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# Secondary education

Enseignement secondaire

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# Secondary education

In the Grand Duchy of Luxembourg secondary education is provided by state schools (mostly high schools - « lycées »), private schools teaching the official curriculum of the ministry, private schools teaching a different curriculum, and European schools.

Public high schools are open to adolescents having reached the age of 12. Schooling is mandatory until the age of 16. A full high school cycle, without repeating a class, lasts seven years.

Public education is subdivided into:

- Classical secondary education (ESC),
- General secondary education (ESG),
- European education,
- International education,
- British education,
- German-Luxembourgish education.

A high school reform was voted in July 2017 and had become necessary because of the social, linguistic and technological changes in society. The objective is to give every student a chance to reach the highest possible qualification based on the student's capacities and interests, independently of his/her origin.

# I. School offer and organisation

Over 41,000 students currently attend public and private schools teaching the national education curriculum in

- 37 public high schools (*lycées publics*);
- 5 private high schools (*lycées privés*);
- the *École nationale pour adultes*;
- 2 national centres for professional training (CNFPC - *Centres nationaux de formation professionnelle continue*);
- the socio-educational centre (CSEE - *Centre socio-éducatif de l'État*);
- the speech therapy centre (*Centre de logopédie*).

The schooling offer is becoming more and more diversified in order to match the diversity of the students and their needs.

## Public schooling offer

37 public high schools (*lycées publics*) and 5 private high schools (*lycées privés*) teach the official curriculum of the ministry with regard to the subjects, the assessment, the organisation and the schedule. Details about the training provided by each school can be found on the digital platform [www.mengschoul.lu](http://www.mengschoul.lu), in the document [Offre scolaire 2018-2019](#), which is updated on a yearly basis and in the brochure [Que faire après le 4e cycle de l'enseignement fondamental ?](#).

Each high school may, within the frame of its autonomy, propose a specific pedagogical approach, specific classes or measures tailored to the needs and the expectations of the students.

## Classical secondary education

Classical secondary education (ESC -Enseignement secondaire classique) is a 7 – year course with the objective to convey general knowledge and skills in human sciences and literature, mathematics and natural sciences. It prepares students for higher education or university studies and leads to the General Certificate of Secondary Education.

It is structured into two structures:

- lower classes (7<sup>e</sup>, 6<sup>e</sup>, 5<sup>e</sup> classes);
- higher classes (4<sup>e</sup>-1<sup>ère</sup> classes).

From the class of 6<sup>e</sup> on students can choose between English, Latin and Chinese (the latter being available only at the Athénée de Luxembourg). As of the class of 5<sup>e</sup> all students attend English lessons.

At the end of the class of 4<sup>e</sup> students choose one of the following 8 sections:

- section A : modern languages;
- section B : mathematics-information technology;
- section C : natural sciences - mathematics;
- section D : economic sciences - mathematics;
- section E : arts;
- section F : music;
- section G : humanities and social sciences;
- section I : informatics-communication.

## General secondary education

General secondary education (*ESG -Enseignement secondaire général*) is a 7 –year course leading up to the General Certificate of Secondary Education. This certificate grants the same rights as the classical secondary school leaving diploma which allows the students to either start their professional career or enroll in higher education or university studies.

General secondary education is structured in:

- lower classes (7<sup>e</sup>, 6<sup>e</sup>, 5<sup>e</sup>) of the orientation or pre-vocational education;
- higher classes (4<sup>e</sup> to 1<sup>ère</sup>).

The **pre-vocational education (VP - voie de préparation)** is structured along modular lines allowing each student to progress at his/her own pace.

Based on the promotion decision at the end of the class of 5<sup>e</sup> of the pre-vocational education (5P class) students may be able to access:

- basic or initial vocational training;
- a 5AD class (*classe d'adaptation*)
- a CIP class (*classe d'initiation professionnelle CIP*)

Based on the promotion decision at the end of the **5G class (5G - 5<sup>e</sup> générale d'orientation)** or the **5AD class (5AD - 5<sup>e</sup> générale d'adaptation)** students can continue with the initial vocational training in one of the following streams:

- administration and commercial stream;
- health and social professions stream;
- general technical stream;
- arts stream;
- hotel management and tourism stream.

Each stream may include several subject areas.

In each stream students will take a school leaving exam at the end of the 1<sup>re</sup> to obtain the general secondary school leaving diploma.

