

# General guidelines and comments on career education and guidance



**General guidelines  
and comments on  
career education  
and guidance**

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## Foreword

General guidelines and comments on career education and guidance from the Swedish National Agency for Education have been developed due, in part, to the deficiencies cited in the latter's assessments (2005 and 2007). General guidelines are also published in the Agency's book of statutes, SKOLFS 2009:20.

Work with career education and guidance within the schools and municipalities has shown shortcomings with regard to governance and management, resource allocation, and cooperation between schools and working life. Career education has had a low priority and has not sufficiently involved all categories of school professionals identified in the curricula. All too often career education and guidance work has been left exclusively to career counsellors.

By way of introduction, this report provides general guidelines and indicates to whom this advice is applicable. General guidelines are followed by comments that are intended to clarify the advice. Comments are based upon research on career guidance, assessments and verified experience.

The purpose of the general guidelines and comments is to contribute to the improvement of career education and guidance in all kinds of schools so that the work is of equally high quality throughout the country. Hopefully, career education and guidance will be a task that involves everyone who works in schools, so that every student obtains the information and guidance he or she needs and wishes.

*Per Thullberg*  
Director General

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Director of Education

## Introduction

Career education and guidance is offered in teaching situations, in various forms of guidance counselling, and in conjunction with the general output of information; it affects all school personnel.

Rapid developments in the job market make it difficult to foresee the pre-requisites for working life and to obtain knowledge about all professions. This places demands on the ability of the school to develop students' ability to make decision regarding their future choices of education and occupation. Well-developed cooperation and good contacts with various workplaces, professional and vocational organisations can shed some light on different aspects of working life for the students. The great number of educational paths make it difficult for students to take stock of their possibilities. Information on educational paths and cooperation with various educational organisers can provide a more complete picture.

Career education that works well is an important basis for students' possibilities to make important decisions concerning their future. Career education must be based on the individual needs of the student.

### What are general guidelines?

General guidelines from the Swedish National Agency for Education provide recommendations as to how relevant statutes (laws, ordinances, rules and regulations) can be applied. General guidelines are based upon one or more statutes. Guidelines indicate how one can or should act, and aim to influence development in a certain direction and promote uniform application of legislation. Guidelines should therefore be followed unless the municipality and school can show that education is conducted in another way that fulfils the demands stipulated by provisions.

General guidelines are followed by comments that are intended to clarify the advice given. Comments are based upon research on career guidance, assessments and verified experience.

The general guidelines and comments are intended to give school providers and planners a foundation for their work to plan, organise and implement career education and guidance for students in different sorts of schools. The guidelines can also serve to support for municipalities and schools when it comes to assessing the quality of their own career education and guidance.

## Provisions on career education and guidance

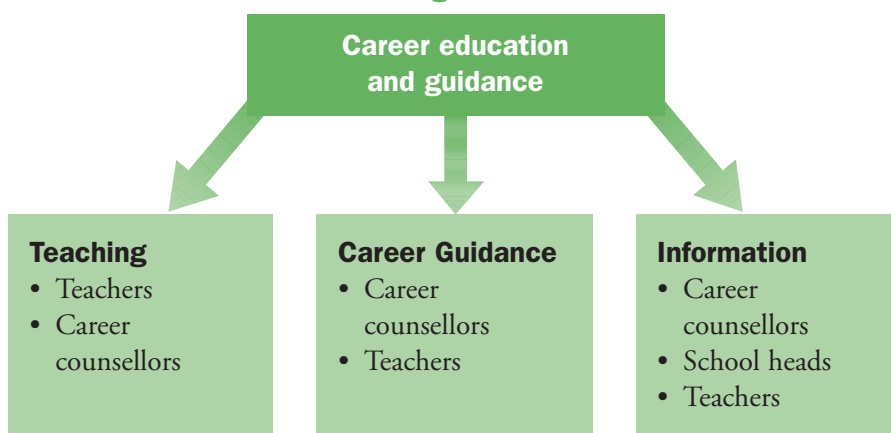
The general guidelines from the Swedish National Agency for Education on career education and guidance are based upon the Education Act (1985:1100), the Curriculum for the compulsory and non-compulsory school systems (Lpo 94), Upper Secondary School Ordinance (1992:394), Ordinance on Municipal Adult Education (2002:1012), the Ordinance on Quality Reporting within the school systems (1997:702) etc. The UN Convention on the Rights of the Child emphasizes the importance of making career education available to all children.

