

COMPULSORY SCHOOLING STRUCTURE

The compulsory schooling system includes three levels ("cycles"):

- **Cycle 1** : 1st to 4th years (4 to 8 year olds)
- **Cycle 2** : 5th to 8th years (8 to 12 year olds)
- **Cycle 3** : 9th to 11th years (12 to 15 year olds).



ROMANDIE CONTEXT

In French speaking Switzerland, all the cantonal Parliaments have ratified the **Romandie education Convention**. It defines, in accordance with the inter-cantonal Agreement, the cooperation concerning the school curriculum, the teaching methods, the schooling structure and teacher training.

>>> more information: www.ciip.ch

NATIONAL AND INTER-CANTONAL CONTEXT

Most Swiss Cantons have adopted the **inter-cantonal Agreement on the harmonisation of compulsory education** (HarmoS Agreement). The document specifies that the education curriculum must be coordinated according to linguistic region. It also defines the schooling structure for the eleven years of compulsory education and sets the age at which schooling starts.

>>> more information: www.cdip.ch

PERSPECTIVES

The implementation of the PER comes with teaching methods many of which are in the process of development. The range of these methods for the different disciplines is progressively widening according to a timetable set by the CIIP.

>>> Planning of Romandie teaching methods available at www.ciip.ch

PLATFORM OF THE ROMANDIE EDUCATION CURRICULUM

The PER is available online. You can have access to the entire curriculum. However, it is first and foremost a working tool for teachers; this explains why it uses terminology which is specific to the field of education and to the various teaching disciplines. A glossary clarifies certain terms.

The platform also gives access to additional cantonal documents.



For more information >>> www.plandetudes.ch



www.erz.be.ch



www.fr.ch/senof



www.ge.ch/primaire
www.ge.ch/co



www.jura.ch/sen



www.ne.ch/seo



www.vs.ch



www.vd.ch/dgeo

Faubourg de l'Hôpital 68
Case postale 556
CH-2002 Neuchâtel

T +41 32 889 69 72
F +41 32 889 69 73
ciip@ne.ch
www.ciip.ch



CONFÉRENCE INTERCANTONALE
DE L'INSTRUCTION PUBLIQUE DE
LA SUISSE ROMANDE ET DU TESSIN



Education Curriculum for the Romandie (Plan d'études romand, PER)

Information document for parents

From the 2013-2014 school re-opening, all pupils in compulsory education in French speaking Switzerland will study according to the objectives defined in the PER. This harmonisation meets with the articles of the Federal Constitution on education adopted by a very large majority on the 21st of May 2006 by the Swiss population and the Cantons.

Dear Parents,

The Romandie Education Curriculum is at the core of the compulsory education harmonisation process. It was adopted on the 27th of May 2010 by the cantonal Directors of public education, following a long development and consultation process. It is therefore based on a wide consensus. It does not introduce sweeping changes, nor is it fundamentally innovative, except that, under the aegis of the Romandie educational Convention, it becomes the central and common objectives of education in the seven francophone or bilingual cantons of western Switzerland. Introduced progressively at all levels of education in all Romandie Cantons (as from the start of 2014 school year), it determines the majority of the learning content for the eleven years of compulsory education. The teachers' choice of teaching methods and their educational responsibility in the class leaves however room for a degree of flexibility which is nevertheless consistent within the harmonisation framework required by the Swiss population and Cantons.

This information leaflet provides you with the basic information to enable you to have a global view of the organisation of the PER. For more detailed information, a more complete brochure for each school level ("cycle") is also available (www.plandetudes.ch). To obtain these different documents or a copy of this leaflet in another language, please contact the education service of your cantonal administration. We hope that the information provided in this leaflet will satisfy your legitimate curiosity.



Latin Conference of compulsory education, May 2013

A POLITICAL WILL

The inter-cantonal Public Education Conference (CIIP*) adopted in 2003 a Declaration on the aims and objectives of the Public School system, which forms the basis of the overall training plan for the pupil's education.

« The Public School system fulfils educational and cultural transmission objectives for all pupils. It ensures the development of knowledge and the acquisition of skills enabling each and every one to develop their potential optimally. »

AIMS AND OBJECTIVES

- > Missions of teaching and cultural transmission (development of knowledge and acquisition of skills) >>>
- > Missions of education and transmission of cultural values >>>
- > Acquisition and development of skills and general capabilities >>>

For more information >>> www.plandetudes.ch

* The CIIP brings together the Heads of Department responsible for education of all the Romandie Cantons as well as Ticino. It is responsible for the harmonisation of the programmes and the choice of school manuals.

A comprehensive plan for education

The activities undertaken at school are part of an overall plan for education which has taken shape with the Romandie education curriculum. It describes the learning which each pupil will undertake throughout his or her compulsory schooling.

THE ROMANDIE EDUCATION CURRICULUM IS ORGANISED THROUGH THREE ENTRY POINTS:

SUBJECT AREAS

CROSS CAPABILITIES

GENERAL EDUCATION

The education plan takes into account these three entry points throughout schooling.

Subject areas

cover all the school disciplines which are common to Romandie Cantons. Several disciplines having links to each other make up each area.

LANGUAGES

To be able to communicate in one's own language and in other languages has become essential in today's world. Throughout the schooling, the pupil will therefore be expected to progressively develop skills in the language of teaching, i.e. French, and the capacity to communicate in two other languages, namely German and English.

MATHEMATICS AND NATURAL SCIENCES

The acquisition of knowledge and the development of a scientific mind are essential to the understanding of today's world. To this end, pupils will therefore work on notions of mathematics and of science as well as on approaches to problem solving and understanding of real situations.

