



Structures of Education and Training Systems in Europe

Liechtenstein

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Prepared by

Office of Education
National Eurydice Agency
Austrasse 79
Postfach 684
FL - 9490 Vaduz

with the support of

Office for Vocational Training and Career Guidance
Postplatz 2
Postfach 44
FL - 9494 Schaan

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TABLE OF CONTENTS

INTRODUCTION: GENERAL POLICY CONTEXT	5
1. INITIAL EDUCATION AND TRAINING: ORGANISATION, FUNDING AND QUALITY ASSURANCE.....	7
1.1 ORGANISATION OF THE INITIAL EDUCATION AND TRAINING SYSTEM	7
1.2 DISTRIBUTION OF RESPONSIBILITIES	7
1.3 FINANCING	10
1.4 QUALITY ASSURANCE	10
1.5 PRIVATE EDUCATION	12
2. PRE-PRIMARY EDUCATION.....	14
2.1 ADMISSION.....	14
2.2 ORGANISATION OF TIME, GROUPS AND VENUE	14
2.3 CURRICULUM	14
2.4 ASSESSMENT	15
2.5 TEACHERS	15
2.6 STATISTICS	17
3. PRIMARY EDUCATION.....	18
3.1 ADMISSION.....	18
3.2 ORGANISATION OF TIME, GROUPS AND VENUE	19
3.3 CURRICULUM	20
3.4 ASSESSMENT, PROGRESSION AND CERTIFICATION.....	20
3.5 GUIDANCE AND COUNSELLING	21
3.6 TEACHERS	21
3.7 STATISTICS	22
4. SECONDARY EDUCATION	23
4.1 GENERAL LOWER SECONDARY EDUCATION (SECONDARY EDUCATION I)	23
4.1.1 Admission	24
4.1.2 Organisation of time, groups and venue.....	24
4.1.3 Curriculum.....	24
4.1.4 Assessment, progression and certification	26
4.1.5 Guidance and counselling	28
4.1.6 Teachers	28
4.1.7 Statistics.....	29
4.2 GENERAL UPPER SECONDARY EDUCATION (SECONDARY EDUCATION II)	29
4.2.1 Admission	29
4.2.2 Organisation of time, groups and venue.....	29
4.2.3 Curriculum.....	30
4.2.4 Assessment, progression and certification	31
4.2.5 Guidance and counselling	31
4.2.6 Teachers	31
4.2.7 Statistics.....	31

4.3 VOCATIONAL EDUCATION AND TRAINING.....	31
4.3.1 Admission	32
4.3.2 Organisation of time, groups and venue.....	32
4.3.3 Curriculum.....	33
4.3.4 Assessment, progression and certification	33
4.3.5 Guidance and counselling	33
4.3.6 Teachers and trainers.....	33
4.3.7 Statistics.....	33
5. POST-SECONDARY NON-TERTIARY EDUCATION.....	34
5.1 ADMISSION.....	34
5.2 ORGANISATION OF TIME, GROUPS AND VENUE	34
5.3 CURRICULUM	34
5.4 ASSESSMENT, PROGRESSION AND CERTIFICATION.....	35
5.5 GUIDANCE AND COUNSELLING	35
5.6 TEACHERS	35
5.7 STATISTICS	35
6. TERTIARY EDUCATION	36
6.1 ADMISSION.....	37
6.2 STUDENTS' CONTRIBUTIONS AND FINANCIAL SUPPORT	37
6.3 ORGANISATION OF THE ACADEMIC YEAR	37
6.4 ASSESSMENT, PROGRESSION AND CERTIFICATION.....	38
6.5 GUIDANCE AND COUNSELLING	39
6.6 ACADEMIC STAFF.....	39
6.6 STATISTICS	39
7. CONTINUING EDUCATION AND TRAINING	40
7.1 ADULT EDUCATION	40
7.1.1 Policy and legislative framework.....	40
7.1.2 Distribution of responsibilities	40
7.1.3 Financing	41
7.1.4 Programmes and providers	41
7.1.5 Quality Assurance.....	41
7.1.6 Guidance and Counselling.....	41
7.1.7 Teachers and trainers.....	41
7.1.8 Statistics.....	42
7.2 CONTINUING VOCATIONAL EDUCATION AND TRAINING	42
7.2.1 Policy and legislative framework.....	42
7.2.2 Distribution of responsibilities	42
7.2.3 Financing	43
7.2.4 Programmes and providers	43
7.2.5 Quality assurance	44
7.2.6 Guidance and counselling	44
7.2.7 Teachers and trainers.....	44
BIBLIOGRAPHICAL REFERENCES AND WEBSITES	45
WEBSITES.....	45
REFERENCES	46
LEGISLATIVE REFERENCES.....	47

INTRODUCTION: GENERAL POLICY CONTEXT

The Principality of Liechtenstein is a federation of two regions (*Oberland* or Upper Country and *Unterland* or Lower Country) comprising eleven communities. With an area of 160 square kilometres and a population of around 36 000, Liechtenstein is one of the smallest countries in Europe. The population density is 221 inhabitants per square kilometre. One third of the population are foreign nationals, predominantly Swiss, Austrian and German.

The proportion of Liechtenstein's population which is of working age (between 20 and 64) is particularly high compared with other European states. According to the latest census conducted in the year 2000, 2 895 people aged between 15 and 70⁺ had completed upper secondary education (*Matura* – upper secondary school leaving examination). This figure represents 10.6 % of the population in this age group. Breaking down the population by age group reveals that the number of people with a lower level of education increases in the higher age groups. People today tend to attain a higher level of education than in the past.