## Relevant organisations

General guidelines are applicable to all public school organisations, i.e., municipal, county and state, whether they are run on their own or contracted to provide the education.<sup>1</sup> The guidelines can also be a guide for private independent schools in their work with career education and guidance.

The guidelines are intended for civil servants and municipal politicians, school heads, career counsellors, teachers and other personnel in all school forms where career education and guidance are obligatory. In some cases general guidelines or comments are intended only for those who are working with a particular kind of school; otherwise, the guidelines pertain to all schools forms.

## What are career education and guidance?



<sup>1</sup> The municipality is used as a collective term for the public school provider in the general guidelines and comments.

Career education and guidance are provided in teaching, in various forms of guidance counselling and in conjunction with the output of general information and notices. It is the responsibility of all school personnel. Career counsellors, school heads and teachers are those who work most with career education and guidance. But all school personnel can contribute in various ways to providing students with knowledge, support and experience for their future education and vocation.

Students develop knowledge about society and working life as well as their work experience from their education.

Guidance is a question of supporting the student in efforts to investigate, identify and express their interests and possibilities, and thus arrive at individual and well-founded choices with regard to one's educational and vocational pathways.

Based upon their needs, students require information on educational and vocational paths in order to make well-founded decisions.

Career counsellors have specialist knowledge that plays a central role in career education and guidance.



## Governance and management

The head of a school manages a school's results and thus has, within a given framework, a special responsibility to see to it that the school's career education and guidance activities are organised in such a way as to help students choose from what the school offers as well as to make decisions about their continuing education and vocation. According to the Education Act, the municipality is responsible for carrying out education in accordance with the provisions of the Education Act and other laws and ordinances. The municipality and the school are free to determine the details of the activities, assuming that the activities adhere to the national norms.

### GENERAL GUIDELINES

On the municipal and school level:

- there should be a system and routines for planning, follow-up and evaluation of the goals of career education and guidance,
- the results of follow-up and evaluation should be used to improve the quality of career education and guidance, and allocation of resources.

The head of the school should:

- provide guidelines and prerequisites for career education and guidance so that they become a responsibility of the entire school, whereby the head of the school, teachers, career counsellors and other personnel give students all that is required to make well-founded decisions concerning their further education and vocation,
- make it clear how the responsibility for career education and guidance are divided, and how teachers, career counsellors and other personnel are to cooperate to provide career education and guidance, and
- plan, together with school personnel, how career education and guidance are to be implemented, followed up and evaluated.

### COMMENTS

The curricula state that school activities must be developed to meet stipulated goals. According to the Ordinance (1997:702), a quality report is to be drawn up as a step in the continual evaluation and follow-up of the activities of a school. The general guidelines for quality reporting of the Swedish National Agency for Education make it clear that a procedure is required not

just for planning, but also for follow-up and evaluation. By following up an interruption in studies and student evaluations of career education and guidance, and by evaluating how students manage their studies in the next school they attend, for example, municipalities and schools can develop and improve their activities.

The quality of career education and guidance are dependent upon how the municipality and school prioritise and organise their work. According to the curricula, the qualifications and needs of the student are to be taken into consideration. In order for the municipality to be able to allocate resources in relationship to the various needs of the students, regular evaluation and follow-up are required.

The municipality as well as school management are obliged to see that all work is done in a satisfactory manner. Follow-up and evaluation by the municipality and the school are the basis for the choice of suitable measures to take in order to improve the quality of career education and guidance. This requires effective communication between politicians and school administration, management and personnel, concerning the terms and conditions of this work.

In order for career education and guidance to give students all the prerequisites needed to make decisions on their education and vocation, it is important that everyone who works with students contributes. The various areas of responsibility for career education and guidance from different personnel categories<sup>2</sup> are indicated in Lpo 94. Lpf 94 states rather that the head of the school is to delegate career education and guidance responsibilities.

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<sup>2</sup> Everyone who works in schools, teachers as well as career counsellors or personnel who carry out equivalent work, Lpo 94.

