

Lycée International
An
International
Passport
St-Germain-en-Laye



Lycée International de St Germain-en-Laye



SUMMARY

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BIRTHPLACE

of France's "International Sections" as well as the international option of the French *Baccalauréat* (OIB), the Lycée International de Saint-Germain-en-Laye educates over 4,000 students from *Maternelle* (ages 3 - 5) through to *Terminale* (age 18) and remains a leader in French international education some sixty years after its creation.

The Lycée International has many unique features. The most significant of these is that it is the only school in France in which every pupil is a member of an international section. The thirteen sections provide, in total, far more than language teaching; they offer authentic first-language teaching programmes that are informed by the pedagogical and educational principles, values and standards defined by the partner country. As the Lycée International is a French state school operating within the framework of the French education system, our students are also taught the full French curriculum in French.

This "dual curriculum" is both our trademark and our *raison d'être*. It is more than a means of acquiring incomparable linguistic competencies; it also promotes a deep-seated cultural flexibility that is reflected in our students' achievements and international outlook.

Bilingual and bicultural education lies at the heart of the unique spirit which prevails at the Lycée International; an institution which cultivates appreciation of different perspectives as much as academic excellence.



The Essence of the Lycée International

In post WWII Europe, when NATO first established SHAPE (the Supreme Headquarters of the Allied Powers in Europe) at Rocquencourt, General Eisenhower built a residence for the allied officers and established a school for their children on the grounds of Hennemont castle. His aim was to develop a truly international community based on a set of shared ideals. On 17th January 1952, the first 18 pupils were welcomed into the SHAPE school, which was to become the Lycée International de Saint-Germain-en-Laye. A new system of schooling evolved over the next thirty years, one that combined a French education with education in the pupils' mother tongues, culminating in the official creation of the "International Sections" at both primary and secondary levels in 1981 by ministerial decree. These decrees provided for the education of students from varied linguistic backgrounds. They defined the criteria for pupil admissions, established the framework for the teaching of the section subjects (language, literature and history-geography), determined the underlying principles of the OIB qualification, and permitted the recruitment and employment of foreign teachers. The Lycée International's "dual curriculum" aims to address the challenges of globalisation: our students come from all over the world and aspire to return there. It is centered on three founding principles: integrated curriculum, a multilingual education and the respect of cultural differences.

INTEGRATED CURRICULUM

The founders of the Lycée sought to avoid a collection of separate national schools by creating one truly international school. The timetable is therefore split between the French national curriculum (encompassing courses in French literature, mathematics, science, history, foreign languages, sports and the arts) and the national curriculum of the partner country. In section lessons, the partner country's language, literature, and history-geography are taught to national standards by certified teachers from the country concerned for a total of six to eight hours per week. These subjects are assessed by two specific OIB exams, weighted so as to account for approximately one third of the final mark of the *baccalauréat*.

Our teaching is not aimed at assimilating students into the French system but rather offering them a French education whilst also enabling them to learn according to the educational and pedagogical culture of their section. One of the Lycée's founders wrote: "We seek not to iron out differences, but rather to acknowledge similarities." A variety of educational approaches work side by side at the Lycée offering different but complementary experiences. What's more, each national section is, in fact, international. For example, the American Section includes students from over fifty different nationalities; the Portuguese Section welcomes students from across the Portuguese-speaking world...



“ FOR ME, THE LYCÉE INTERNATIONAL HAS ALWAYS BEEN DIFFERENT FROM OTHER LYCÉES: I CONSIDER IT A PRIVILEGE TO HAVE BEEN IN CONTACT WITH OTHER CULTURES, OTHER COMMUNITIES, OTHER LANGUAGES. THE ENVIRONMENT IS UNIQUE AND THE ETHOS IS DEFINED BY THE INTERSECTION OF DIFFERENT CULTURES, AS REFLECTED IN THE VARIOUS BRANCHES OF STUDY. THERE IS A GOOD ATMOSPHERE OF MUTUAL SUPPORT WITH VERY LITTLE RIVALRY BETWEEN THE STUDENTS.”

MATTEO SILVANO
OIB 2011
ITALIAN SECTION

AFTER THE LYCEE:
TURIN POLYTECHNIC SCHOOL

A PLETHORA OF LANGUAGES AND CULTURES

French is the common language of all our students. It is the veritable *lingua franca* at the Lycée International. However, multilingualism is also the norm. The thirteen sections offer teaching programmes linked to the curricula of the partner countries taught entirely by native-speakers. In addition, students typically learn two “foreign” languages, taught within the framework of the French education system: English, German, Spanish, Italian, Russian and Mandarin Chinese are offered. Furthermore, the British and German Sections have developed opportunities for Francophone students to join their Sections to become bilingual.