The official language of Liechtenstein is *Hochdeutsch* (High German) while colloquially people speak an Alemannic German dialect. English is the first foreign language taught, starting at primary level. French is introduced as a second foreign language at secondary level.

Political System

“The Principality is a constitutional hereditary monarchy based on democratic and parliamentary principles; state authority is vested in the Prince and the people...”, states article 2 of Liechtenstein's constitution. The political system is characterised by the two elements, Prince and people.

Under the constitution the people can exercise their rights directly in elections and votes. Additional direct democratic rights include the rights of initiative and of referendum. It is compulsory for voters to participate in elections and votes.

The parliament (*Landtag*) represents the people and, as their voice, is appointed to look after their rights and interests. It is directly elected by the people under the proportional representation system and consists of 25 members of parliament. The president and vice president of the parliament are both selected for the current year in the opening session. Parliament's most important functions are laid down in article 62 of the constitution. They consist primarily of participating in the legislative process, approving taxes and supervising the government.

The government of the Principality of Liechtenstein is based on the collegial principle. It consists of the prime minister and four ministers who are appointed by the Prince on parliament's recommendation. All important matters are debated and decided upon by the collegial government. Business is allocated to ministries within the government. The prime minister is the head of the collegial body, signs the decrees and rulings which have been adopted, executes them and oversees business.

The Prince is head of state. He represents Liechtenstein in relations with other states. The Prince participates in the legislative process through his right of initiative in the form of government proposals and through his right to sanction legislation, the validity of which depends on such sanction. The Prince is entitled to enact royal ordinances; to convene parliament, for example. Another example of a royal ordinance is the emergency decree, by which, in emergencies, the Prince can introduce measures to ensure the safety and welfare of the state without involving parliament. The countersignature of the prime minister is required however.

The communities have considerable local autonomy. The voters in each community elect a local council and a mayor who exercises his role either full- or part-time depending upon the size of the

community. Communities acquire their financial resources mainly through tax revenue. In addition to their own tax revenue, set amounts from the national taxes are allocated to the communities.

Educational System

Due to the small size of the country it is not possible for the state to offer the complete range of schooling and education within its own national boundaries. Liechtenstein is reliant upon cooperation with its neighbours, particularly as regards establishments providing vocational education and the technical schools and higher education institutions available to students (see chapters 4, 5 and 6). A series of agreements with foreign ministries and departments ensures students have access to places to study and train.

The general structure of the education system in Liechtenstein is shaped by the educational traditions and school systems of the German-speaking countries. Due to political and economic factors the principality's two neighbours, Switzerland and Austria, exert the greatest influence on the country. The types of schools and the terminology used in Liechtenstein's education system are therefore similar to those found in these countries. Differences exist however in the organisational details and in the development of the education system.

Compulsory schooling and state supervision of public and private education are enshrined in the constitution. Kindergartens, compulsory schooling and *Gymnasien* (upper secondary schools), vocational training, higher education and research institutions, employment requirements and service conditions of teachers, teacher training, adult education, state education grants, etc. are all regulated by separate laws. These laws are supplemented by regulatory statutes in the form of ordinances.

The Law on Schools (*Schulgesetz*) which is still in large part valid today was passed by parliament in 1971. This legislation regulates education in the Principality of Liechtenstein in a comprehensive manner. The principles it contains are defined more specifically by ordinances.

The 1976 Law on Vocational Training was completely revised in 2008. In this revision particular attention was paid to equal opportunities and greater mobility between training programmes. In addition to the existing traditional vocational training (apprenticeship programmes) the law now provides for a two-year basic training with vocational certificate. A basic apprenticeship program (*Anlehre*) is also retained. In addition the Law on Vocational Training regulates higher vocational training and continuing vocational education.

In November 1992 Liechtenstein's own Law on Universities of Applied Science, Higher Education and Research Institutions came into force for the tertiary education sector. This was repealed in 2005 and replaced by the Law of 25 November 2004 on Higher Education (Higher Education Law). Measures introduced as part of the Bologna reform were incorporated into the amended version of the Higher Education Law in 2005 and since then have been compulsory for all higher education and similar institutions.

Private education is permissible under the Liechtenstein constitution providing it complies with statutory provisions as regards school time, teaching goals and facilities in public schools. The relevant provisions of the legislation governing private schools can be found in the Law on Schools.

Statistics

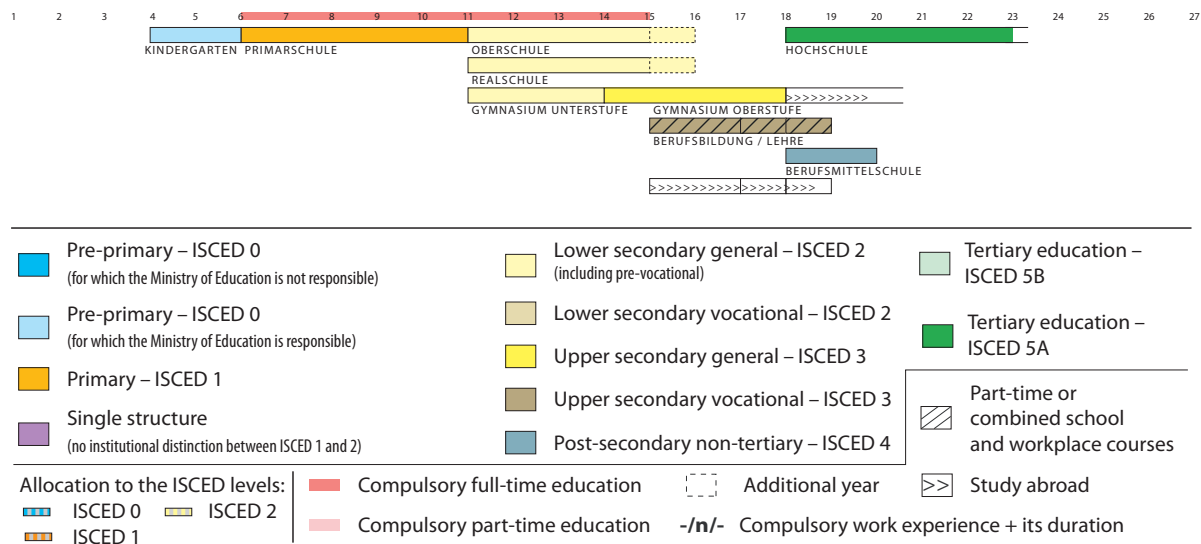
Population by age groups in the year 2008