## Personnel and competence

According to the Education Act, in order to be employed as a career counsellor in the public school system, the applicant must have an education that is intended for such work. An applicant who does not fulfil educational requirements may be employed as a career counsellor for a maximum of one year at a time.

In addition, it is apparent that each municipality and county must arrange for the competence development of the personnel who are in charge of this education. Municipalities and counties are to strive to plan the competence development of personnel. According to the curricula, it is the head of the school who is responsible for the results of the school and for the competence development required for personnel to professionally perform their duties.

### GENERAL GUIDELINES

It is important that

- the head of the school uses the competence of the career counsellor to disseminate knowledge, initiate work and support other personnel groups,
- the career guidance counsellor works closely together with teachers so that information and guidance work is included in the teaching situation,
- the need for competence development for the school's career education and guidance is continuously mapped and analysed,
- personnel are competent when it comes to rules regarding qualification and admission to upper secondary schools as well as to further education and are knowledgeable about working life and
- that personnel in special compulsory schools, in upper secondary special schools, and schools for adults with learning disabilities (särvox) are competent and receive professional development so that they are particularly well-qualified to consider the students' potential for further education and occupation.

### COMMENTS

All school personnel can contribute in various ways to providing students with knowledge, support and experience for their future education and occupation. The role of the career counsellor is central when it comes to work with information, guidance and some teaching in this area. The career counsellor can, for example, be a part of a team that cooperates in the classroom to improve students' awareness of the world outside.

In order to be able to offer high quality career education and guidance, personnel must constantly develop their competence in the field. Long-term quality development assumes that the need to develop competence is based upon evaluation of the actual work being done as well as the results of current research.

It is important that personnel in the compulsory school are kept updated on the developments in the upper secondary school in order to prepare the student for the demands that are made there. Personnel from the compulsory school can be invited, for example, by the upper secondary school in order to provide insight into the latter's range of choices and way of working. It is important that upper secondary school and adult school personnel have current knowledge of the educational system and working life.

Competence development in the field of career education and guidance can be a question of updating knowledge about work life, sector knowledge, as well as counselling and dialogue methodology. The career counsellor can be an important resource when it comes to developing the competence of personnel with regard to changes in the educational system, for example.

Students have access to a virtually unlimited amount of information, but often lack the knowledge required to evaluate it. Digital competence thus plays a significant role in career education and guidance and it is important that school personnel are offered competence development in this area. This applies to teachers as well as to career counsellors.

It is also essential that career counsellors are familiar with and make use of available educational resources for information on the websites of the Swedish National Agency for Education (Skolverket), Swedish National Agency for Higher Education (Högskoleverket), and the Swedish National Agency for Services to Universities and University Colleges. These websites have search functions and a great deal of information that all students need to know how to use, which requires the competence of career counsellors and teachers.

## The school and working life

According to the curricula for the various types of schools, students are to receive support in choosing their continuing education and vocation. This assumes that the school cooperates with working life and the community at large. Furthermore, practical experience of working life stimulates student interest in various professions.

The head of the school is responsible for the results and thus has, within a given framework, particular responsibility for promoting collaboration with working life outside of the school so that students receive a good qualitative education and are prepared for a vocation and further education.

### GENERAL GUIDELINES

It is important that

- the student has the opportunity to meet adult professionals and confront various tasks that exist in the working world.
- the school invites in representatives of working life who can give the students important knowledge and experience to bear in mind when they make their educational and vocational decisions.
- the school organises career education and guidance so that students with functional disabilities receive experience from working life.
- the education contributes to the development of the students' knowledge of working life and makes use of the students' experiences,
- the students' work experience is planned, followed up and related to teaching and guidance, and that
- the teaching gives a comprehensive picture of working life.

### COMMENTS

According to the curricula, the head of the school carries particular responsibility for developing collaboration with working life so that students obtain concrete experiences of the significance of further education and vocational focus.

According to Lpo 94 the school is to make an effort to see to it that each student receives sufficient knowledge and experience to obtain insight into their community and its working life. Contact with working life can be established in the first few years of compulsory school so that the youngest

students' curiosity about work and professions is integrated into teaching. The school itself is also a large and important workplace that can be used in this context. According to Lpo94 everyone who works in the school must work to develop contacts with working life and other activities outside of the school that can enrich the school as a learning environment.

