



Ref.: 2020-02-D-12-en-1

Orig.: FR

Secondary Cycle (S2-S7) Careers Guidance Programme

Approved by the Joint Teaching Committee at its meeting of 13 and 14 February 2020, in Brussels

- For cycle 1 (years 2 and 3)¹ (2020-01-D-29 & 2014-09-D-54)
- For cycle 2 (years 4 and 5)² (2014-01-D-36)
- For cycle 3 (years 6 and 7)³ (2014-01-D-36)

Entry into force on 1 September 2020

(Mandate Ref.: 2011-09-D-36-en-6)

¹ Pilot project approved by the Board of Governors at its meeting of 2-4 December 2014 – Entry into force, September 2015. (2020-01-D-29 & 2014-09-D-54)

² Programme approved by the JTC at its February 2014 meeting – Entry into force, September 2014 (2014-01-D-36)

³ Programme approved by the JTC at its February 2014 meeting – Entry into force, September 2014 (2014-01-D-36)



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2020-01-D-29-en-2

Orig: FR



Careers Guidance Programme for Secondary Cycle 1 (years 2 and 3)

Approved by the Joint Teaching Committee on 13 and 14 February 2020,
in Brussels

Entry into force on 1 September 2020

(Mandate Ref.: 2011-09-D-36-en-6)

Historical Perspective:

In the document 2011-09-D-36-en-6 on Career Guidance, approved by the Board of Governors in April 2012, bearing now the reference 2017-09-D-27 (modified by the BoG in 2018 and 2019), the Career Guidance Working Group was mandated to produce a pilot project for cycle 1 (S2 and S3) of the secondary school.

The objectives for this Career Guidance Pilot Programme were to have students gain knowledge and competencies that are expected at the end of cycle 1 in the secondary school. The programme was created along the same lines as the programmes for cycle 2 and cycle 3, approved in December 2014.

The programme includes general objectives, didactic principles, learning objectives, contents and commentaries. It describes different aspects of career guidance that students are expected to master as well as competencies that they will develop in order to make effective choices.

The structure of the programme is intentionally brief, but details are given in the various annexes.

Evaluation of the Cycle 1 Pilot Programme:

The pilot programme was put into place in two schools: Luxembourg II and Brussels II. Career Guidance teachers, with previously approved and applied programmes, thought up a series of preparatory exercises reflecting on Career Guidance best practices. It was adapted and applied to the real needs of the students in cycle 1. In addition, the Accredited European School of Strasbourg also participated, more informally, in the making of this programme.

To start, the goal is to bring understanding of the organisation and specificity of the European Schools to the students as well as the vital place that Career Guidance holds (option choices, importance for future studies, discovering the world of work today and in the future, questioning stereotypes).

The next step is to render students attentive to the imminent importance of strong working methods with special emphasis on time management (daily/weekly/monthly/throughout the school year).

Finally, the goal was to bring about a better understanding of oneself, undeniably important in order to make pertinent choices (strengths and weaknesses, attitudes, interests, relations with others, etc.).

Clearly, based on the positive feedback from students and parents, the experience has been a success.

In the annexes, the detailed programme and suggested activities.

Opinion of the Board of Inspectors (Secondary):

The BIS expressed a favourable opinion on the proposed Careers Guidance Syllabus for the first cycle (years 2 and 3) of the secondary cycle and requested the JTC to approve its roll-out, with entry into force in September 2020. It would be sent forward to the BoG for information.

Decision of the Joint Teaching Committee:

The JTC approves the roll-out of this the Syllabus for Careers Guidance for the 1st Cycle (years 2 and 3) of the Secondary Cycle, with entry into force in September 2020. The Career Guidance teachers in charge of these sessions are to be paid in supplementary hours with a maximum of 2 periods by class in S2 and 6 periods by class in S3.

Once approved, the document 2014-09-D-54-en-4 will embed the Syllabus for Career Guidance Secondary Cycle: 2020-02-D-12-en-1. This new document will cancel and replace the Syllabuses with references 2014-09-D-54-en-4 and 2014-01-D-36-en-2.