Population	Age Groups					Total
	0-6	7-14	15-19	20-64	65 +	
Total	2 567	3 279	2 148	22 993	4 602	35 589
Liechtenstein Citizens	1 935	2 380	1 588	14 469	3 447	23 819
Foreigners	632	899	560	8 524	1 155	11 770

Source: Office of Statistics, 2010, Vaduz.

1. INITIAL EDUCATION AND TRAINING: ORGANISATION, FUNDING AND QUALITY ASSURANCE

1.1 Organisation of the initial education and training system



Compulsory school attendance spans nine years in Liechtenstein (five years at primary and four years at secondary school). Schooling begins once a child has turned six and generally ends at the age of sixteen. Prior to this, two years' kindergarten is offered which is taken up by virtually all children. General education in terms of compulsory schooling is divided into primary education and subsequent secondary education with three different types of secondary schools (*Oberschule*, *Realschule*, *Gymnasium*).

Optional provision is available for young people who do not transfer straight into the upper level of secondary education or vocational training following completion of the lower level. This is offered in Liechtenstein in the form of the voluntary 10th year of schooling.

Following completion of standard school education, approximately 25 % of pupils participate in higher secondary schooling which takes place at the *Gymnasium* (upper secondary school). The majority take up basic vocational training in the form of an apprenticeship. This generally lasts 3 to 4 years. Alternatively young people can attend full-time vocational technical schools. Most schooling in terms of vocational education takes place at schools in Switzerland.

The opportunity exists to take a final examination (*Berufsmatura*) during or following apprenticeship which entitles the student to be admitted to a higher education institution.

Limited opportunities are available in Liechtenstein at tertiary level. *Hochschule Liechtenstein* (University of Applied Sciences) offers courses in economics and architecture at Bachelor, Masters and recently also at Doctorate level. In addition two small private universities mainly offer courses in the area of continuing education as well as doctoral programmes in the fields of law, medicine and philosophy. Consequently, in the 2007/08 academic year, around 90 % of the total 994 students attended higher education institutions in Switzerland and Austria.

1.2 Distribution of responsibilities

The various education authorities in Liechtenstein can be differentiated as follows:

Responsible body	Schools
State	<i>Ober-, Realschule and Liechtenstein Gymnasium</i> (secondary schools), voluntary 10 th school year, vocational secondary school (<i>Berufsmittelschule – BMS</i>)
Communities	Kindergarten, primary schools
Foundations under public law	<i>Hochschule Liechtenstein</i> (Liechtenstein University of Applied Sciences), <i>Liechtensteinische Kunstschule</i> (Liechtenstein School of Arts) and <i>Liechtensteinische Musikschule</i> (Liechtenstein Music School), <i>Stiftung Erwachsenenbildung</i> (Foundation for Adult Education)
Private	Special education centre (<i>Heilpädagogisches Zentrum</i>), Liechtenstein Waldorf school, <i>formatio</i> (bilingual day school and upper secondary school), <i>Internationale Akademie für Philosophie</i> (International Academy for Philosophy, IAP), <i>Private Universität im Fürstentum Liechtenstein</i> (Private University in the Principality of Liechtenstein UFL, formerly <i>Universität für Humanwissenschaften</i> (University of Human Sciences)), <i>Liechtenstein-Institut</i> (Liechtenstein Institute, LI), private providers of continuing education programmes within adult education

The government is the highest education authority.

- It is responsible for overall supervision of the entire education system,
- enacts ordinances (e.g. curriculum, progression, school organisation, public services law, etc.),
- is the highest executive body for state-run schools,
- is the body responsible for appointing teaching staff at public schools run by the communities and the state, and
- is the appeal authority where decisions of subordinate education authorities are contested (internal administration of justice).

The work of the government is divided between various ministries. The Ministry of Education takes care of the administration of the education system, including vocational and adult education. It is led by a minister.

The government appoints committees with decision-making powers to help it in this work.

- Schools Council (*Schulrat*) (makes decisions relating to schooling)
- Teaching Committees (*Unterrichtskommission*)
- Matura committee (awards the *Matura* – upper secondary school leaving certificate)
- Berufsmatura committee (awards the *Berufsmatura* – upper secondary vocational school leaving certificate)
- Advisory Council for Vocational Education (*Berufsbildungsbeirat*)
- Scholarship committee (*Stipendienkommission*)
- Committee for University of Applied Sciences (*Hochschulrat*)

The two offices which deal with education are answerable to the government:

- the Office of Education (*Schulamt*) and
- the Office of Vocational Training and Guidance (*Amt für Berufsbildung und Berufsberatung*).