RESPECT FOR CULTURAL DIFFERENCES

Our core pedagogical values embrace:

- High standards of teaching and learning, which begin in *maternelle* and form the foundation of a pedagogical continuum that continues through to the *baccalauréat*.
- Adherence to national curricula, regardless of whether teachers are appointed by the authorities of their country of origin or recruited by parent associations.
- The importance of our *Français Spécial* classes (for non-francophone entrants), both for the students and their parents (within the framework of adult education).
- Assessment that takes into account the different cultures and backgrounds of our students.

Our cultural initiatives have three aims:

- Immersion in French culture. For example, our students participate in the *Goncourt des lycéens* (where 2,000 students from across the country debate the comparative literary merits of 12 different novels, then award a prize to the winner), and work within France's Ethics Committee (a national organisation which visits schools to debate with students on issues of topical concern).
- Showcasing the cultures of our partner countries. This is done through special celebrations and national customs, trips, exhibitions and theatre productions, developing partnerships with the relevant foreign cultural centres established in Paris...
- Promoting intercultural exchange. Sections participate in each other's events, and periodically unite around common projects, thereby fostering the development of a veritable intercultural community.

This varied system ensures that students go far beyond the simple acquisition of an additional language. All our efforts are aimed at capitalising on our students' cultural breadth and in creating an institution where their diversity is its principal strength.





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At the Heart of the System: the Dual Curriculum

A UNIQUE DIVERSITY

The Lycée International is a French state school. As such, it follows the programs and directives of the French National Education Ministry under the ultimate authority of the French *Proviseur*. It does, however, have several characteristics that distinguish it from other state schools:

- Seven of the school's sections are public (or state-run) and are subject to the regulations of the partner countries. The six other sections are privately run, and therefore fee-paying, although some are subsidised by the government of their country of origin. Each section is managed or supported by a parents' association.
- Nearly half of the school's teaching body is made up of section teachers. Some are appointed or recruited locally by the authorities in their country of origin. Others, notably those of the privately-run sections, are recruited and employed by not-for-profit associations.
- Far from an obstacle, this diversity constitutes a real strength and is at least partially responsible for the unique spirit that reigns at the "Lycée Inter".





“ LEARNING IN SEVERAL LANGUAGES HAS GIVEN ME A FLEXIBILITY OF THOUGHT WHICH, I AM SURE, HAS HELPED ME TREMENDOUSLY IN MY SCIENTIFIC RESEARCH. DURING WORK EXPERIENCES IN LONDON AND PARIS, HAVING LANGUAGES WAS A DEFINITE PLUS: THE ABILITY TO SPEAK WITH MY COLLEAGUES FROM DIFFERENT COUNTRIES - AND WITH VARIOUS CLIENTS TOO - IN THEIR OWN LANGUAGE, OPENED MANY DOORS FOR ME. THE EUROPEAN CULTURE I ACQUIRED (IN LITERATURE AS WELL AS IN HISTORY) REPRESENTS A VERITABLE PERSONAL ENRICHMENT.”

STEFANIA STANTCHEV
OIB 2004
GERMAN SECTION

AFTER THE LYCEE:

BSC IN ECONOMICS,
CAMBRIDGE UNIVERSITY

MASTER IN ECONOMICS
AND FINANCE, ECOLE
POLYTECHNIQUE ET ECOLE
D'ECONOMIE PARIS

CURRENTLY COMPLETING HER
PHD IN ECONOMICS AT MIT,
BOSTON, USA

ADMISSION REQUIREMENTS

Foreign or bi-national students wishing to study the French curriculum and maintain the culture of their home country provide the core of our pupil body. French or partially French students with an international outlook, wishing to benefit from the dual curriculum, are also accepted. The dual curriculum is a challenging programme. To be successful, candidates must possess a solid grasp of the section language as well as demonstrate a good all-around academic record.

Many of our students, some of whom speak no French when they arrived, spend their entire school careers, from *Maternelle* through *Terminale*, at the Lycée International. Others remain with us for varying periods of time, leaving when their parents' international careers move them from France to new horizons.

A SELECTIVE SCHOOL

All students are attached to one of our thirteen international sections. As part of the admissions process, the student's previous school records are assessed along with the results of aptitude tests administered by the section. This process enables us to establish a complete picture of each candidate's overall academic ability, competency in the section language, and other characteristics pointing to their likely success within the dual curriculum program. All admissions are subject to the final approval of the *Proviseur*.

Once enrolled, all students are supported to ensure they meet their academic potential.

ACCESS FOR NON-FRANCOPHONE STUDENTS: "FRANÇAIS SPÉCIAL" CLASSES

The Lycée International welcomes capable students of all nationalities with minimal prior exposure to the French language in addition to francophone students.