HUMAN AND SOCIAL SCIENCES

An understanding of the social, cultural, economic, political and environmental challenges facing society forms part of the capabilities expected from each individual. The pupil, citizen of tomorrow, will develop his-her geographical, historical and civic knowledge thereby enabling him-her to understand society and to participate in its development.

ARTS

Exploring different means of expression (visual, audial, ...) and practicing artistic activities stimulate creativity. The pupil will also develop cultural references, approaches and techniques for artistic expression which will broaden and develop his-her perception of the surrounding environment.

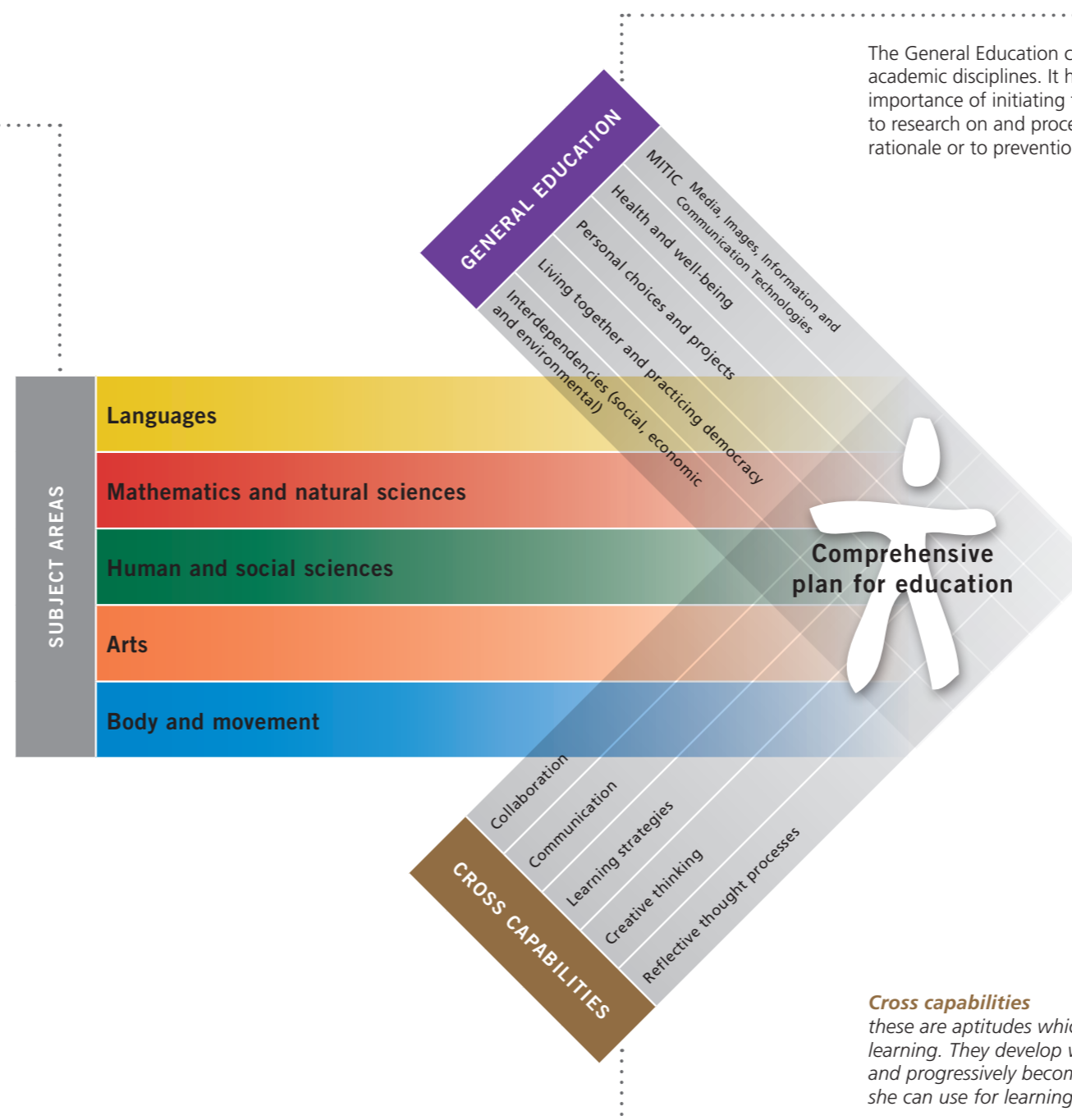
BODY AND MOVEMENT

Developing one's physical and psychological capacities, as well as one's nutritional knowledge, provides for an understanding of one's body and to take care of it. The pupil will undertake sporting activities and develop know-how concerning a healthy and balanced diet.

General Education

this includes themes on various subjects which school has to consider for each pupil.

The General Education clarifies the inputs which do not immediately concern other academic disciplines. It highlights educational inputs and emphasises, for example, the importance of initiating the pupil, as a future citizen, to the complexity of the world, to research on and processing of different types of information, to the construction of rationale or to prevention and health issues.



Cross capabilities

these are aptitudes which are essential for the success of learning. They develop with the study of various disciplines and progressively become, for the pupil, tools which he-she can use for learning acquisition.

During his-her entire schooling, the pupil will rely for his-her learning acquisition on cross capabilities which are common to all disciplines and to the numerous classroom activities. These aptitudes are not taught as such, but the pupil acquires them through problem solving, by communicating in his-her mother tongue or in a foreign language, by undertaking artistic projects. They are an important component of the experience which every pupil should develop in view of fitting in professionally and socially.