier Management Fees by parents:

- Parents are informed before the end of the school year of s6.⁴
- Fees are invoiced at the start of the school year of s7, payable by the 15th of October.⁵
- Evidence of payment must be received before processing applications.

Budget lines:

- **Incomes** must be recorded under budget line **70310201**.
- **Expenditures** must be recorded under **601102 (or 601101 for seconded staff)**.

7. Implementation and Review

These rules will enter into force on the **1st of September 2026** and remain valid until updated by decision of the Board of Governors.

These regulations will be periodically reviewed to reflect changes in higher education and the European Schools' context.

⁴ Every year, students should be provided with an updated list of higher education institutions, specifying for each of them whether a longer or shorter application is involved.

⁵ Later deadlines can be adopted by schools at their discretion.

Annex I: “Dossier Management” Tasks related to a shorter application.

Tasks related to shorter applications include:

Communication and Information

- Inform pupils and parents about relevant meetings, deadlines, and procedures.
- Respond promptly to emails from pupils, parents, and institutions.
- Prepare and distribute guidance documents on the European system for those who request them.

Guidance and Support

- Advise and guide pupils throughout the application process during the school year.
- Organise individual interviews — including parents when appropriate — to discuss the pupil's application, course choices, and provide guidance for completing the online application.
- Provide information regarding the academic level or profile of the school and the class concerned.

Administration and Monitoring

- Verify that all forms are completed accurately, taking into account the specific requirements of the European Schools.
- Monitor university deadlines and ensure that pupils meet them, sending reminders to teachers and pupils as necessary.
- Production/preparation of all administrative documents required from ES for the applications (E.g. : Bac date/predicted marks/end of year written/oral subjects/proficiency level statements and higher education graduation statements)
- Check that each applicant is on schedule with their application and has confirmed their chosen destinations.
- Maintain clear and up-to-date records of applications and related correspondence.

Annex II: “Dossier Management” Tasks related to a longer application.

Tasks related to longer applications include:

Preparation, Communication, and Information

- Provide clear and updated advice on application procedures through orientation sessions, information meetings, posting information on different channels...
- Organise parents’ evenings and other information events (in situ or online) to explain university application processes and related deadlines.
- Liaise with representatives of higher education institutions to maintain up-to-date knowledge of requirements and opportunities.
- Offer individual guidance appointments for pupils seeking advice on university courses, entrance requirements, and study options.

Guidance and Academic Support

- Provide ongoing advice and guidance to pupils on university and course choices, helping them align their aspirations with their academic profiles.
- Supervise and give feedback on personal statements or motivation letters to ensure quality, coherence, and accuracy.
- Support pupils applying to universities that require specific entrance tests, including organising and delivering such tests when needed.
- Supervise and verify the choices entered by each pupil to ensure consistency with eligibility criteria and school recommendations.

Application Management and Quality Assurance

- Monitor all applications to ensure completeness, accuracy, and compliance with deadlines.
- Organise, check, and approve teacher references to ensure clarity and consistency.
- Production/preparation of all administrative documents required from ES for the applications (E.g.: Bac date/predicted marks/end of year written/oral subjects/ proficiency level statements and higher education graduation statements)
- Thoroughly review all application documents for accuracy, presentation, and alignment with institutional requirements.
- Complete, approve, and submit applications by the appropriate closing date.

Follow-Up and Post-Application Guidance

- Arrange for the transmission of final examination results to universities following proclamation.
- Maintain communication with higher education institutions regarding post-application queries or clarifications.
- Provide advice after submission, including interpreting offers, selecting choices, and addressing concerns about academic readiness or language proficiency.
- Advise and support pupils who narrowly miss their offers after results are published, helping them explore alternative pathways or appeal options.