Contact with work life can be particularly important for students who, for various reasons, do not like school. This can give these students another opportunity to be appreciated and find other adult role models, and thus obtain support for future choices.

According to Lpf 94 it is especially important that the school cooperates with working world with regard to vocational training and education. Personnel must develop contacts with mentors and others in the working world. This is especially important for upper secondary school students during the part of their education that is located at a workplace.

Knowledge about society and working life is an important basis for a student ability to orient in future vocations and fields of interest. The relationship between education and work, personal interests and the needs of society, as well as issues related to employment and having one's own company, are brought up in the classroom. How the job market functions in the short and long-term, the character and conditions of various places of work, the environments, salary, and security are areas that students can benefit from studying in an overall project on the subject. Well-developed cooperation and good contacts with various workplaces, professional and vocational organisations, and the employment office can shed some light on different aspects of work life for the students.

## Information and guidance

The curricula indicate that it is the responsibility of the school to provide information on educational programmes, courses of study and the job market. The school is also to guide students in their choice of education and vocation so that they can make well-founded decisions. According to the curricula, work with career education and guidance is to help counteract restrictions in the students educational and vocational choices based upon gender, social or cultural background.

### GENERAL GUIDELINES

It is important that career education and guidance

- include guidance counselling, where the students are given the opportunity to narrow down their areas of interest and discuss future educational and vocational options,
- help to maintain a balance between personal interests, preferences and necessary qualities, and concrete information about job qualifications and the job market for various fields.
- result in students' ability to critically review information and an awareness of their responsibility to make their own educational and vocational choices.
- are organised so that up-to-date and reliable information reaches all students and is available when students need it, and
- are carried out in such a way that information and guidance address the specific needs of and possibilities for future education and vocations for students with functional disabilities.

It is also important that

- career education and guidance in the compulsory school are designed in such a way that each student receives information on the courses and educational programmes within the upper secondary schools and the choices within the compulsory school that can have an impact on further studies,
- students in the upper secondary school receive information of the focus and courses associated with their choices, as well as with the consequences of a possible change of focus and courses.
- students within or applying to adult education receive information about the courses and education that they may need to achieve their educational goals, and that
- the individual study plan is given a central role when it comes to guidance in upper secondary school and adult education.

## COMMENTS

The school can broaden the students' perspective by providing information, education and guidance, and enable them to discover professions other than those with which they may already be familiar through their background.

Career education and guidance must be impartial. The student must be able to rely on the fact that career education and guidance are not governed by special interests, e.g., a proposed education has an organisational connection to the school where the student is studying or to companies or organisations with which the school collaborates. Information about prognoses and the assessment of future job needs is important. It is not the task of the school to direct students' choices on the basis of such prognoses. It is up to the student to weigh information on the job market with other factors to make a well-founded decision.

Students must make choices early in their schooling. Identifying areas of interest, kinds of studies, and jobs the student wishes to work with is often a long process, and the student needs information and guidance in order to test, reject and obtain support in various stages of a sound decision-making process. The need for support can be anything from personal guidance through the entire decision-making process to arriving at decisions with only a limited amount of support from a professional counsellor on a particular occasion. In this context it is important to point out that those who are in custody of minors are responsible for helping them in their choice of studies and vocation. The head of the school is, according to Lpo 94, responsible for the development of cooperation between the school and the home, and for seeing to it that parents receive information on the goals of the school, work methods and on the various options.

The school is responsible for adapting the education so that it is possible for the student to complete it. Lpf 94 stipulates that the head of the school has a particular responsibility for working out the teaching situation, student welfare, and educational and vocational work so that students who need special help and support receive what they need. The school should clearly inform students who decide to terminate or discontinue studies about the consequences of this decision with regard to job opportunities and further studies.

A student who is disabled can, depending upon the type and degree of disability, require that the school adapts career education and guidance to meet his or her needs.

There may be a sensitive balance between the disability of the student and future educational and job opportunities. The school must avoid limiting the student's will to develop, while helping to avoid the development of unrealistic ideas.