Four high schools provide **training in very specific areas** :

- École d'hôtellerie et de tourisme du Luxembourg (hotel management and tourism);
- Lycée technique agricole (agriculture);
- Lycée technique pour professions éducatives et sociales (social professions);
- Lycée technique pour professions de santé (health professions).

## European education

Several international state schools, that are part of four public high schools, follow the curricula, the assessments criteria and the schedule of the **European school system**. They are available to all students and free of charge. They follow the European secondary education curricula (7 years) in a French speaking, English speaking and German speaking stream leading to the European baccalaureate. These schools are:

- [École internationale Differdange et Esch-sur-Alzette](#) (EIDE) ;
- [École internationale de Junglinster](#) (LLJ) ;
- [École internationale Edward Steichen Clervaux](#) (LESC) ;
- [École internationale de Mondorf-les-Bains](#) (EIMLB).

Other streams in the mother tongues of the member countries of the European Union are available in the European Schools that are not included in the public education system.

## British secondary education

The [International School Michel Lucius](#) (LML) offers **English speaking classes** leading to the British diplomas ([International General Certificate of Secondary Education](#) (IGCSE), [Advanced Subsidiary level](#) (AS-levels) and [Advanced level](#) (A-levels)).

## International education

International secondary education covers 7 years with the last two years corresponding to 1<sup>st</sup> and 2<sup>nd</sup> year of the curriculum of the international baccalaureate.

Access to the **international baccalaureate** is available at the [Lycée technique du Centre](#) (BI in French), at the [Athénée de Luxembourg](#) (BI in English) and at the [Lycée de Garçons d'Esch-sur-Alzette](#). (BI in English). This is a classical baccalaureate available in 143 countries throughout the world and recognized by Luxembourgish law as equivalent to the General Certificate of Secondary Education. (cf under [Scolarisation des élèves étrangers - Schooling of foreign students](#))

The [Lycée germano-luxembourgeois de Schengen](#) proposes bi-national and cross-border training combining the elements of the German and the Luxembourgish educational systems. This German-Luxembourgish education leads to a diploma of the German system ("Zeugnis der allgemeinen Hochschulreife") and to a General Certificate of Secondary Education.

## Special language options

### **“ALLET” classes (German as a foreign language):**

These classes are available to students of the lower classes (7e to 5e) with a very good level in French and mathematics but some weaknesses in German. Lessons focus on the acquisition of skills in the German language.

### **“Français Plus” classes :**

These classes are available to students with a good general skill level but with some weaknesses in French. In 7e, 6e and 5e classes, students attend additional French lessons in support of the normal lessons.

### **LVF classes (French as main teaching language):**

In these classes, all subjects are taught in French. German is taught at the same level as in the regular classes. These classes were designed for students from the national elementary education who prefer to continue their studies in French.

### **Classes for newly arrived students (*classes d'accueil et classes d'insertion*):**

These classes are available to students aged 12 to 15 who have recently arrived in the country and have no or insufficient skills in the languages of the national education system. They attend intensive training in French or German and initiation courses in the Luxembourgish language.

### **Classes taught in a specific language (*classes à régime linguistique spécifique*):**

These higher classes of general secondary education are available to students having good knowledge in French but insufficient mastery of German language.

For further information, go to [Scolarisation des élèves étrangers - schooling of foreign students](#).

## Other specific educational offers

### **CLIJA - Integration classes for young adults:**

These classes are available to young people aged 16 or more, who have recently arrived in the country.

### **TSL - Classes for students with specific language development needs:**

These classes of 7<sup>e</sup>, 6<sup>e</sup>, 5<sup>e</sup> of the [Lycée technique du Centre](#) are specially designed for dysphasic students.

**COIP - Professional orientation and initiation courses (*Cours d'orientation et d'initiation professionnelle*)** : These classes are organized by the [Centres nationaux de formation professionnelle continue](#) (CNFPC in Esch-sur-Alzette and Ettelbruck) and available to students over 18 not meeting the conditions to access vocational training or lacking the necessary skills to enter the job market and/or who dropped out of school prematurely.

### Alternative structures

These structures of classical secondary education and general secondary education have a specific status with the objective of pedagogic innovation while providing the same curricula and leading to the same diplomas as traditional high schools.