The main responsibilities of the Office of Education are maintaining and further developing education at kindergarten, school and tertiary level, drawing up and revising curricula, supervising, managing and providing professional development for teaching staff, drawing up legal and planning criteria, administering education programmes as well as managing and operating facilities.

The Office of Vocational Training and Guidance is the supervisory body for vocational education. Its main duties are advising apprentices, those responsible for education and instructors, approving apprenticeship contracts, granting approval for training, issuing certificates of competence and grade certificates as well as financing basic and continuing vocational training. The Vocational Guidance Centre is responsible for matters relating to choosing an occupation, choosing a course of study, careers advice and advice on invalidity insurance.

Community bodies

The communities are responsible for kindergartens and primary schools. They finance school infrastructure and 50 % of the cost of salaries. The local council is the sole responsible body if community finances are involved. On the other hand, the local schools council is responsible for various matters relating to schooling. The local schools council has the right to make recommendations to the government when teaching staff are appointed, an important right at community level. In addition, the local schools council settles various matters relating to schools. It defines the catchment area for a kindergarten, for example, or gives its consent to job sharing, etc.

Responsible bodies within individual public schools

The individual public schools are designated as decentralised administrative bodies, in other words "dependent institutions of public law". Each school has a school management which runs staff meetings. In the context of its pre-eminent right, the staff meeting can reach binding decisions to which the school management and individual teaching staff are bound. The school management, for its part, is entitled within the limit of its powers to issue instructions to individual teaching staff.

Other education authority bodies

There are three institutions in Liechtenstein which are run by foundations under public law:

- *Hochschule* Liechtenstein,
- Liechtenstein Music School,
- Liechtenstein School of Arts.

The highest executive *body* for each of these institutions is a foundation board (for the *Hochschule* Liechtenstein this board is called the *Hochschulrat*) which is appointed by the government. The individual institutions have a management (vice chancellor, director).

As an umbrella organisation, the Liechtenstein Foundation for Adult Education is responsible for adult education in Liechtenstein which takes place outside the area of school and vocational education. The foundation promotes provision by non-profit making adult education organisations in Liechtenstein.

Private education

The organisation of private school authorities is based on the relevant legal form according to the provisions of the Liechtenstein Company Act (PGR). For example the Society for special education help in Liechtenstein (*Verein für heilpädagogische Hilfe in Liechtenstein*) is the body responsible for the special education centre (HPZ, see also section 1.5). The highest authority within this society is its executive committee.

1.3 Financing

Public kindergartens and primary schools are largely financed by the communities which are also the bodies responsible for these institutions. They finance school infrastructure and 50 % of the cost of salaries. The state's share of investments in facilities and buildings takes the form of government subsidies.

Public schools at secondary level are fully financed by the state with funding not just covering running costs but also investment in buildings and facilities.

Tuition in public schools is free of charge. This also applies to teaching materials for school-age children. A minimal contribution is collected from parents for teaching materials at schools in upper secondary level.

Granting of approval to establish and run a higher education institution does not automatically entitle the institution to state aid. State funding is provided if a law provides for this for a particular higher education institution or on the basis of a service agreement between a higher education institution and the government. As a foundation under public law, *Hochschule Liechtenstein* is subsidised and supported by the state.

1.4 Quality Assurance

General Education System

Quality assurance in the case of schools providing a general education is the responsibility of an inspectorate which reports to the Office of Education. Class inspectors are deployed for the following levels of school: kindergarten, primary level and secondary lower level. They are responsible for overseeing and advising on school development and quality assurance. Subject inspectors are deployed for individual school subjects (e.g. physical education, religion). A teaching committee made up of external experts is responsible for *Liechtenstein Gymnasium* (Upper Secondary School) and *Liechtenstein Berufsmittelschule* (Vocational Upper Secondary School). The chairman is the head of the upper secondary and higher education division in the Office of Education.

Evaluating schools is part of the overall strategy of quality assurance in the school system. A large element of quality assurance as regards educational and administrative tasks in the individual schools is usually governed by input-oriented procedures applicable to all schools and laws or ordinances. Examples of this state supervision are instruments such as the guidelines for curricula to ensure minimum standards for content or guidelines for training and continuing education for teaching staff (see section 2.5). The Office of Education commissions specific evaluations of topics which concern the entire school system or individual types of schools.

Vocational Education

Quality assurance in the area of vocational training is basically the responsibility of the Office of Vocational Training and Guidance and is laid down in the Law on Vocational Training (BBG) and in the

Ordinance on Vocational Training (BBV). In this diverse system involving a number of different players, quality development constitutes an essential element of (self) regulation and of adapting to future developments on all levels. It is heavily reliant on all those involved acting in a responsible manner with responsibility being transferred to the providers of vocational training thus relieving the state of this role.

There are currently no guidelines in Liechtenstein establishing methods relating to quality development. The issue relating to quality development in the area of basic vocational education is multifaceted. In summary the following quality assurance measures currently exist:

- virtually all the specialist vocational schools have a recognised quality management system (there are no specialist vocational schools in Liechtenstein);
- in all the ordinances on basic vocational training (formerly: training regulation) responsibility for vocational and quality development rests with the relevant committee;
- individual and general assessments to be performed midway through apprenticeship;
- statutory check through approval of training contract;
- supervision of training, advising and supporting all education partners in the area of basic vocational training through the Office;
- educating those responsible for vocational training (communicating technical and educational standards and requirements as regards methodology and didactics and providing appropriate ongoing training and continuing education);
- introducing special measures for learners such as supervisory educational support, coaching, individual tuition/private tutoring, referral to other agencies, etc.;
- inter-company courses as part of three-way training to ensure quality as regards practical training and
- all-inclusive financing which prevents misguided incentives and makes the authorities on the spot more responsible.