Annex 1



European Schools

Office of the Secretary-General
Pedagogical Development Unit

Ref.: 2014-09-D-54-en-4

Orig.: EN

Pilot Careers Guidance Programme for Secondary Cycle 1 (years 2 and 3)

Approved by the Board of Governors at its meeting of 2-4 December
2014, in Brussels

(See Mandate Ref: 2011-09-D-36-en-6)

Entry into force on 1 September 2015

Roll-out of the programme: Entry into force on 1 September 2020

Introduction:

In the document 2011-09-D-36-en-6 concerning Careers Guidance, approved by the Board of Governors in April 2012, bearing now the reference 2017-09-D-27 (modified by the BoG in 2018 and 2019), the Working Group Careers Guidance was mandated to develop a pilot project for cycle 1 (years 2 and 3) of the Secondary school.

This Careers Guidance syllabus focuses on the knowledge and the competences to be attained at the end of cycle 1. The syllabus has been developed according to the same principles as the syllabi for cycle 2 and 3, approved in December 2014.

The syllabus includes general objectives, didactic principles, learning objectives, contents and assessment. It presents the careers guidance items students will be expected to learn, and describe the knowledge and skills they will develop to be able to make appropriate choices.

The structure of the syllabus is intentionally brief but is expanded through a commentary (annex).

The syllabus for Careers Guidance cycle 1 came into force in September 2015. It may be implemented in all schools and will be assessed after a period of three years.

1. General objectives:

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a *European Framework for Key Competences for Lifelong Learning*. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. *Literacy competence*⁴
2. *Multilingual competence*
3. *Mathematical competence and competence in science, technology and engineering*
4. *Digital competence*
5. *Personal, social and learning to learn competence*
6. *Citizenship competence*
7. *Entrepreneurship competence*
8. *Cultural awareness and expression competence*

⁴ Key Competences adopted in May 2018.

The European Schools' curriculum seeks to develop all of these key competences in the students. Within this framework, the Careers Guidance programme focuses on specific elements of the key competences with the aim of facilitating students' future participation in the wider world of work.

2. Didactic principles:

Careers guidance activities are based on the following didactic principles:

- the pupils are assisted in assessing their individual strengths, weaknesses, skills and interests
- the pupils are assisted in taking responsibility for their own future
- the pupils are encouraged to research, select, organise and evaluate information regarding study and careers choices
- the pupils are encouraged to appreciate the way they relate to other people, their societies and cultures
- the pupils use ICT as a teaching/learning instrument in research and through specific programmes, e.g. to stimulate self-awareness

The above list is not exhaustive and not in order of importance.

3. Learning objectives:

Cycle 1

By the end of the first cycle, the student should be able to

1. identify factors involved in career choices
2. explore his/her knowledge, skills and attitudes
3. understand and organise information from a given range of sources
4. explore a variety of career areas
5. show basic awareness of equal opportunities in subject and career choices and recognise stereotyping
6. recognise and use basic study skills
7. make informed and coherent decisions about successive option choices

4. Contents:

Cycle 1

By the end of the first cycle, the student should have acquired

1. basic awareness of his/her capacities, interests and aptitudes
2. knowledge of the school curriculum and its relevance to subject choices
3. knowledge of course content of subjects in cycles 1 and 2
4. awareness of possible consequences of his/her cycle 2 choices for cycle 3 and for Higher Education
5. awareness of career areas
6. basic study skills

5. Annex: Commentaries

The following section comments on some parts of the syllabus where clarification is necessary. Quotations from the syllabus are in bold and in italics.

a) Learning Objectives Cycle 1:

Identify factors involved in career choices

Factors include careers teachers, class teachers, subject teachers, external careers advisors, careers institutions, parents, careers guidance syllabus, printed and electronic sources.

Make informed and coherent decisions about successive option choices

Some choices for cycle 2, such as mathematics 4, may exclude future studies. Normally, subjects not chosen for cycle 2 cannot be chosen as options for cycle 3.

Explore a variety of career areas

Examples of career areas are health, finance, design, law, communications and engineering.

FINANCIAL SHEET

Forecast Financial Impact

S2: 2 periods⁵ career guidance

Around 100 classes across all schools

200 periods in total for S2

S3: 6 periods career guidance

Around 100 classes across all schools

600 periods in total for S3

Total cost for the system, for secondary years 2 and 3 (as approved in 2014):

Average cost for a period (C):

C1 = 272.62 € one extra period for a month. seconded teacher old statute

C2 = 221.97 € one extra period for a month. seconded teacher new statute

$$C = ((C1/4) + (C2/4))/2 = 61.82 \text{ €}$$

Total periods in S2 and S3 (TP): 800

Total cost: TP x C = 49456 €

Total cost for the system, for secondary years 2 and 3, adapted to the 2020 figures:

Average cost of a period (C): **€56.37**

Total periods in S2 and S3 (TP): 800

Total cost: TP x C = 45096 €

⁵ Please consider that in all this calculation the term "period" should be interpreted as a « one shot » period (one single lesson of 45 minutes) and not a weekly period all over the year.