This specially structured "*Français Spécial*" programme is for non-French speakers from ages seven to sixteen. Students benefit from intensive French instruction and specially adapted teaching in all other subjects (excluding modern languages), which enable them to cover age-appropriate content while learning the French language. Our pedagogical approach takes into account each student's individual background and circumstances. Generally speaking, at the end of their *Français Spécial* (or "FS") year, students join mainstream classes.



I HAVE WONDERFUL MEMORIES OF THE LYCÉE INTERNATIONAL. CULTURAL DIVERSITY, A GREAT NETWORK OF FRIENDS, AN INTERNATIONAL OUTLOOK: SO MANY ASSETS WHICH, COMBINED WITH A VERY HIGH LEVEL OF TEACHING, HAS OPENED DOORS FOR MY HIGHER EDUCATION AND FOR MY PROFESSIONAL CAREER. TODAY I WORK IN AN INDUSTRIAL PROPERTY CONSULTANCY IN PARIS AND WHILE I CONDUCT BUSINESS MOSTLY IN ENGLISH, I COUNT MYSELF LUCKY TO BE ABLE TO COMMUNICATE WITH CLIENTS OF ALL NATIONALITIES.”

JACQUELINE VINATIER
OIB 1996
BRITISH SECTION

AFTER THE LYCEE:
CLASSE PRÉPARATOIRE BCPST
AT LYCÉE HENRI IV PARIS
ECOLE NORMALE SUPÉRIEURE
D'ULM PARIS
DOCTOR IN NEUROSCIENCES,
UNIVERSITÉ PARIS 12



THE LYCÉE INTERNATIONAL HAS ALLOWED ME TO UTILISE AND DEVELOP ALL MY CAPABILITIES. MORE-OVER, THE FRANÇAIS SPÉCIAL CLASSES HELPED ME TO LEARN ABOUT FRENCH CULTURE, AND THE CULTURES OF ALL THE OTHER LYCÉE SECTIONS, IN A FRIENDLY ATMOSPHERE. BEING HERE IS A GREAT OPPORTUNITY.”

OSCAR CORTÉS AZUERO
AGE 15
FRANÇAIS SPÉCIAL CLASS
SPANISH SECTION



© JUDITH HAMERY

WELCOMING FRANCOPHONE STUDENTS WITH BILINGUAL ASPIRATIONS

The British and German Sections offer specific programmes for talented French-speaking students who are particularly drawn to the Section's language and culture. Candidates must demonstrate a high level of motivation and an excellent school record. After one year of intensive language in the Section, they join mainstream classes. These programmes can be seen as a transition towards full bilingualism and the first step towards a truly international future.

MULTILINGUALISM

All students at the Lycée International are bilingual at the very least since they all master French, our *lingua franca*, as well as the language of their section. Recognising the vital importance of languages, students also study at least two additional modern languages, choosing between German, English, Mandarin Chinese, Spanish, Italian and Russian. From age 15, the contact hours offered are higher than the national average and students sit proficiency exams proposed by different countries (Germany, Great Britain, Spain and Italy). They obtain excellent results in these exams, most often far exceeding the level that is normally expected for students of their age.



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DEVELOPING PERSONALITIES AND OPENING MINDS

Friday afternoons are devoted to the teaching of various "options". The aim of these courses is to allow our lycée students (ages 15 to 18) to strengthen and deepen their knowledge in particular fields of study. They also allow students to develop new skills, and enjoy enriching experiences.

Students can choose from:

- drama classes
- visual arts classes
- bio-ethics debate club
- general culture lessons
- advanced mathematics

These options are in addition to the various extra-curricular opportunities proposed by the different sections in art, literature, culture and geo-politics.

OIB

“ MY LIFE’S AMBITIONS WERE BORN AT THE LYCÉE INTERNATIONAL. THERE I MET PEOPLE WHO LOVED THEIR PROFESSIONS, AND WHOSE FAITH IN MY ABILITIES STIMULATED MY SENSE OF PURPOSE. WITH MY WILL TO ACHIEVE CAME SUCCESS. GROWING UP AMONGST PEOPLE DRIVEN BY AN INNATE CULTURAL CURIOSITY HAS CONTRIBUTED TO MAKING ME WHAT I AM TODAY. A HUGE THANK-YOU TO THE PORTUGUESE SECTION AND THE LYCÉE INTERNATIONAL WHERE I WAS LUCKY ENOUGH TO BEGIN THIS WONDERFUL ADVENTURE.”