All quality standards are also valid for possible alliances of companies delivering training (= network of several companies delivering training in the area of practical basic training for learners).

Tertiary Education

Quality assurance at tertiary education level covers the following aspects:

- Approval and accreditation procedures
- Commitment to internal quality assurance measures
- External evaluation at least every six years
- Annual reporting
- Creation of a national qualification framework (by 2010)

The government is responsible for overall supervision of the higher education system in Liechtenstein. Government approval is required to establish and run a higher education institution or a study programme. (Prior) accreditation performed by a state recognised agency as part of the approval process represents an important quality assurance tool. In actual fact accreditation procedures

determine the status and the resulting recognition and affect the legal position of institutions and courses of study for a defined period.

Since Liechtenstein does not have its own accreditation agency and is unlikely to have one in future, the body commissioned with accreditation must be authorised by the state. As a result, the government has to draw up a list of state authorised accreditation bodies. This task is facilitated by the European Quality Assurance Register for Higher Education (EQAR), created and administered by the non-profit making EQAR Association founded in March 2008 and of which Liechtenstein has been a member from the outset.

Alongside (prior) accreditation, legislation also stipulates regular external (at least every six years) and internal evaluation. Accredited higher education institutions are obliged to operate a quality management system. Statutory provisions are based largely on European standards and quality assurance criteria. The required commitment to internal quality assurance mechanisms also ensures courses offered by higher education institutions are compatible with the criteria proposed in the Bologna reform.

(See chapter 7 for quality assurance in adult education)

1.5 Private Education

There are currently three private schools in Liechtenstein providing a basic education which require government approval and are operated under state supervision. The important provisions of the legislation governing private schools can be found in the Law on Schools. Private education is permissible under the Liechtenstein constitution providing it complies with statutory provisions as regards school time, teaching goals and facilities in public schools.

Special Education Centre (*Heilpädagogisches Zentrum*)

The Special Education Centre is a day school for children requiring special educational and therapeutic help in their development. It covers from early years to vocational employment and delivers a broad range of therapies, school and support programmes as well as opportunities for socio-educational care. The special educational day school is privately run by the Association for Special Educational Support in Liechtenstein (*Verein für Heilpädagogische Hilfe in Liechtenstein*). It is recognised under public law and financed by the state, invalidity insurance and by the Association for Special Educational Support in Liechtenstein.

Formatio - bilingual private school

Formatio is a day school consisting of a bilingual primary and lower secondary level and an upper secondary level *Gymnasium* (language specialism and modern languages). Pupils are taught in German and English. The higher level *Gymnasium* prepares students for the *Matura* which they can take either in Liechtenstein or in Austria (external *Matura* candidates). A key factor here is the Ordinance of 24th March 2009 on Upper Secondary School Leaving Examinations for Pupils at Private Schools. The *Matura* certificate awarded in accordance with this Ordinance is equivalent to the *Matura* certificate awarded in accordance with article 48 of the Ordinance on the Curriculum of, Progression through and School Leaving Examination in the Upper Secondary Level of the Liechtenstein *Gymnasium* and is therefore recognised by the state.

Liechtenstein Waldorf School

Waldorf schools are run on the basis of the educational theories of Dr Rudolf Steiner (anthroposophy). Liechtenstein Waldorf School has a kindergarten and provides schooling from year one to year nine.

Content is very similar to that provided at public schools, with the addition of movement art and therapy.

Liechtenstein Waldorf School is run by the Liechtenstein Waldorf School Association (*Vereinigung Liechtensteinische Waldorfschule*). Over half of the total annual costs are funded by parental contributions. In addition the school is supported by state aid, donations and private contributions.

2. PRE-PRIMARY EDUCATION

Kindergarten is the traditional form of pre-school education for children aged between four and six. It supplements and supports the education the child receives within the family and aids its overall development.

Children whose development is disrupted or impaired are entitled to attend a special kindergarten. At the parents' request the schools council decides whether the child should attend a mainstream kindergarten (integrated special schooling) or special kindergarten. The particular educational needs of the child and its school environment are taken into account for this.

Kindergartens in Liechtenstein do not simply offer "childcare". They have their own legal basis such as the Law on Schools, Teachers' Service Conditions and the Ordinance on Operating and Organising Kindergartens.

2.1 Admission

Attendance at kindergarten is voluntary and free of charge. An exception is made for children whose mother tongue is not German, for whom the second year of kindergarten is compulsory. During this period they receive German tuition tailored to their needs. Children admitted into kindergarten must attend regularly.

Children who have attained the age of four by 30 June (deadline) are entitled to enter kindergarten. Following guidance from the Office of Education and the kindergarten teacher, parents have a flexible two month period (1 July to 31 August) in which to decide freely whether their child will start kindergarten. These children are provisionally admitted first. If it emerges that a child is not yet capable of following the teaching in kindergarten, entitlement to attend lapses.

2.2 Organisation of time, groups and venue

Under the Law on Schools each community undertakes to create sufficient kindergarten departments to allow all children of the appropriate age to be admitted to kindergarten for two years. Premises are only used by one group per day.

Teaching takes place on five mornings and at least three afternoons during the school week. There is no school on Wednesday afternoons, Friday afternoons and Saturdays. Lesson times in kindergarten are regulated as standard throughout the entire country, namely mornings from 8 to 11.30 and afternoons from 1.30 to 3 pm. A 25 minute break is included each school day. The maximum number of lessons per school week is set at 28 (see section 3.2 for general school holidays).

