

Overview of the policy in the field of intervention

# Presentation of the classes IPDM and classes mosaïque

Larry Bonifas  
Instituteur – Chargé de mission



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DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse

# My working field

- Élèves en difficultés – pupils in difficulties
  - Behaviour problems
  - Health problems (schools in hospitals, schools in juvenile psychiatry)
  - Delinquency problems (Centre Socio-Educatif de l'Etat, Dreiborn & Schrassig)
  - Classes mosaïques
  - Classes COIP/IPDM
- Preparatory regime of the technical secondary schools
- CMPPn: Commission Médico Psycho-Pédagogique Nationale



# COIP / IPDM



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In 2007 was voted a “règlement grand-ducal”, règlement grand-ducal du 24 août 2007 sur les COIP et les mesures ALJ.

With this grand-ducal regulation, were created the classes COIP/IPDM (cours d’orientation et d’initiation professionnelle or cours d’initiation professionnelle à divers métiers).

From **2007-2008** on, these classes have been offered in 12 technical secondary schools (lycées) and in 2 CNFPC (Centre National de Formation Professionnelle Continue).

*Why are there two different denominations?*

In the CNFPC, who are relevant of the Formation Professionnelle (VET), these classes are called **COIP**, but in the technical secondary schools, they are called **IPDM**.



Actually, there are **35** COIP/IPDM classes with a total of **361** pupils in Luxembourg (school year 2013-2014):

- *16 classes COIP* (13 at CNFPC in Esch and 3 at CNFPC in Ettelbrück with a total of 155 pupils)
- *19 classes IPDM* throughout our technical secondary schools (with a total of 206 pupils).

What kind of pupils are in these classes?

These classes are meant for pupils aged **15 years or older** who do not qualify for access to an apprenticeship or who do not have the necessary skills to enter the job market.

On enquiry by the ALJ and with the permission of the director of the technical secondary school, young school leavers are also able to attend these classes.

Any young people aged 18 years on September 1<sup>st</sup> is not allowed to attend a COIP/IPDM class.



## What is done in these classes?

- A practical and professional component:
  - Traineeship every week or during a longer period of time in a company (between 30 and 40 days a year)
  - Training units in school workshop with a professional training support
- A component of general and social aspects:
  - General education units (communication and calculation)
  - Social and civic education

Given the transversal nature, general education, technological education and expression branches (communication, numeracy, civic and social education, information technology, sport and physical education) are not provided by isolated branches, but by interdisciplinary topics.

At the beginning of the school year, the pupils chose their instruction language, French or German. If they do not speak any Luxembourgish, they will attend a basic course in Luxembourgish as well.



## Enseignement secondaire technique

### Cycle inférieur

#### Cours d'orientation et d'initiation professionnelles

Branches	Code	Rem.	IPDM	
			5	
			hrs.	coeff.
Enseignement général	ENGEN	1	10	
<i>Communication</i>	COMIP	2		
<i>Calcul</i>	CALIP			
<i>Education civique et sociale</i>	ECSIP			
<b>Formation pratique et professionnelle</b>	FOPPR			
Travaux pratiques en ateliers et options	TPIAO		10	
Stage pratique en entreprises	STAIP	3		
Education technologique et branche d'expression	ESTIP	4	9	
<i>Education physique et sportive</i>	EDUIP			
<i>Education artistique et culturelle</i>	EACIP			
<i>Technologie de l'information et de la communication</i>	TICIP	5		
<i>Projets pédagogiques</i>	PRPIP			
Citoyenneté	CYTIP	6		
Tutorat	TUPRE		1	
<b>Total</b>			<b>30</b>	

#### Remarques:

1. ENGEN Vu le caractère transversal, l'enseignement général, l'éducation technologique et les branches d'expression qui se composent de la communication (COMIP), du calcul (CALIP), de l'éducation civique et sociale (ECSIP), des technologies de l'information, de la communication (TICIP) et de l'éducation physique et sportive (EDUIP) ne sont pas dispensés par branches isolées, mais par thèmes interdisciplinaires.
2. COMIP Choix de langue: En début de l'année scolaire l'élève opte pour une langue dans laquelle il sera évalué. Les élèves ne maîtrisant pas la langue luxembourgeoise suivront un cours de base de luxembourgeois.
3. STAIP L'année scolaire est complétée par des stages en entreprise d'une à plusieurs semaines. La durée minimale de ces stages est de 30 jours, la durée maximale de 40 jours. Les stages sont organisés dans les métiers et professions donnant accès à une formation professionnelle. Pour des raisons motivées une dérogation ministérielle peut être demandée par la direction du lycée ou du centre.
4. ESTIP La direction de chaque lycée et de chaque centre décide des matières qu'il convient d'inscrire au programme de l'éducation technologique et branches d'expression, en fonction des besoins des élèves et des ressources de l'établissement: options, ateliers, travaux pratiques, stages d'une journée hebdomadaire en entreprise, culture générale, éducation physique et sportive, initiation à la vie culturelle et artistique...
5. TICIP Il est vivement recommandé que les technologies de l'information et de la communication soient intégrées dans le volet général et social, afin que les élèves puissent s'y familiariser, acquérir des notions de base dans un contexte naturel et réel et adopter une attitude responsable dans l'utilisation de l'Internet et des logiciels.
6. CYTIP La branche « citoyenneté » n'est pas dispensée en tant que branche isolée, mais elle regroupe un ensemble de compétences transversales et sociales qui sont évaluées dans les autres branches de la grille horaire. Les socles de compétences transversales et sociales visent l'éducation à la citoyenneté, le développement de la personnalité ainsi qu'une sensibilisation à l'engagement personnel et collectif.