- [Lycée Ermesinde](#), full-time school ;
- [Schengen-Lycée](#) or "Deutsch-Luxemburgisches Schengen-Lyzeum", bi-national cross-border school located in Perl, Germany ;
- [Sportlycée](#), for students practicing a sports activity at a high level;
- [École nationale pour adultes](#), for adolescents and young adults who dropped out of school without a recognized qualification or who are not following any training while meeting the conditions to access vocational training.

### Secondary qualification track (*2e voie de qualification*)

The secondary qualification track (2<sup>e</sup> voie de qualification) is part of the [adult training \(\*formation des adultes\*\)](#) and [vocational training \(\*formation professionnelle\*\)](#). It enables people who did not finish their initial studies and who wish to acquire the basic skills, to obtain a general secondary school leaving diploma, a General Certificate of Secondary Education or a vocational training qualification /certificate. Distance education courses are available for classical secondary education on the website [portail eBac](#).

### Private schooling offer

Five private schools financially supported by the State, provide the official curricula:

- [École privée Marie-Consolatrice](#) (EPMC)
- [École privée Sainte-Anne](#) (EPSA)
- [École privée Fieldgen](#) (EPF)
- [Lycée privé Emile Metz](#) (LPEM)
- [École privée Notre-Dame](#) (Sainte-Sophie) (EPND)

Five schools, also financially supported by the State but to a lesser extent, provide different curricula:

- [Fraï-ëffentlech-Waldorfschoul Lëtzebuerg](#)
- [St. George's International School](#)
- [International School of Luxembourg](#) (ISL)
- [Lycée français du Luxembourg](#) (Vauban)
- [École Privée Grandjean asbl](#)



The European Schools are mainly available to the children of European officials and provide complete education curricula in their mother tongue leading to the European baccalaureate. Children of other intergovernmental institutions or private companies having entered into a special agreement may also be admitted as far as spots are available and against payment of tuition fees.

- [European School Luxembourg 1 \(ESL1\)](#)
- [European School Luxembourg 2 \(ESL2\)](#)

# Organisation

## High school enrolment

After the [orientation procedure](#) guiding the transition from elementary education to high school, parents enroll their child in secondary education.

The class teacher provides the parents with the necessary documents for high school enrolment:

- A copy of the end of cycle review (cycle 4);
- A duly completed enrolment form;
- A copy of the orientation decision;
- these documents must be completed with a recent identity picture of the student.

For public European, international, British and German-Luxembourgish education the enrolment procedures and access conditions may vary. Further information can be obtained directly from the schools.

## High school direction

**The director (*directeur*)** is responsible for the good functioning of the high school. He is both the head of staff, the educational manager and the administrative manager of the school. He approves the school development plan.

**The deputy director (*directeur adjoint*)** is assisting the director in accordance with the powers delegated by the latter and is replacing the director in case of absence.

The director may ask teachers to contribute to the organisation and implementation of the high school's autonomy. **These are called *attachés à la direction*** ( and may among others be in charge of the contact with the parents of the students.

## High school services

### Service psycho-social et d'accompagnement scolaires (SePAS)

In public high schools and in some of the private high schools, the *Service psycho-social et d'accompagnement scolaires* (SePAS) has different missions caring for the well-being of students:

- it provides psychological, personal and social guidance for students;
- it takes part in designing the « orientation » approach of the high school;
- it guides students in their study and orientation choices;
- it assists students with a difficult educational, psychological or family situation;
- it participates in the class councils to ensure the follow-up of the measures taken to assist the student;

- it assists teachers when dealing with students in difficulty;
- it organises preventive actions.

In high schools the SePAS include psychologists, social workers, teachers, qualified educators.

Concertation between the various SePAS, the exchange of good practices, the availability of resources and the annual assessment of psychological and social guidance provided by high schools is organized by the **Centre psycho-social et d'accompagnement scolaires - CePAS**. The CePAS also processes the **financial support** (in the form of subsidies for low-income households and subsidies to continue school) it submits to the SePAS.

### The social pedagogic service (*SSE - Service socio-éducatif*)

In every high school a social pedagogic service (*SSE - service socio-éducatif*) is in charge of

- organising educative care activities, extra-curricular activities (cultural and sports activities, etc.) and directed studies,
- developing the social and personal skills of students through socio-educational projects in close collaboration with teachers;
- preventing students to drop out of school;
- preventing violence and conflicts;
- help students in difficulty.

These activities and interventions are provided outside school hours or during lessons when a teacher is absent.