CÉCILE VIEIRA
OIB 2006
PORTUGUESE SECTION

AFTER THE LYCEE:

DEGREE IN
FRANCO-SPANISH LAW
FROM UNIVERSITÉ
DE CERGY-PONTOISE AND
COMPLUTENSE DE MADRID

MASTER 1 AND 2 IN LAW
FROM PANTHÉON-ASSAS
UNIVERSITY

ECOLE DE FORMATION
FOR THE PARIS BAR

An International Passport

THE INTERNATIONAL OPTION OF THE FRENCH BACCALAURÉAT (OIB)

The International Option of the *Baccalauréat* (OIB) is a fully integrated school-leaving diploma that validates the knowledge and skills acquired by students during their last two years of secondary education (*Première* and *Terminale*, ages 16 -18). In addition to the exams taken as part of the traditional French *baccalauréat*, OIB candidates sit written and oral examinations in both Language/ Literature and History/ Geography in the language of their national section. For the most part, these OIB exams are certified by the educational authorities of the partner country as equivalent in standard to their own university entrance qualifications.

THE “OIB” EXAMS

The OIB language and literature exams replace the standard first foreign language requirement of the traditional French *baccalauréat*, and the OIB history-geography exams replace the French national history-geography exam. Students sit the OIB exams in the language of their section (with the exception of the history-geography written exam which candidates may opt to answer in French, reflecting the bicultural nature of the qualification.) The OIB exams are identical for all three streams of the *baccalauréat*: ES (emphasis on Economic and Social Sciences), S (emphasis on Experimental Sciences and Mathematics) and L (emphasis on Languages and Literature). The OIB exams represent approximately 40% of the final *baccalauréat* grade.



LANGUAGE AND LITERATURE

Language and Literature examinations are based on the study of literature from the partner country. The written exam lasts four hours and consists of critical essays based on texts (novels, poems and plays) studied in the *Première* and *Terminale* years (age 16 -18), and a commentary on an unseen text. Each candidate is assessed on their understanding and knowledge of the texts studied in class as well as their reasoning and analytical skills in the section's language. An oral exam of 30 minutes before a panel of examiners evaluates their understanding of a text and ability to draw comparisons and contrasts with other works or literary themes studied. Candidates must justify their points of view and take into account others' perspectives in their analysis.

HISTORY-GEOGRAPHY

History and geography examinations are based on a specific OIB programme taught in the language of the section during the final year of study. The written exam lasts 4 hours and involves both essays and document-based questions. During the 15-minute oral examination, candidates present their analysis of a history or geography topic chosen at random from the syllabus. They then respond to questions designed to gauge their understanding of the *Terminale* history and geography programmes. The ability to synthesize, think synoptically and develop reasoned arguments is also assessed.





THE LYCÉE INTERNATIONAL
ALLOWS ME TO ACQUIRE AN
EDUCATION WHICH IS BOTH FRENCH
AND (IN MY CASE) JAPANESE. IT IS
ALSO AN INSPIRATIONAL SETTING IN
WHICH TO STUDY, A PLACE WHICH
REALLY OPENS ONE'S HORIZONS
THANKS TO THE PRESENCE OF SO
MANY DIFFERENT CULTURES. THE
OIB IS BOTH THE CULMINATION OF
OUR EFFORTS AND OUR REWARD.
TESTAMENT OF OUR BILINGUALISM
AND OUR BICULTURALISM, IT
DISTINGUISHES US FROM THE OTHERS.”

MELISSA MEMIER - - SODA
OIB 2011
JAPANESE SECTION

AFTER THE LYCÉE:
SCIENCES PO GRENOBLE

The history-geography exam establishes a candidate's ability to:

- extract, organise and compare information
- construct and clearly express a well-reasoned argument using appropriate knowledge
- analyse and critique documents from different sources
- understand, analyse, and compare different historical and geographical interpretations.

INTERNATIONAL OUTLOOK

The Lycée International's dual curriculum is excellent preparation for a future of international mobility and adaptability. It has served as inspiration for many institutions of higher education. The Lycée International educates citizens of the world, enabling them to find their place in an increasingly globalised environment, and empowering them to contribute to economic, political and cultural exchange, thus enhancing international cooperation. Through this dual education, our students develop excellent intellectual and social abilities as well as a great capacity for work, which allows them to pursue higher education in France and abroad.



Parental Involvement



MY YEARS AT THE LYCÉE PROVIDED ME WITH AN INTERNATIONAL WAY OF THINKING, WHICH I CONTINUED TO CULTIVATE IN MY SUBSEQUENT STUDIES IN FRANCE, SCOTLAND AND DENMARK, AND WHICH HAS BECOME A VERITABLE ASSET TO MY PROFESSIONAL CAREER.”