Kindergarten groups are usually of mixed age, i.e. two years taught together and organised by residential district. Maximum class size is 20 children.

2.3 Curriculum

Since 1999 the Principality of Liechtenstein has had a curriculum which is equally valid for kindergartens, primary schools and secondary schools. It has a common foundation and runs from kindergarten to the last stage of lower secondary school (see section 3.3). Continuity in the curriculum aids smooth transition between the various school stages. The aim is to prepare children for the move up to primary school in such a way that the skills they have acquired make this step as problem-free as possible.

Kindergartens have their own mandate for the upbringing and education of the child: particular value is placed upon social skills and personal development, training of speech, senses and movement, musical and rhythmic education and creative development. The aim is to encourage the child's development in all areas. Activities at kindergarten level have been divided up in the curriculum into individual subject areas so that they are transparent. Subject areas are very closely interlinked in practical work. This ensures that the child comprehends and learns in an integrated fashion. Social skills and personal development are extremely important at this stage.

The curriculum sets additional important criteria for the transfer from kindergarten to school which kindergarten teachers and school staff can use as a guide.

2.4 Assessment

Kindergarten teachers observe the children systematically and record their observations. The results are primarily used for the transfer from kindergarten to year one at primary school. The kindergarten teacher makes a recommendation for the child to be enrolled in the first primary or induction class or pre-primary school, or for them to re-sit a year or be enrolled in a special school and advises the parents accordingly (see section 3.1). In addition these observations are used when deciding if therapeutic treatment is required, a process in which the parents are involved.

2.5 Teachers

Teaching staff for pre-school education include kindergarten teachers. If necessary, they are supported by teachers of German as a second language and experts in special education.

Swiss kindergarten teacher training comprises three years' full-time study to Bachelor degree level. In Austria five year's training at secondary level II (school leaving and degree certificate) is required. Since 1 January 2006 the training profile specified in the regulation of the Swiss Conference of Cantonal Directors of Education on recognition of higher education degrees for teaching staff at pre-school and primary level has applied as the authoritative level of training for kindergarten teachers.

Compensatory measures have been required since the 2006/07 school year for kindergarten teachers who qualify in Austria and wish to work in Liechtenstein.

Teacher training in general

The following explanations apply equally to teaching staff at kindergarten, primary and secondary level.

Anyone wishing to teach at a public or private school in Liechtenstein basically needs to be qualified. This qualification varies according to the type of school and the field.

The 2003 Law on Teachers' Service Conditions states as follows: "Appointees should be appropriately qualified for the requirements of the position and have successfully completed a degree course of at least three years at a higher education institution". In principle the following requirements apply:

School level	Qualification
Kindergarten level	Bachelor's degree
Primary level	Bachelor's degree
Secondary level I	Master's degree or Swiss teaching degree for secondary schools
Secondary level II	Degree in specialist subject and degree for teaching at high school level (<i>Diplom für das Höhere Lehramt – DHL</i>)

Further conditions apply to the appointment of teaching staff for special school measures. Special school measures are:

- a. Extra tuition at primary school
- b. Special tutoring
- c. Extra tuition at lower secondary school (*Oberschule*)
- d. German as a second language
- e. Special enrolment into primary school

a) and b) require a teaching degree for primary level together with additional training as a special education teacher (*schulischer Heilpädagoge*) while c) requires a teaching degree for lower secondary level together with the additional training just mentioned or, since 2006, qualification as a primary teacher in special education. d) and e) require a teaching degree for the appropriate type of school or field.

Additional training as a special education teacher can be obtained in Switzerland (3 years' part-time, 2 years' full-time). Equivalent to this are teachers who have been awarded a teaching degree for primary or secondary level (*Stufendiplom*) in Austria plus a qualification as a special school teacher. Teachers at special schools require a special needs qualification from a recognised educational establishment (Switzerland, Austria).

There is only one private special school in Liechtenstein established under public law which is largely subsidised with state funds (section 1.5). Since these schools are operated privately, special school teachers are appointed under private law. A service agreement imposed on private special schools by the government requires them to observe qualification criteria when appointing special school teachers and therapists. These are as follows:

- For appointment as a special educational needs teacher (deployed as supplementary teacher and/or for special needs provision in mainstream school or as class teacher in special schools) a standard teaching degree for primary or secondary level is required (not applicable for *Oberschule* (lower secondary school) for which qualification as primary teacher is sufficient) as well as a specialist degree from a recognised higher education institution for special education.
- In the area of therapeutic teaching methods (PTM), PTM teaching staff are deployed including speech therapists, psychomotor therapists and early years specialists. The appropriate qualification here is a specialist degree from a recognised higher education institution for special education.

Initial education and continuing training

Due to its small size Liechtenstein is not in a position to offer its own training programmes for teaching staff in various types of school and fields. Consequently teacher training takes place in neighbouring countries (Switzerland, Austria). The admission requirements of the individual educational establishments vary widely.

Teacher training courses at teacher training colleges/universities in Switzerland contain:

- general education elements (pre-school stage, primary stage, secondary level I)
- specialist elements (mostly secondary levels I and II)
- vocational elements (at least education, didactics and teaching methodology)

- (school) placement

For appointment in Liechtenstein applicants must also follow a specific induction course on Liechtenstein and then pass an examination. This induction contains presentations on Liechtenstein's history, political system and school law. In addition various presentations are delivered which deal with the special features of Liechtenstein's education system and its organisation.

Teaching staff are obliged to attend regular continuing education to reinforce their professional skills. Compliance with this requirement is evaluated in discussions with class inspectors. Continuing education for teachers takes the form of independent study and attendance at continuing education events. In general these events are attended during holidays/free time.