### The documentation and information centre (*CDI - Centre de documentation et d'information*)

Every high school has a **documentation and information centre (*CDI - Centre de documentation et d'information*)** that forms an integral part of the pedagogical organisation of the high school. The CDI teaches students to use information research tools and more specifically information and communication technologies. It provides a place and assistance for students who are studying outside class hours. Additionally, the CDC promotes reading.

### The orientation unit (*cellule d'orientation*)

The **orientation unit (*cellule d'orientation*)** is in charge of implementing the educational and professional orientation approach of the high school. The objective is to inform students about the educational system, training possibilities and higher education options, to provide information about the socio-economic environment and more specifically about the job market as well as to develop their skills to choose their field of education and develop a personal education project.

The orientation unit comprises teachers and member of the teaching or psycho-social staff.

### The school inclusion commission (*CIS - commission d'inclusion scolaire de l'enseignement secondaire*)

The **school inclusion commission (CIS - commission d'inclusion scolaire de l'enseignement secondaire)** defines, upon request of either the parents or the director, special measures for [children or adolescents with specific educational needs](#) and monitors the implementation of these measures.

### The school development unit (*CDS - cellule de développement scolaire*)

The mission of the **cellule de développement scolaire (CDS - school development unit)** is to analyse and interpret high school data, to identify priority needs and to define school development strategies. It prepares the school charter, the profile and the school development plan in collaboration with the education council.

The CDS includes members of the direction and the high school conference appointed by the director for a renewable term of three years.

## The operational bodies

### The class council (*conseil de classe*)

For each class there is a class council, which consults on the implementation of educational contents and deliberates on the progress as well as on the attitude at work and the discipline of the students. It decides on the students' promotion, issues opinions regarding their orientation and recommends or imposes additional measures should they experience difficulties at school.

The class council includes the director or the director's representative and all the teachers involved in the curriculum of the class. Members meet each time the good functioning and discipline in the class so require.

### The high school conference (*conférence du lycée*)

The high school conference includes the members of the teaching staff and the members of the support services of the high school. It provides opinions on all subjects submitted to it by the minister of education or the director. It decides upon its own initiative on any important teaching and educational issues in the high school.

### The disciplinary council (*conseil de discipline*)

The mission of the disciplinary council is to take decisions with regard to violations, which could lead to expel a student from school. It comprises two members of the

school management, three members of the teaching staff, a member of the SePAS and a representative of the parents.

## Representation structures

### The high school conference committee (*comité de la conférence du lycée*)

The high school conference committee represents the teachers with the school management, the minister, the student council and the parent council. It submits proposals to the director on teaching and educational issues in the high school as well as proposals regarding the continuing training of school staff.

### The student council (*comité des élèves*)

The student council represents students with the school management, the high school conference committee and the parent council. It informs students about their rights and duties in the school community, in particular through the class representatives, and submits proposals regarding school activities and the work of students. It organises cultural, social or sport activities in the high school.

Members of the student council are elected by all the students of the high school among the students submitting their candidacy.

Student councils of the various high schools send a representative to the **Conférence nationale des élèves (CNEL- National student conference)**. The missions of the CNEL are to represent students and student councils with the minister, to issue opinions on the subjects submitted by the minister and to prepare proposals regarding school activities and the work of students.

### The parent council (*comité des parents d'élèves*)

The parent council represents the students' parents with the school management, the high school conference committee and the student councils. It informs parents on any issues relating to high school education. The parent council can also organise cultural and social activities and prepare proposals on the organisation of teaching activities and the work of students.

The council appoints the parent representatives for the education council as well as the representative for the disciplinary council and elects two representatives to take part in the election of the [représentation nationale des parents d'élèves](#) (national representation of students' parents).

### The education council (*conseil d'éducation*)

The education council adopts the school charter and approves the autonomous actions of the high school, the organisation of the weekly schedule and the allocation of the school budget. It adopts the school project and prepares proposals on any

issues relating to school activities and the organisation of the school. It submits an opinion on the budget and takes part in preparing the school development plan (PDS).

The education council includes the director and representatives of the high school conference, the student council and the parent council. It can also include representatives of local authorities, as well of the economic, social or cultural sectors.

## II. Learning practices and assessment

### Learning practices

The various types of learning practices differ among the educational levels and classes. The curriculum of each discipline, the teaching language and the assessment modalities for a specific class are available on [l'application en ligne « horaires et programmes »](#).