SÉBASTIEN DELUS - OIB 1997
DANISH SECTION

AFTER THE LYCÉE:

MASTERS IN ECONOMICS
UNIVERSITÉ DAUPHINE PARIS

EDINBURGH UNIVERSITY
COPENHAGEN BUSINESS SCHOOL



THE DIVERSITY AT THE LYCÉE INTERNATIONAL OPENS MINDS AND SHAPES PERSONALITIES. ALONGSIDE THIS DIVERSITY, THE UNITY WITHIN THE RUSSIAN SECTION CREATES A SENSE OF FAMILY. THE RUSSIAN SECTION IS NOT LARGE, BUT STUDENTS HAVE AN EXCELLENT RAPPORT WITH THEIR TEACHERS, WHO GO ALL OUT TO IMPART THEIR LOVE OF RUSSIAN HISTORY AND CULTURE.”

GREETA KROON AND
TAYNARA TADJIEVA
OIB 2013 - RUSSIAN SECTION

AFTER THE LYCÉE:

INSTITUT CATHOLIQUE PARIS
(GREETA)

UNIVERSITÉ PARIS X NANTERRE
(TAYNARA)

Establishing a good working partnership with parents is essential to a school's success, and at the Lycée International parents are very involved. Their cultural diversity and international spirit are sources of inspiration and mutual enrichment, and are used to the fullest in our quest to help students find their place in an increasingly interconnected and globalised world.

The parents of the thirteen sections are encouraged to get involved in school life. Driven by a spirit of equality, solidarity and consensus they bring their diverse talents together, materially contributing towards this quality education which prepares our students to face the challenges of tomorrow.

Parents support the pedagogical work of teachers in two ways:

- Accompanying the learning of their children at home, providing the necessary conditions to support the successful acquisition of a bicultural and bilingual curriculum in a francophone context.
- Contributing generously of their time and talents by volunteering in the school's different associations, groups that provide support essential to the substantial demands of the double curriculum.

On a school-wide level, parents are involved in many areas. They participate in the school's governance structure alongside the administrative and teaching staff, organise cultural, career and sporting events; coordinate school transportation; welcome new families; and work to strengthen the alumni network.

Parents also participate actively in the smooth running of their sections and in upholding their cultural traditions. Every section has a unique system of governance, and parental involvement takes different forms in each. The thirteen parent associations also work together on projects of shared interest which cut across the sections.

This large, organised network of associations provides essential support to the French administration and the international sections in implementing the school's strategy, and assists in promoting intercultural understanding.

This unparalleled parental investment at all levels in the school, from *Maternelle* to *Terminale*, is one of the school's distinguishing characteristics, a real asset benefiting future generations.





A Rich Cultural Life

Every day at the Lycée International is rich in cultural experiences. Students are surrounded by classmates from a variety of backgrounds and regularly hear all thirteen sections' languages being spoken. This cultural diversity comes to the fore during our various celebrations such as the "fête de Noël", when each section showcases its country's best-loved seasonal dishes and handicrafts. Section students compete against each other at our annual football tournament. Each country's feast day is celebrated across the school, for example the Swedish students dress up in traditional costume and sing for everyone on St. Lucy's Day, and a traditional Thanksgiving meal is served in the canteen on the famous American holiday.

In addition to events that promote national cultures, Lycée students may take part in a wide array of extra-curricular activities, such as community service, sports, drama, choral groups, jazz band, debating societies, literary magazines and chess clubs. Some of these activities are organised on a Lycée-wide level and are available to all students, while others are organised within the sections in order to deliver a more culturally specific programme. A large number of school trips are organised as well, often to the students' home countries, as another way of reinforcing their cultural ties.

A rich and varied cultural thread runs through the whole school and students flourish under this programme that is bilingual and bicultural, as well as international.

“ I LOVE MY SCHOOL BECAUSE I HAVE FRIENDS FROM ALL OVER THE WORLD. EVERYBODY SPEAKS DIFFERENT LANGUAGES. WE HAVE A LOT OF FUN IN CLASS AND ON THE PLAYGROUND WITH FRIENDS FROM THE OTHER SECTIONS. WITH MY TEACHER WE HELD AN INTERNATIONAL BREAKFAST. EACH SECTION HAS A FOOTBALL TEAM AND IT’S FUN TO PLAY AGAINST THE OTHER COUNTRIES IN THE SCHOOL TOURNAMENT. MY SECTION ORGANISES THE SAME FEAST DAYS AS IN SWEDEN AND I READ THE SAME BOOKS AS MY SWEDISH COUSINS. AT THE LYCÉE INTERNATIONAL I AM BOTH IN FRANCE AND IN SWEDEN, AND THAT’S GREAT!”