OPINION OF THE BOARD OF INSPECTORS (SECONDARY)

The Board of Inspectors (Secondary) expressed a favourable opinion on the proposed “Pilot programme for Careers Guidance for cycle 1 (years 2 and 3) in the Secondary cycle”.

OPINION OF THE JOINT TEACHING COMMITTEE

The Joint Teaching Committee expressed a favourable opinion on the proposed pilot programme.

OPINION OF THE BUDGETARY COMMITTEE:

The Budgetary Committee acknowledged the importance of early guidance for pupils and of better guidance to avoid failures, which had a cost for the system. It recommended that the Board of Governors should approve the proposal and its financial cost.

DECISION:

The Careers Guidance Working Group was mandated by the Board of Governors at its April 2012 meeting to devise a pilot project for cycle 1 (years 2 and 3) of the secondary cycle.

The Board of Governors, following that mandate, approved the Careers Guidance Programme for cycle 1, for entry into force on 1 September 2015, according to the recommendations set out above. The pilot project could be applied by all the schools and would be evaluated after a period of three years.

Annex 2

Career Guidance Programme S2-S3: Proposition

Objectives:

1. Identify important factors in choosing a profession
2. Analyse different possible options in the European School System
3. Knowing oneself (interests, competencies...)

S2: 2 periods per class

1st lesson: 1 period

I think about my parents' jobs (what, where, studies, competencies, advantages, inconveniences...)

2nd lesson: 1 period

I meet professionals

Organised by the Career Guidance teachers and class tutors.....

S3: 6 periods per class but all on the same date

1st lesson; 2 periods

Dreaming: my dreams, my interests

2nd lesson: 2 periods

How to reach my dream: my needs, my resources, my strengths, my roadblocks

3rd lesson: 2 periods

Explanation of possible choices in the European School System (by the Careers teachers)

I solidify my project (poster, text ...)

Annex 3

S2. 2 periods

What is Career Guidance? What is the meaning of 'orientation'?

Lesson based on **understanding the European School System**. Power point on the structure of the school system. What is the difference between our school and a national school in our country? What are the various important steps: S4 options, S6 options. **Instructions on materials to be used in Career Guidance until S7.**

S3. 3 sessions of 2 periods each. *(as a suggestion; it is possible to do 2 sessions of 2 periods and reserve the other 2 periods for individual sessions with pupils in need.)*

1st session: Know yourself to help make good choices. Who am I? What are my strengths? My weaknesses? What are my favourite subjects?

Understanding failures: lack of work or organization? How do I feel about my learning? Am I subjected to school or do I thrive? Thoughts on the learning process.

Booklet on what kind of learner I am with tests to understand myself better.

What is the perfect job? Conduct research on what kind of studies are needed for certain jobs. What do my parents do? How did they get to where they are?

2nd session: This session is centred on **methodology**. How to organize my work: preparing for B tests the following year.

Reflection on the work they had to do. Selected student volunteers present their findings with regards to their parents' or siblings' jobs.

Power Point based on the practical workbook. Thoughts on organizing their time. How to make a schedule?

Homework: finish the exercises provided in the manual with the help of the parents, if possible.

3rd session: Option choice form with an explanation of the pros and cons of various options for future studies. Colleagues teaching those options are invited to come and explain the content and advantages of their subjects as well as students who can speak about their experiences.



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Office of the Secretary-General
Pedagogical Development Unit

Ref.: 2014-01-D-36-en-2

Orig.: EN



Careers Guidance Programme – Secondary Cycle (cycles 2 and 3)

Approved by the Joint Teaching Committee at its meeting of 13 and 14 February 2014, in Brussels

Entry into force on 1 September 2014

Introduction:

This Careers Guidance syllabus focuses on the knowledge and the competences to be attained at the end of cycle 2 and 3.

The syllabus includes general objectives, didactic principles, learning objectives, contents and assessment. It presents the careers guidance items students will be expected to learn, and describe the knowledge and skills they will develop to be able to make appropriate choices.

The structure of the syllabus is intentionally brief but is expanded through a commentary (annex).