Classical secondary education and general secondary education lasts seven years. Classes of 7<sup>e</sup>, 6<sup>e</sup> and 5<sup>e</sup> are called « lower classes ». Classes of 4<sup>e</sup>, 3<sup>e</sup>, 2<sup>e</sup> and 1<sup>re</sup> are called « higher classes ».

#### The lower classes

##### *In classical secondary education (ESC)*

The curriculum of the lower ESC classes covers the following subjects (*domaines d'apprentissage*) :

- German, French, Luxembourgish, English, Latin, Chinese;
- mathematics, information technology;
- biology, chemistry, physics, natural sciences, geography, history;
- arts, music, sports;
- practical training;
- social education: life and society.

As of the class of 6<sup>e</sup> students can chose to follow a curriculum including Latin or Chinese or a curriculum including English. As of the class of 5<sup>e</sup> all students will learn English.

In general, in the lower classes, all subjects are taught in German with the exception of French and mathematics. As of the class of 4<sup>e</sup>, the teaching language is French.

##### *In general secondary education (ESG)*

Teaching in the lower ESG classes provides students with the necessary skills and knowledge to continue their studies in the higher classes or in vocational training. Lower classes are available either in the orientation education or in the pre-vocational education.

The curriculum in the **orientation education** covers the following (*domaines d'apprentissage*) :

- German, English, French, Luxembourgish;

- mathematics;
- natural sciences including physics, chemistry and biology;
- social sciences including history and geography;
- sports, arts and music;
- information technology, workshops;
- social education: life and society.

Furthermore, the curriculum includes tutorial and manual classes as well as activities to help students integrate in their professional life.

In the class of 6<sup>e</sup> mathematics, German and French are taught at two different levels (basic and advanced). In the class of 5<sup>e</sup> English is added. For further information [click here](#).

**In pre-vocational education**, German, French, mathematics, general culture, optional classes and workshops as well as sports are taught in modules. This training is available to students who did not achieve the required skill base at the end of the 4<sup>th</sup> cycle of elementary education. Based on their results, these students can integrate the classes of orientation education or vocational education (DAP or CCP).

#### *Skill-based approach (approche par compétences)*

Skill-based teaching is used in the lower classes of classical secondary education and general secondary education.

Skills are defined as the capacity of the student to implement an organised set of knowledge, abilities and attitudes to provide an adequate response in a given situation.

Skill bases (socles de compétences) describe the knowledge and the skills students must be able to use in a permanent way at the end of the class of 6<sup>e</sup> and 5<sup>e</sup>.

For the subjects « languages » and « mathematics », these skill bases are subdivided into two levels: elementary skill bases and advanced skill bases.

Skill bases differ for each curriculum and describe the content covered in each subject.

#### *The higher classes of classical secondary education (les classes supérieures de l'enseignement secondaire général)*

The objective of the *classe polyvalente* (multi-skill class at the level of the class of 4<sup>e</sup> in ESC) is to consolidate acquired knowledge and assist students to choose one of the eight specialisation streams. Except for Latin, the curriculum is the same for all students.

At the end of the class of 4<sup>e</sup> the class council, together with the *Service psychosocial et d'accompagnement scolaires* (SePAS), guides students, by a written opinion, in the choice of their specialisation.



In classical secondary education **specialisation** of studies occurs starting with the class of 3e with the students making their choice, based on their capacities and interests, among eight available sections (*sections*):

section A : modern languages;  
section B : mathematics-information;  
section C : natural sciences-mathematics;  
section D : economics-mathematics;  
section E : plastic and graphic arts;  
section F : music;  
section G : humanities and social sciences;  
section I : informatics - communication.

The specific subjects characterizing the different streams take up an important part of the lessons. Elementary subjects are completed by optional courses, which may vary from one school to another.

## The higher classes of general secondary education

The [higher classes of general secondary education](#) cover four years. In all ESG divisions students will take a school leaving exam after the class of 1<sup>re</sup>, which is organised at the national level in order to obtain the General Certificate of Secondary Education. This diploma grants the same rights as the General Certificate of Secondary Education and allows students to either start their professional career or continue higher (university or non-university) studies.

The available streams are:

- administration and commercial stream ;
- health and social professions stream;
- general technical stream ;
- arts stream;
- agriculture stream;
- hotel management and tourism stream.

Each stream can be subdivided into several subject areas.