CAMILLE SORNICLE
AGE 9
SWEDISH SECTION

“ FROM AGE FIVE THROUGH TO THE BACCALAURÉAT, I WAS FORTUNATE TO BE TAUGHT BY EXCELLENT TEACHERS ON AN EXCEPTIONAL CAMPUS. THE AMBITIOUS ACADEMIC PROGRAMME AND THE ENRICHING INTERACTIONS BETWEEN STUDENTS AND TEACHERS OF DIFFERENT NATIONALITIES STRONGLY INFLUENCED BOTH MY SUBSEQUENT STUDIES AND MY PROFESSIONAL LIFE. MY SCHOOL EXPERIENCE WAS MORE THAN JUST PERSONALLY FULFILLING, IT ALLOWED ME TO FORGE EXCEPTIONAL, LASTING FRIENDSHIPS WITH PEOPLE FROM ALL OVER THE WORLD.”

LUCAS DIKKERS
OIB 1993
AMERICAN SECTION

AFTER THE LYCÉE:

BA COLUMBIA UNIVERSITY,
NEW YORK, USA
HEC PARIS



An International Heritage

THE LYCÉE INTERNATIONAL IN NUMBERS

There are 2,200 students currently enrolled at the Lycée International, from *maternelle* through to the *lycée*: 550 in *maternelle/primaire* (ages 3 to 11), 650 in *collège* (ages 11 to 15) and 1,000 in the *lycée* (ages 15 to 18).

With the addition of the “*externé*” students (primary children enrolled in neighbouring schools who come to the Lycée twice a week for their section lessons), the total reaches 3,000.

It exceeds 4,000 when the students who attend the various “partner schools” (Ecole Charles Bouvard in Fourqueux, Ecoles Félix Eboué, Jehan Alain and Normandie-Niemen in Le Pecq, Ecole Schnapper, Collèges Les Hauts Grillets and Marcel Roby in Saint-Germain-en-Laye, Collège Pierre et Marie Curie in Le Pecq) are included.

In total, 150 French teachers and 100 section teachers work together to deliver our dual curriculum.

THE LYCÉE INTERNATIONAL TIMELINE

End of 1951: General Eisenhower, Supreme Commander of NATO-SHAPE, tasks Controller-General Guillaume Le Bigot to found a school for the children of the officers who will reside in SHAPE Village, then under construction on Hennemont Hill.

17 January 1952: The SHAPE Village school is inaugurated with 18 students.

1953: The *Français Spécial* programme is launched.

27 August 1962: The school becomes the autonomous “Lycée International d’OTAN.”

Summer 1965: *Proviseur* (overall headteacher) Edgar Scherer succeeds René Tallard.

March 1967: SHAPE leaves France along with half of the *lycée*’s students. Their places are quickly taken up by the local population.

16 April 1968: The school becomes a state international school with six international sections (American, Belgian, British, Danish, Dutch and German).

1968/1969: The International Baccalaureate (IB) is launched.

1969: The Lycée International parents’ association is re-christened to become APELI (Association des Parents des Elèves du Lycée International).

1977: The “*externé*” system is created, along with the wider Lycée International network; the first partnership is with Collège Les Hauts-Grillets.

6 mai 1980: Valéry Giscard d’Estaing, President of France, visits the school.

11 May 1981: A decree officialises international sections and establishes the OIB diploma (International Option of the French *Baccalauréat*).

1992-1994: Renovation of existing school buildings and construction of several new buildings.

2005: Pursuant to the decentralising law of 2004, the Lycée International’s status transforms from state *lycée* to that of a dual-curriculum state school with two boards of governance (one for the *collège* and one for the *lycée*).

2006: A national decree officialises private international sections.

2013: Numerous development plans in place across the Lycée International’s thirteen different sections (American, British, Danish, Dutch, German, Italian, Japanese, Norwegian, Polish, Portuguese, Russian, Spanish and Swedish).

Sciences Po Paris, Brown University, Universität Mannheim, University of Warwick, Un
Rotterdam, Université de Gand, Utrecht University, McGill University, Université de Paris
University of Oxford, University of Chicago, Politecnico di Milano, Università di Firenze, Ecole
Descartes, Københavns Universitet, Uniwersytet Ekonomiczny w Krakowie, Université de Pa
KTH Royal Institute of Technology Stockholm, Ecole Paul Bocuse, INSA de Toulouse, Lycée
Montreal, Delft University of Technology, Sciences Po Reims, Ecole du Louvre, Sainte Gene

STRIVING FOR EXCELLENCE

The Lycée International often tops national school league tables. Our success rate in the *baccalauréat* is rarely below 100%, and around three quarters of our students regularly attain the two highest distinctions of *Très Bien* (highest honors) or *Bien* (high honors), achieved by about 20% of candidates nation-wide. Our students excel in national academic competitions such as the *Concours Général*, and many are awarded prizes each year.

In addition, our secondary students are regularly awarded distinctions in various academic and sporting competitions at national and regional levels.