The domains, in which professional courses can be offered are the following:

- Agriculture, horticulture and natural environment;
- Nutrition and kitchen;
- Food service;
- Helping people;
- Hairdressing and body care;
- Clothing;
- Painting;
- Wood;
- Roofing;
- Construction;
- Metal;
- Mechanics and car mechanics;
- Electric.

This list is not exhaustive and can be changed in accordance with the professional chambers.



A great importance comes to the socio-pedagogical support for the pupils:

- Everyday welcome of the pupils;
- Education and social development of students in an environment of cooperation and participation;
- School orientation;
- Psychological and social assistance;
- Research and monitoring of work placements;
- Assessment of social skills in the portfolio;
- Personalized support throughout the training;
- Assistance for finding an apprenticeship;
- ...

What comes after the class IPDM?

- An apprenticeship in VET (CCP or DAP);
- Reorientation into a 9PR, a class of the ordinary technical secondary system;
- A second year in a class IPDM;
- A life on the labor market.



# Classe mosaïque



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A new project called “Prävention der Schulverweigerung” (Prevention of School Refusal) was started 2005-2006 in 4 different schools. These classes, called classe mosaïque, were institutionalized by the règlement grand-ducal from the 25<sup>th</sup> March 2009 on “la prévention de l’exclusion scolaire d’élèves ayant des difficultés d’apprentissage ou de comportement graves” (RGD on the prevention of school exclusion of students with learning difficulties or severe behavioral difficulties).

Through support based on a temporary individualized management plan of 6 to 12 weeks, the classe mosaïque aims **reintegration and re-socialization** of students in their initial class or in a class appropriate to their development.



## Targeted population of the classe mosaïque:

- Pupils with two or more repetitions in their school career;
- Pupils who have been expelled from their school in the last two years;
- Pupils with behavioral problems;
- Pupils with a need for a specific socio-educational or instructional support;
- Pupils from families in disadvantaged life situations that require special assistance;
- Pupils with high absenteeism or regular delays;
- Pupils who regularly make no homework and/or not prepare for teaching.



In principle, the classe mosaïque is open for every pupil, but the main focus lies on the pupils that are still in compulsory education (younger than 16 years) which are conspicuous:

- Various fractions within their school career (repetitions, expulsions);
- Coming too late or absenteeism;
- Difficulties in social behavior (disrespect, disruptions, lack of integration);
- Abnormalities in their emotional life (aggression, panic, passive behavior);
- Problems in work and learning behavior (no home works, no work materials, no structure, no learning strategies, ...);
- Dramatic changes in performance;
- Impairment of academic skills (“dys”, learning disability, intellectual giftedness, ...);
- ...



The individual support can be resumed in 4 steps:

## 1. **Reception** in the class mosaïque:

- Discussions with the pupil;
- Cooperation with the usual class;
- Support diagnosis;
- Creation of the support plan
- Determination of the responsible reference person;
- ...

## 2. **Support** in the class mosaïque

- Implementation of the support plan
- Self-assessment and external assessment
- Regular contact with the parents about the ongoing process
- ...



### 3. Re-integration in the usual class

- Final assessment of the support plan;
- Discussions with the teachers of the usual class;
- Accompaniment of a member of the mosaïque-team;
- ...

### 4. Follow-up

- Update of the support plan during the follow-up;
- Regular assessment and documentation of the further development of the pupils (discussions with the pupils, the teachers);
- Formal report at the end of the follow-up: conclusion of the support plan.



## The mosaïque-team:

The team for the class mosaïque is a multi-disciplinary team consisting of:

- Teachers
- Psychologist
- Social pedagogue
- Social worker
- ...

The total number of mosaïque classes has increased in these last years. In 2013-2014, there are a total of **23 classes** in **20 secondary schools**. In 2010-2011, there has been a total of 205 pupils (45 girls and 160 boys) in these classes.

Since the beginning of this project, more than 1000 pupils have passed through the classe mosaïque.



## Is the class mosaïque a success model?

The individual support plan has had positive effects for  $\frac{2}{3}$  of the pupils (re-integration or re-socialization and continuation of the curriculum). This means that it hasn't worked out for  $\frac{1}{3}$  of the pupils. The possible reasons are:

- Mental disorders;
- Addiction problems;
- Complex familial issues;
- Severe learning disability with increased need for support
- Other complex problems that need another kind of support that cannot be given at school.



# Any questions?



**Thank you for your  
attention**

[larry.bonifas@men.lu](mailto:larry.bonifas@men.lu)



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## Interesting links:

- <http://www.legilux.public.lu/leg/a/archives/2007/0167/a167.pdf#page=4>
- <http://www.legilux.public.lu/leg/a/archives/2009/0067/a067.pdf>
- [http://www.men.public.lu/catalogue-publications/themes-pedagogiques/promotion-sante-bien-etre/rahmenkonzept-mosaik/rahmenkonzept\\_mosaik\\_2012.pdf](http://www.men.public.lu/catalogue-publications/themes-pedagogiques/promotion-sante-bien-etre/rahmenkonzept-mosaik/rahmenkonzept_mosaik_2012.pdf)
- <http://www.men.public.lu/fr/publications/themes-pedagogiques/promotion-sante-bien-etre/evaluationsbericht-05-06-08-09/index.html>
- <http://www.men.public.lu/fr/grands-dossiers/enseignement-secondaire-secondaire-technique/prevention-exclusion-scolaire/index.html>