2.6 Statistics

2009/10 school year

	Total	m	f	% non-citizens	Number of Schools	Students/class	Number of Teachers
Public Kindergarten	727	373	354	24.35	49	14.84	77

Source: Office of Education, 2010, Vaduz

3. PRIMARY EDUCATION

Various options are available following on from kindergarten:

- First year of primary school
- Pre-school (*Unterland*) or induction class (*Oberland*)
- Induction class at special education centre
- Early enrolment

Primary school is the common educational establishment attended by all children. It familiarises pupils with basic knowledge and skills, encourages social, emotional and physical development and prepares them for the demands of secondary school.

The last three options form part of special school provision:

Special schooling at pre-school prepares children for the demands of the first year of primary school. Children are aided on the basis of systematic support diagnosis. Particular attention is paid to the child's level of development, the individual rate at which they learn and the child's own learning behaviour. After attending pre-school the child is admitted to the first year of primary school. The pre-school class is taught by a kindergarten teacher with additional training in special needs education.

The induction class basically pursues the same aims as the first year of primary school. However children are given two years in which to achieve these aims. At the end of these two years the child is admitted to the second year of primary school.

The option to start school early exists if a child is already ready for school after the first year of kindergarten. The schools council is responsible for making this decision. This decision is based on a report by the School Psychology Service and the opinion of the kindergarten teacher. If necessary, the schools council obtains additional opinions.

3.1 Admission

Since the start of the 1999/2000 school year, children who have turned six on 30 June (deadline) must attend school. Under article 75 section 3 of the Law on Schools, there is a four-month period within which parents are free to choose when their child starts compulsory education. This period runs from 1 May to 31 August.

The term "readiness for school" contains three elements:

- State of development of the child
- Requirements of the school
- Environment and family

Kindergarten teachers advise parents on the child's readiness for school based on their observations so that the parents and the schools council can make the best decision for the child. The School Psychology Service is available, if required, to evaluate a child regarding readiness for school.

3.2 Organisation of time, groups and venue

Public schools are those run by the state or the community. Each community in Liechtenstein has a public school i.e. at least one primary school. Children are assigned to the primary school in their residential district.

Pupils in Liechtenstein's 14 primary schools are taught in year group classes apart from two small schools where two year groups are taught together. Guide figures specify the average, minimum and maximum number of pupils per class (class size): minimum 12, average 20, and maximum 24.

Communities are responsible for individual school premises. Each class is entitled to a classroom. The length of the school day is not therefore determined by the availability of premises.

Teaching time varies according to age group:

Induction class / 1st year	23 x 45 minute lessons
2nd year	26 x 45 minute lessons
3rd year	28 x 45 minute lessons
4th / 5th year	30 x 45 minute lessons

The school year is made up of 5-day weeks and lasts for a minimum of 38 and a maximum of 40 weeks.

The school year is divided into 2 terms. The year begins on 17 August (or the following Monday). The next term begins on 2 February. A term covers around 20 weeks.

Holiday periods are determined in accordance with the general regulation for holidays in public schools. They are allocated as follows:

- 6 weeks in summer (beginning on the first Saturday in July),
- 2 weeks in autumn (beginning on the first Saturday in October),
- 2 weeks over the Christmas holidays (24 December until 6 January),
- 1 week in February/March ("sports holiday"),
- 2 weeks in spring (the Easter holidays begin on Maundy Thursday).

The term "structured day" describes the overall combination of teaching and care provision for kindergarten and school children. Both types of provision may be offered both by the school as well as by different institutions.

The term day school generally describes a school institution providing an organised programme throughout the entire day, consisting of lessons, supervised lunch and help with homework as well as free periods. With the structured day, distinguishing between lessons and care is a priority. It is currently the aim to integrate and coordinate the two forms for the benefit of children (Schule heute, issue 1 / 2006 – Tagesstrukturen).

Day school is being offered at individual school sites until 2011 as a pilot project. The educational concept provides for children to be taught in mixed age groups. In the first year 14 children from three year groups (Kindergarten 1 + 2 and year 1) are put together in one class. The children are looked after by two people the whole time (teacher, nursery teacher or special educational needs teacher). Provision is available daily during the school week. Children who are registered in this programme must attend day school daily, apart from two afternoons each week.

3.3 Curriculum

The government has designed individual curricula as regulatory statutes to ordinances which contain important principles on the value of curricula in addition to tables of lessons. The Ordinance of 23 March 1999 on the Kindergarten, Primary and Secondary School Curriculum is structured as follows:

Key ideas:	describe the fundamental attitude and aims of the school;
Framework:	describes the requirements necessary for lessons to be delivered in line with the key ideas;
Interconnection:	creates links between the key ideas, framework and subject area tables and displays principles and options for how overlying aims can be connected with the implementation of general aims;
Platforms for learning:	represent thematic frames of reference which are directed at current problems and conflicts in society and at issues and topics from pupils' real lives, independent of subject areas;
Subject areas:	man and the environment, languages, art, music and physical education as well as mathematics,
Indicative targets:	the indicative targets of the subject area reveal overlying goals in the context of key ideas. These goals show how the particular subject area helps deal with life and how the goals are connected to current, social and global issues. The indicative targets of the sections are divided according to specific criteria into learning areas which are the same at all levels and ensure the curriculum is structured uniformly. Indicative targets outline educational intentions and the intended learning experiences. They are formulated as ideal goals which are valid throughout a pupil's entire school life and also serve as a guide beyond this stage.
General aims:	are binding and describe the indicative targets in more detail. They are subdivided into level curricula and indicate what the majority of pupils must achieve within this level. The content offers opportunities to achieve the general aims.
Specific aims:	it is the job of the teacher to draw up specific aims. Specific aims are formulated in the context of general aims and help in planning, interconnecting and delivering lessons.