GRADUATE DESTINATIONS (2013)

| SECTION | FRANCE | | | | | OTHER COUNTRIES | | | TOTAL |
|--------------|----------------|------------|-----------|--------------|----------|-----------------|-------------|-----------------|------------|
| | GRANDES ÉCOLES | UNIVERSITY | PRÉPA | JOINT DEGREE | ARMY | SECTION | NON-SECTION | GAP YEAR/ OTHER | |
| American | 4 | 3 | 8 | 1 | 0 | 22 | 17 | 2 | 57 |
| British | 7 | 4 | 5 | 2 | 0 | 43 | 5 | 5 | 71 |
| Danish | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 3 |
| Dutch | 1 | 3 | 1 | 0 | 0 | 10 | 2 | 0 | 17 |
| Italian | 5 | 4 | 2 | 2 | 0 | 1 | 3 | 0 | 17 |
| German | 7 | 4 | 9 | 2 | 0 | 14 | 3 | 1 | 40 |
| Japanese | 1 | 1 | 1 | 0 | 0 | 2 | 3 | 0 | 8 |
| Norwegian | 0 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 4 |
| Polish | 1 | 2 | 3 | 0 | 0 | 0 | 2 | 1 | 9 |
| Portuguese | 7 | 4 | 3 | 0 | 0 | 1 | 4 | 0 | 19 |
| Russian | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 6 |
| Spanish | 6 | 7 | 7 | 4 | 0 | 0 | 4 | 2 | 30 |
| Swedish | 2 | 0 | 1 | 0 | 0 | 1 | 2 | 2 | 8 |
| Total | 42 | 37 | 43 | 11 | 1 | 96 | 46 | 13 | 289 |

Total France: **134** Total Other: **155**

iversité Pierre et Marie Curie, Lycée Hoche, University of Bristol, Erasmus Universiteit
Dauphine, Lycée Louis le Grand, ESSEC, University of Cambridge, King's College London,
d'Architecture Val de Seine, Stanford University, Ecole Hôtelière de Lausanne, Université Paris
Paris Panthéon-Assas, Ecole Polytechnique de Lausanne, Chalmers University of Technology,
Carnot, Wesleyan University, Trinity College Dublin, University of Edinburgh, University of
viève, Uniwersytet Jagiellonski Krakow, Freie Universität Berlin, Université Paris Sorbonne,

AMERICAN SECTION

Founded: 1952
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Ecole Schnapper, Collège Marcel Roby, Lycée International
Number of students: 702
Preschool and Primary (ages 3-11): 290
Middle School (ages 11-15): 242
Upper School (ages 15-18): 170

BRITISH SECTION

Founded: 1952
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Ecole Félix Eboué, Ecole Jehan Alain, Collège Pierre et Marie Curie, Collège Les Hauts Grillets, Lycée International
Number of students: 831
Preschool and Primary (ages 3-11): 335
Middle School (ages 11-15): 278
Upper School (ages 15-18): 218

DANISH SECTION

Founded: 1952
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Lycée International
Number of students: 65
Preschool and Primary (ages 3-11): 27
Middle School (ages 11-15): 27
Upper School (ages 15-18): 11

DUTCH SECTION

Founded: 1954
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Lycée International
Number of students: 195
Preschool and Primary (ages 3-11): 106
Middle School (ages 11-15): 51
Upper School (ages 15-18): 38

GERMAN SECTION

Founded: 1954
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Ecole Charles Bouvard, Collège Les Hauts Grillets, Lycée International
Number of students: 621
Preschool and Primary (ages 3-11): 298
Middle School (ages 11-15): 187
Upper School (ages 15-18): 136

ITALIAN SECTION

Founded: 1968
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Collège Les Hauts Grillets, Lycée International
Number of students: 271
Preschool and Primary (ages 3-11): 117
Middle School (ages 11-15): 98
Upper School (ages 15-18): 56

JAPANESE SECTION

Founded: 1993
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Lycée International
Number of students: 196
Preschool and Primary (ages 3-11): 98
Middle School (ages 11-15): 61
Upper School (ages 15-18): 37

NORWEGIAN SECTION

Founded: 1985
Ages: 6-18 (Primary, Middle School, Upper School)
Sites: Lycée International
Number of students: 76
Primary (ages 6-11): 44
Middle School (ages 11-15): 23
Upper School (ages 15-18): 9

POLISH SECTION

Founded: 1998
Ages: 11-18 (Middle School, Upper School)
Sites: Collège Les Hauts Grillets, Lycée International
Number of students: 87
Middle School (ages 11-15): 55
Upper School (ages 15-18): 32