The syllabus for Careers Guidance will come into force in September 2014 for cycles 2 and 3.

1. General objectives:

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. *Literacy competence⁶*
2. *Multilingual competence*
3. *Mathematical competence and competence in science, technology and engineering*
4. *Digital competence*
5. *Personal, social and learning to learn competence*
6. *Citizenship competence*
7. *Entrepreneurship competence*
8. *Cultural awareness and expression competence*

The European Schools' curriculum seeks to develop all of these key competences in the students. Within this framework, the Careers Guidance programme focuses on specific elements of the key competences with the aim of facilitating students' future participation in the wider world of work.

⁶ Key Competences adopted in May 2018.

2. Didactic principles:

Careers guidance activities are based on the following didactic principles:

- the pupils are assisted in assessing their individual strengths, weaknesses, skills and interests
- the pupils are assisted in taking responsibility for their own future
- the pupils are encouraged to research, select, organise and evaluate information regarding study and careers choices
- the pupils are encouraged to appreciate the way they relate to other people, their societies and cultures
- the pupils use ICT as a teaching/learning instrument in research and through specific programmes, e.g. to stimulate self-awareness

The above list is not exhaustive and not in order of importance.

3. Learning objectives:

Cycle 2

By the end of the second cycle, the student should be able to

1. identify his/her knowledge, skills and attitudes
2. research and organise information from a wide range of sources
3. identify the various factors involved in choosing careers
4. show awareness of career possibilities
5. find out about the world of work
6. show awareness of equal opportunities in subject and career choices and recognise stereotyping
7. use basic study skills
8. make informed and coherent decisions about Year Six option choices

Cycle 3

By the end of the third cycle, the student should be able to

1. apply his/her knowledge, skills, and attitudes
2. evaluate information from a wide range of sources and select those most reliable and suitable
3. identify and use knowledge of career possibilities in a local, national and international context.
4. use information about the world of work in the context of study and career choices
5. use knowledge of current employment structures and career paths
6. use advanced study skills suitable for future education
7. understand the structure of the European Baccalaureate
8. make considered choices in relation to future studies and careers

4. Contents:

Cycle 2

By the end of the second cycle, the student should have acquired

1. basic knowledge of his/her capacities, interests and aptitudes and their significance for future career choices
2. knowledge of the structure of the European Baccalaureate relevant to subject choices
3. knowledge of course content of subjects in cycle 3
4. awareness of possible consequences of his/her cycle 3 choices for Higher Education
5. basic knowledge of work environments in an international context
6. basic knowledge of how to research and investigate diverse career paths
7. experience in matching interests and aptitudes to subject choices and possible future studies
8. practical experience of the work place preferably through a work experience scheme
9. written and oral communication skills in relation to study and work applications

Cycle 3

By the end of the third cycle, the student should have acquired

1. insight into his/her capacities, interests and aptitudes and their significance for future career choices
2. insight into structure and assessment of the European Baccalaureate
3. insight into work environments, employment trends and career paths
4. the relevant study skills and examination techniques
5. an up-to-date knowledge of Higher Education options
6. the ability to access, process and evaluate information from various sources relevant to their study and career choices
7. insight into the application tools and procedures to Higher Education Institutions
8. knowledge of structure and assessment in Higher Education institution

5. Annex: Commentaries

The following section comments on some parts of the syllabus where clarification is necessary. Quotations from the syllabus are in bold and in italics.

a) Learning Objectives Cycle 2:

Make informed and coherent decisions about Year Six option choices

These choices have implications for the final examinations in the European Baccalaureate; for example, having 3 four-period options allows the choice of 2 of them as written examinations in the European Baccalaureate.

Pupils should be aware that certain option choices for study in year 6 and year 7 will not permit a correct combination of exam subjects for the European Baccalaureate. They are advised to take at least three options which will give them the possibility to choose any two out of these three for the final Baccalaureate examinations.

Like the choice of options in year 3>year 4-5, the selection of subjects has implications for higher education.

b) Contents Cycle 2:

1. practical experience of the work place preferably through a work experience scheme

It is recommended that pupils in year 5 and/or 6 take part in a minimum of 1 week work experience, in order to raise awareness of the "World of Work"

2. awareness of possible consequences of his/her cycle 3 choices for Higher Education

Pupils should be aware that certain subject choices have implications on their option choices for 6th and 7th year European Baccalaureate and higher education possibilities. For example, choosing mathematics 4 periods may exclude certain courses in Higher Education.