In order to assess the educational alternatives that are available, students in all schools must be familiar with the Swedish educational system. They need to know what kinds of school degrees and job markets different educational programmes lead to. The school must make an effort to see that each student is informed about education, and also about trainee jobs for the non-compulsory schools in Sweden as well as in other countries. In order to provide more in-depth knowledge of educational areas and professions, it is assumed that the school cooperates in various ways with industry and trade, universities and colleges and other organisers of education.

Specific know-how is required when a student is on the threshold to a new education or to working life. It is fundamental in such situations that the student can search and evaluate information about educational programmes and jobs and prepare school and job applications. It is also necessary to be able to identify and understand information that is adequate for the situation, and relate this to one's own educational and vocational goals.

Students in compulsory education must become familiar with the many upper secondary school options. Since it can be difficult to take in all these options, students' need for information and guidance with regard to choice of upper secondary schools is thus great. According to Lpo94 the school is to strive to see that each student receives the knowledge and experience needed to examine the various options and make decisions concerning one's own future.

The upper secondary school form involves recurrent choices for the student, which necessitates information on the focus and courses associated with options. There are no set national educational programmes for adult education on primary and secondary school levels, and the courses and education which the student may require in order to achieve their objectives can be difficult to take in. According to Lpf 94, the school is to strive to enable the student to make an informed decision with regard to further education and vocational focus based upon combined experiences and knowledge, as well as current information, and to improve the student's ability to analyse various options and determine the consequences.

## References

### Legislation

- Ordinance (2002:1012) on municipal adult education
- Ordinance (1997:702) on quality reporting in the educational system
- Curriculum for the non-compulsory school system (Lpf 94)
- Curriculum for the compulsory school system, the pre-school class and the leisure-time centre (Lpo 94)
- Curriculum for the non-compulsory school system (Lpf 94)
- The Education Act (1985:1100)

### International conventions and recommendations

- RECOMMENDATION OF THE EUROPEAN PARLIAMENTET AND AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EG)
- UN Convention on the Rights of the Child

### Other

- BRUK, tool for self-assessing the quality of all forms of work governed by the curriculum, <http://www.skolverket.se/sb/d/2173>
- Career guidance, A handbook for decision-makers, OECD report, No. 2007:796
- Karriärvägledning.se.nu, SOU 2001:46
- Kvalitet i studie- och yrkesvägledning – hela skolans ansvar [Quality of career guidance – the responsibility of the entire school], Swedish National Agency for Education 2008, Order no. U08:205
- Kvalitetsgranskning av studie- och yrkesorientering inom grundskolan [Quality review of career education and guidance in the compulsory school], Swedish National Agency for Education 2007
- Rapport om särskilt stöd i grundskolan [Report on special support in the compulsory school], Swedish National Agency for Education 2008, Order no. 08:1033

- Rektors ansvar för uppföljning och måluppfyllelse [The head of school's responsibility to follow up and fulfil objectives], Dnr 64-2008:67
- General guidelines of Swedish National Agency for Education (SKOLFS 2006:18) for quality reporting within the educational system etc.
- Studieresultat i gymnasieskolan [Outcome of upper secondary school studies], Swedish National Agency for Education 2008, Order no. 08:1050
- Studieavbrott och stödinsatser i gymnasieskolan [Discontinuation of studies and supportive measures in the upper secondary school], Swedish National Agency for Education 2008 report no. 322
- Swedish Association of Guidance Counsellors' Declaration of Ethics, [www.vagledarforeningen.org](http://www.vagledarforeningen.org)
- Utvärdering av vägledning inom det offentliga skolväsendet [Evaluation of guidance counseling in public education], Swedish National Agency for Education 2005-10-31 1 (46), Dnr 2004:03201
- Utvärdering av grundskolan 1995 (UG-95) [Evaluation of the Compulsory School 1995], Swedish National Agency for Education Report no. 126
- Varför hoppade du av? [Why did you drop out?] Swedish National Agency for Education, Order no. 08:1030
- [www.utbildningsinfo.se](http://www.utbildningsinfo.se), Swedish National Agency for Education web site with educational information for students, parents and schools.