PORTUGUESE SECTION

Founded: 1973
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Ecole Normandie-Niemen, Collège Pierre et Marie Curie, Lycée International
Number of students: 425
Preschool and Primary (ages 3-11): 174
Middle School (ages 11-15): 167
Upper School (ages 15-18): 84

RUSSIAN SECTION

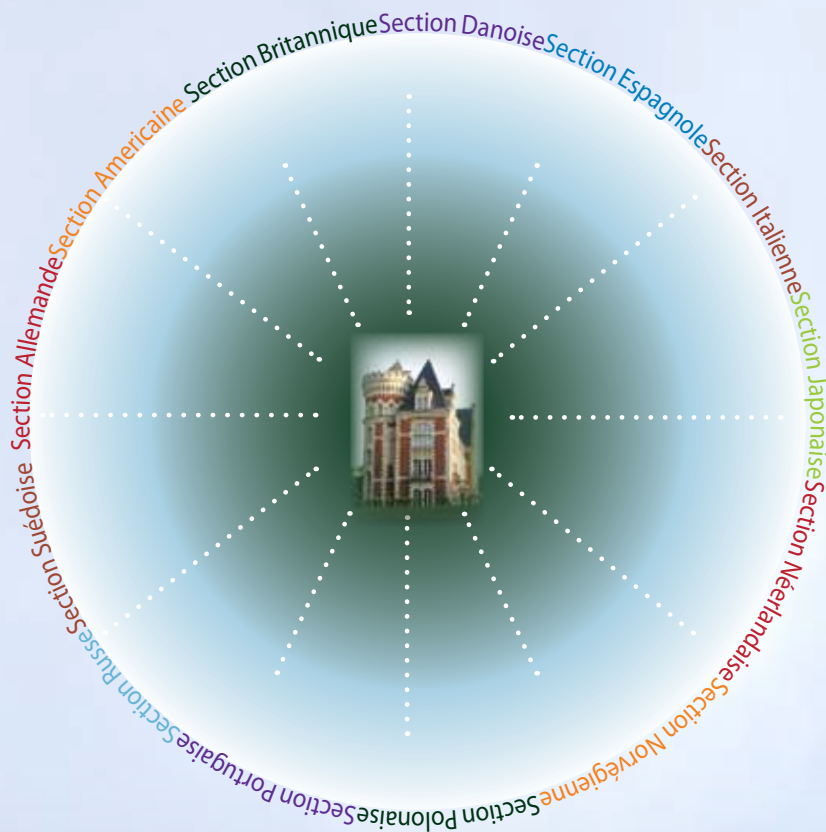
Founded: 2010
Ages: 15-18 (Upper School)
Sites: Lycée International
Number of students: 25
Upper School (ages 15-18): 25

SPANISH SECTION

Founded: 1980
Ages: 6-18 (Primary, Middle School, Upper School)
Sites: École Schnapper, Collège Marcel Roby, Lycée International
Number of students: 424
Primary (ages 6-11): 172
Middle School (ages 11-15): 150
Upper School (ages 15-18): 102

SWEDISH SECTION

Founded: 1971
Ages: 3-18 (Preschool, Primary, Middle School, Upper School)
Sites: Lycée International
Number of students: 153
Preschool and Primary (ages 3-11): 75
Middle School (ages 11-15): 51
Upper School (ages 15-18): 27



“ OF COURSE THERE’S EXTRA HOMEWORK, BUT DOES THAT REALLY MATTER? WE CAN EXPRESS OURSELVES IN OUR NATIVE LANGUAGE AND SHARE OUR CULTURE! AND HERE IN FRANCE, A LONG WAY FROM POLAND, THAT IS EXTREMELY IMPORTANT TO US.”

MONIKA KLIMEK
AGE 14
POLISH SECTION

“ THE OIB REALLY HELPED ME WHEN I WAS LOOKING FOR WORK WHEN COMPLETING MY LAW DEGREE IN HOLLAND, AND IN MANY OTHER WAYS. DURING JOB INTERVIEWS I AM OFTEN ASKED ABOUT MY FOUR LANGUAGES AND MY INTERNATIONAL PERSPECTIVE. THE LYCÉE INTERNATIONAL HAS GIVEN ME AN EXCELLENT AND SOLID BASE WHICH HAS PREPARED ME WELL FOR WORK IN AN INTERNATIONAL SETTING.”

CHARLOTTE THIJSSSEN
OIB 2006
DUTCH SECTION

AFTER THE LYCÉE:

INTERNATIONAL LAW - UNIVERSITY OF UTRECHT
AERONAUTICAL LAW - LEIDEN UNIVERSITY



MINISTÈRE DE
L'ÉDUCATION NATIONALE

MINISTÈRE DE
L'ENSEIGNEMENT SUPÉRIEUR
ET DE LA RECHERCHE



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