**The use of the FREPA for curricula:  
Three cases**

**≥ = animation within one slide.**

1. (Title)

**≥**

1. The aim of this document is to give some information about three cases in which the FREPA has undoubtedly played a role in the conception of a new curriculum for school education. They will be presented in chronological order, so we’ll start with the curriculum of the French-speaking part of Switzerland.
2. This is how the the Domain « Languages » is presented on the PER website. Such aims are clearly in line with the principles underlying pluralistic approaches.
3. The clearest link to pluralistic approaches is situated in one dimension (one « axe thématique ») of the curriculum, which appears for all the languages studied, including the language of schooling:.

**≥** This dimension is called: « Interlinguistic approaches ».

1. And it is defined as follows.   
   …  
   Again, the connection with pluralistic approaches is very strong.
2. Here are the descriptors of the domain « Interlinguistic approaches » for the « cycle 1 » (last year of pre-primary, grade 1 and grade 2 of primary.

As Jean-François de Pietro, Brigitte Gerber, Beatrice Leonforte & Karine Lichtenauer argue in an article devoted to the Swiss curricula,\* "Although they remain at a quite general level, these descriptors can obviously be easily connected with the FREPA descriptors. These descriptors could even help precise them, and give an access to the FREPA online materials. »

However, the FREPA is not explicitely referred to in the PER, although one can take for granted that it has been part of the ground knowledge of many PER authors.

\* De Pietro, J.-F., Gerber, B., Leonforte, B., & Lichtenauer, K. (2015). Quelle place pour les approches plurielles dans les nouveaux plans d’études des trois régions linguistiques de la Suisse? Babylonia 2, 59-65.

2. Our second example is the new curriculum in Finland
3. …  
   In order to understand the link between both initiatives, you have to know that the school system in Finland is partly decentralized and that municipalities can offer teaching complements for their school.

In the case of the Oulu « global citizen’s path », the material developed has been recommended by the Ministry for the whole country.

1. This “path to global citizenship” offers two elements:

* **≥** Two sets of teaching aims.
* **≥** Teaching materials.

**≥** Both – teaching objectives and materials – have been adapted from the FREPA

1. This is a summary of the – indirect - way in which FREPA is connected to the new Finnish curriculum.

Again, no explicit reference to the FREPA is made in the curriculum, but...

1. It should be clear that the indirect connection from the FREPA to the Finnish curriculum through Oulu’s instruments wouldn’t be possible if the Finnish curriculum had not adopted some main principles of the FREPA. …

And indeed, one person who was strongly involved in the conception of the curriculum told us “of course, we have been inspired by the FREPA ideas”.

1. Here are the two sets of teaching objectives proposed in Oulu’s Path to global citizenship, this time in English. First the language grid.…
2. *.* And now, the culture grid

In both cases, the proximity with the FREPA descriptors is obvious.

In order to know more about the work done in Oulu: https://frepafin.wordpress.com

1. *.* Our third example is the new « Piano di studio della scuola dell’obbligo» of Ticino (Italian-speaking part of Switzerland) which was issued in 2016
2. . It contains a « language area » (p. 91) consisting of Italian, the « second languages » French, German and English, and Latin.
3. The development of the plurilingual competence is illustrated by a diagram (p. 114) in which two pluralistic approaches explicitely appear: Awakening to languages and Integrated didactics (or: Integrated language learning/teaching)..
4. *.* Five « domains of competence » are distinguished: comprehension and expression, both oral and written, and the « plurilingual and intercultural dimension » (p. 115)..

The authors indicate on page 116: « For the description of this last domain, reference is made to the FREPA ».

Here, the reference to the FREPA is explicit and direct.

1. *.* And indeed, the attitudes, skills and knowledge given in the curriculum are taken with some minor adaptations from the FREPA lists of descriptors, as indicated in the following slides..
2. *Attitudes and skills*.
3. *Knowledge*..

To know more about the new curriculum of Ticino and its connection with Pluralistic approaches and the FREPA, see :

De Pietro, J.-F., Gerber, B., Leonforte, B., & Lichtenauer, K. (2015). Quelle place pour les approches plurielles dans les nouveaux plans d’études des trois régions linguistiques de la Suisse? *Babylonia 2*, 59-65.

<http://www.pianodistudio.ch/>