At the end of the class of 5<sup>e</sup> the class council, together with the *Service psychosocial et d'accompagnement scolaires* (SePAS), guides students, by a written opinion, in the choice of their specialisation.

## Assessment

Assessment measures and certifies the skills and knowledge acquired by the student at a given moment in time. In classical secondary education (ESC) and general secondary education (ESG) it is based on assignments and tests (written or oral tests, works completed in class or at home or in teams ...). According to subjects, there are one, two or three tests per quarter. Assessments are based on marks. The

quarter or semester average is represented by marks based on a maximum of 60 points. Oral tests are organised in specific subjects.

Quarter or trimester marks correspond to the average of the points obtained in the assignments and the tests. This average can be adjusted by up to four points based on the efforts and motivation of the student.

## Transcript (*bulletin*)

At the end of each quarter (or semester) the legal representative of the student or if the student is major of age, the student him-/herself receives a transcript (*bulletin*) providing among others:

- the quarter (or semester) marks obtained in the various subjects;
- if applicable, the overall average ;
- remediation measures in case of insufficient results;
- the number of lessons during which the student was absent ;
- if applicable, the student's behaviour in class.

The end of year transcript (*bulletin de fin d'année scolaire*) also includes :

- the annual marks obtained in each subject;
- if applicable, the overall annual average;
- the decision regarding the promotion of the student (moving on to the next classes or not) ;
- The opinion regarding the orientation of the student (at the end of the class of 7C, 4C and 5G).

The promotion criteria provide for compensation possibilities for insufficient marks under specific conditions. The objective of these possibilities is to avoid penalizing punctual weaknesses of a student who has obtained good marks in the other subjects.

## Transcript supplement (*complément au bulletin*)

The mere awarding of marks on a total of 60 points and the calculation of the quarter and annual averages is not enough to reflect the advanced acquisition of skills. In the **lower classes** the transcript supplement specifies the acquired level in each field of competence. The transcript contains one average mark per subject; the transcript supplement (*complément au bulletin*) provides a broader appreciation of the student's performance in the various fields of competence of a subject.

This assessment per field of competence provides a more differentiated and nuanced view of the student's capacities to decide on the student's orientation

### III. School leaving exam

High school studies end with the school leaving exam ("baccalaureate") giving access to higher studies. At the end of the class of 1<sup>ere</sup> of classical secondary education (ESC) and of general secondary education (ESG), students take an exam in order to receive the General Certificate of Secondary Education. This certificate grants access to higher studies or to a professional career.

#### Modalities of the exam

The school leaving exam covers six subjects, assessed by six written and two oral tests.

In **classical secondary education**, the six exam subjects at the choice of the student are:

- two subjects in the fields « languages and mathematics »;
- three subjects in the field « specialisation »;
- one subject in the field « general education ».

In **general secondary education** the six exam subjects are chosen by the student based on the focus of the stream.

Modalities by subject area and stream are described in the brochures handed out to the candidates at the exam.

At both educational levels, to calculate the final marks in each exam the marks obtained during the year are counted for one third and marks obtained at the exam are counted for two third. The oral test counts for one fourth in the calculation of the exam marks in the given subject.

For subjects that are not included in the exam, an annual average mark corresponds to the final mark. These subjects are taken into account for the student's certification and the ranking (*mention*) added to the diploma.

#### Certification

A detailed certificate is issued to the students having passed the exam to document their educational background, emphasise the efforts they made and grant them better chances to be admitted in the university of their choice or start their professional life.

Therefore, the certificate supplement provides the following information:

- all final marks in the subjects of the last year (1<sup>re</sup>) in classical secondary education and in general secondary education;

- the subjects studied in the second last year (2<sup>e</sup>) in classical secondary education and in general secondary education without the specific marks obtained in these subjects;
- a description of the school curriculum with the objective of the stream, the study duration for languages and mathematics, the language skills and the objective of the subjects of the stream ;
- a certificate of extra-curriculum activities including participation in optional classes, projects or activities, as well as the involvement of the student in school life.

## Organisation

Two exam sessions are organised, one in June and one in September. Candidates must show up for the first session. To be admitted to the exam, students have to follow classes on a regular and continuous base and take tests in all the subjects included in the curriculum.

Candidates who fail at the first session are entitled to take the second exam session of the same year provided they obtained a weighted average in the marks of the year that is higher or equal to 36 points and filed their application.