## Appendix

### Excerpt from the Curriculum for the compulsory school, Lpo 94.

#### 2.6 The school and the surrounding world

Students should receive an education of high quality. They are also to be provided with the basis for choosing their further education. This presupposes that the compulsory school works closely with the upper secondary education programmes in the school they will later attend. This also presupposes cooperation between working life and the local community.

##### *Goals*

Goals to strive for

The school should strive to ensure that all students:

- obtain sufficient information in order to
  - be able to examine various options and make decisions on issues concerning their own future,
  - gain insight into their immediate society, its working and cultural life as well as its organisational activities and
  - be informed about opportunities for further education in Sweden and in other countries.

##### Guidelines:

*All who work in the school should*

- act to enrich the school as a learning environment by establishing contacts not only with working, cultural and organisational life but also with other activities outside the school and
- contribute to working against any restrictions on the student's choice of study or vocation that are based on gender or social or cultural background.

*The teacher should*

- support individual students when choosing further education and
- assist in establishing contacts with schools that will be receiving the students as well as with organisations, companies and others who can help enrich the school's activities and establish it in the surrounding society.

*Career counsellors or personnel who perform equivalent tasks should*

- inform and guide students prior to the next stage of their education and vocational orientation and focus particularly on the opportunities for students with disabilities as well as
- assist the career guidance efforts of other members of staff.

## 2.8 Responsibility of the school head

As both pedagogical leader and head of teaching and non-teaching staff, the head of the school has overall responsibility for making sure that the activities of the school as a whole are focused on attaining the national goals. The school head is responsible for drawing up a local work plan as well as following up and evaluating the results achieved by the school in relation to the national goals, the goals set out in the school plan as well as the local work plan. The school head is responsible for the results of the school and thus within certain limits has specific responsibility for ensuring that:

- the working environment of the school is developed to promote greater student participation and influence,
- the working environment in the school is organised such that pupils have access to guidance, teaching material of good quality as well as other assistance in order to be able to independently search for and acquire knowledge by means of e.g. libraries, computers, and other learning aids,
- the teaching and the student welfare is organised so that students receive the special support and help they need,
- contacts are established between the school and the home in the event the student experiences problems and difficulties at school,
- the allocation of resources and remedial measures are adjusted to assessments made by teachers of the students' development,
- teaching in different subject areas is coordinated so that the students are provided with the opportunity of broadening their overall understanding of wider fields of knowledge,
- interdisciplinary areas of knowledge are integrated in the teaching of different subjects. Such areas cover, for example; the environment, traffic, equality, consumer issues, sex and human relationships as well as the risks posed by tobacco, alcohol, and other drugs.

- forms of cooperation are developed for the pre-school class, the school and leisure-time centres in order to enrich each student's all-round development and learning,
- cooperation is achieved together with the pre-school to build the basis for joint reviews and good cooperation,
- structures for cooperation between the school and the home are developed and parents receive information on the school's goals, working methods and the range of choice that exists,
- cooperation with schools and working life outside school are developed so that students receive concrete experiences which will be important when making choices over further education and vocational orientation,
- career education and guidance activities are organised in such a way that students receive guidance regarding the various choices the school provides and concerning their further education,
- the staff receive the competence necessary to be able to carry out their tasks professionally,
- the school's international links are developed,
- the school staff receives information on the international agreements that Sweden has signed and undertaken to observe in education.

### **Excerpt from the Curriculum for the compulsory school, Lpf 94.**

#### **2.4 Choice of education – work and civic life**

The non-compulsory schools shall co-operate closely with the compulsory school, with working life, with universities and university colleges and society in general. This is required for the pupils to be able to receive education of high quality and provides a basis for choosing their course, further studies or vocational activities. According to Lpf 94 it is especially important that the school cooperates with working world with regard to vocationally oriented education. As working life is continuously changing in terms of the need for competence and the recruitment of labour within different areas, career guidance is of major significance. Universities and university colleges, labour exchanges, trade and industry as well as the labour market parties and sector organisations have thus important roles in providing information to schools and their students.

### *Goals to strive for*

The school should strive to ensure that all students:

- develop their self-knowledge and ability for individual study planning,
- are consciously able to take a standpoint with regard to further studies and vocational orientation on the basis of their overall experience, knowledge and current information,
- increase their ability to analyse different choices and determine what the consequences of these may be,
- obtain knowledge of the conditions of working life, especially within their study area, as well as on the opportunities for education, practice etc. in Sweden and other countries and
- are aware that all vocational areas are changing as does technical development, changes in civic and vocational life and increased international cooperation. Students shall thus understand the need for personal development in their working life.

### *Guidelines:*

On the basis of the division of work drawn up by the school head, the staff shall:

- provide support for the pupils' choice of education and future work,
- inform and guide students prior to their choice of course, further education and vocational activity and thus work to counteract restrictions based on sex and social or cultural background,
- when providing information and guidance, use the knowledge that exists amongst the students, the school staff and in the immediate society outside the school,
- in the education use the knowledge and experience from working and civic life that students have or obtain during their education,
- develop links with universities and university colleges as well as with supervisors and others within working life who can contribute to the achievement of the goals of education,
- in the education take advantage of contacts with the surrounding community, different organisations, and its working and cultural life and
- contribute to prospective pupils receiving information on education provided by the school.

## 2.6 Responsibility of the school head

As both pedagogical leader and head of teaching and non-teaching staff, the head of the school has overall responsibility for making sure that the activity of the school as a whole is focused on attaining the national goals. The school head is responsible for drawing up a local work plan as well as following up and evaluating the results achieved by the school in relation to the national goals, the goals set out in the school plan as well as the local work plan. The school head is responsible for the results of the school and thus within certain limits has specific responsibility for ensuring that:

- education is organised so that to the greatest extent possible, it is based on the wishes of students and their choice of course so that inappropriate choices are avoided,
- the design and structure of the education, its contents and working structures are adjusted to the varying needs and circumstances of students,
- the working environment of the school is developed to promote greater student participation and influence,
- the working environment of the school is designed so that students have access to guidance and teaching material of good quality as well as other assistance order to be able to independently search for and acquire knowledge via inter alia libraries, computers, and other technical devices,
- education, student welfare and student guidance activities are designed so that those needing special support and help receive it,
- students receive information prior to the start of studies, obtain a well designed introduction to their studies in their subject/course and receive help in formulating goals for their studies,
- every student in a dialogue with the school draws up an individual study plan and revises this, if necessary, on different occasions during the education,
- teachers and other personnel receive opportunities for the development of competence required for them to be able to carry out their tasks professionally,
- cooperation comes into existence between teachers in different courses so that students obtain a coherent view in their studies,
- cooperation with universities and university colleges as well as working life outside the school are developed so that the student receives a high quality education as well as preparation for working life and further studies,



- study and vocationally oriented activities are organised in such a way that students receive guidance before making the different choices the school provides and before their choice of further education and future work,
- international contacts, cooperation and exchange in education are stimulated and
- school staff become familiar with the international agreements that Sweden has undertaken to observe in education

Where it concerns *the upper secondary school* and *the upper secondary school for students with learning disabilities* the head of the school has a particular responsibility for ensuring that:

- parents receive appropriate information on the students' progress in school,
- the school's work with knowledge areas, where a number of subjects shall contribute, is coordinated so that they form a whole for the pupils and
- students receive information on sex and human relationships, traffic issues as well as the risks of tobacco, alcohol, narcotics and other drugs.

Where it concerns *the upper secondary school for students with learning disabilities* the head of the school also has a responsibility for ensuring that:

- all students are given support and training as workplace trainees and later when moving to working life.

Where it concerns *municipal adult education*, *SSV*, and *the upper secondary school for students with learning disabilities* the head of the school has a particular responsibility for ensuring that:

- education is offered in such a way that adults can study in their leisure time, part-time or fulltime on the basis of individual needs and wishes,
- education is organised so that students can begin at a level in their subjects, determined by their entry knowledge, and finish their studies at a point that corresponds to individual needs and that
- adults with short or insufficient education receive support to begin and complete their education.

Career education is offered in teaching situations, in various forms of guidance counselling, and in conjunction with the general output of information, and affects all school personnel.

These general guidelines and comments are intended for school providers and planners in their work to plan, organise and implement career education and guidance for students in different kinds of schools. These guidelines can also serve to support for municipalities and schools when it comes to assessing the quality of their own career education and guidance.

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