In addition to important principles, curriculum ordinances mainly contain lesson tables which allocate the available teaching time to the various subject areas and subjects.

The following subjects are taught at primary school: mathematics, German, *Realien* (natural sciences together with history/civics and geography), music, physical education, craft and design, religion as well as English as a first foreign language from the second form. Starting in the 2010/11 school year, English will be taught from the first year.

3.4 Assessment, progression and certification

The provisions of the Ordinance on the Assessment of Children and their Promotion at Primary School are important for assessment in general.

An assessment method has been introduced, based on recent findings from educational science, which is not based on numerical marks. A distinction is made at primary school between continuous (= promoting self-assessment, encouraging through feedback in lessons), cumulative (= checks to establish level of achievement) and predictive forms of assessment (= statements about the predicted future development of the child at school). Considerable importance is attached to verbal contact with parents. Discussions with parents have now replaced the school report.

Due to this new method of assessment, the report is no longer as significant as previously at primary level. It has been replaced by a written assessment of the pupil's level of learning in which account is taken of the extent to which learning goals have been achieved (meets high standards, meets increased standards, meets basic standards, does not meet basic standards).

Progression is automatic at primary level. No particular conditions have to be met to move up a year.

At the end of the fifth year at primary school the process of transferring to secondary school (lower (*Oberschule*), intermediate (*Realschule*), higher (*Gymnasium*)) takes place. In the second term of the last year at primary school teachers present parents with their recommendation as regards allocation to secondary school. If the parents or the pupil wishes to transfer to a different type of school from the one recommended by the class teacher, the pupil can sit a written examination. The schools council then decides to which school the pupil will ultimately be allocated.

3.5 Guidance and counselling

The following services are available to advise children, parents and teaching staff of all levels:

- special educational needs teacher
- Liechtenstein schools social work department
- School Psychology Service
- Office of Social Affairs (Children and Youth Division)
- Speech therapy service of the Special Education Day Centre
- Advice Centre for Parents, Children and Young People (operates as a private body)
- Parent-Child Forum (private association)
- additional advice centres in neighbouring countries

3.6 Teachers

Primary schools operate on a class teacher principle. The class teacher is totally responsible for all aspects of the care of the class assigned to them; as far as possible they teach all subjects. Subject teachers may be called upon in primary school in the specialist areas of art/music and physical education, e.g. when divided into groups. Subject teachers are only deployed in the subject area religion. Class teachers are also assisted by teachers of German as a second language, English language assistants and special school teachers.

Appointment as a primary teacher requires three-years' full-time study (Bachelor's degree) at a Swiss or Austrian teacher training college. (See section 2.5 for further details)

3.7 Statistics

School Year 2009/10

	Total	m	f	% non-citizens	Number of Classes	Number of Schools	Students/class	Number of Teachers
Primary Schools	1978	1'011	967	26.24	14	121	16.35	253

Source: Office of Education, 2010, Vaduz

4. SECONDARY EDUCATION

4.1 General lower secondary education (Secondary Education I)

In structured secondary level I, pupils attend *Oberschule*, *Realschule* or *Gymnasium* according to their performance. On completion of secondary level I pupils also complete their compulsory education.

All schools at secondary level I provide a general education, with the exception of the Sports School (integrated into *Realschule* and *Gymnasium*) which offers its pupils individual qualified support in the field of sports. As an alternative to the state-run structured secondary level I schools, pupils may choose to attend the Waldorf School or the *Formatio* day school (see private schools section 1.5).

The aim of secondary education is to prepare pupils aged between 11 and 16 or 18 for vocational school or upper secondary schools. Great value is placed upon encouraging mobility between different types of school. This has been made much easier with the introduction of a common curriculum (section 4.1.3 and 4.1.4).

The voluntary 10th year of schooling is an additional option at secondary level I. This is a transition year which prepares young people for further schooling or vocational training at secondary level II.

Apart from a few minor differences, secondary education delivers the same support programmes as primary education. These are extra tuition and therapeutic teaching methods in the *Oberschule*, special tutoring and German as a second language in the *Oberschule*, *Realschule* and *Gymnasium* and in the Voluntary 10th School Year.

Oberschule

The *Oberschule* is a school offering a general education with different levels and covers years six to nine. It mainly prepares pupils for vocational education (section 4.3). Small class sizes and a pupil-oriented approach enable the individual needs of students to be addressed.

It is possible to transfer to *Realschule* after the first and second year.

Realschule

The *Realschule* provides an extended and consolidated basic education and prepares pupils for a career or for continuing school education. It covers school years six to nine. Pupils are admitted to the *Realschule* who have been allocated this type of school through the transfer procedure.

Pupils have the opportunity to transfer to the *Gymnasium* at the end of each school year.

Gymnasium (lower level)

The aim and function of the *Gymnasium* is to provide pupils with a wide ranging education and prepare them for higher education. The Liechtenstein *Gymnasium* offers a seven-year long form and a four-year short form. The long form builds upon the fifth year of primary school and leads in seven years to the *Matura* (upper secondary school leaving examination). The first three years represent the lower level of *Gymnasium*. The lower level of *Gymnasium* (spanning three years) offers gifted young people a positive learning environment in which to prepare them for the upper level of *Gymnasium* (see 4.B) or other secondary schools.

Voluntary 10th school year

The voluntary 10th school year is a separate school. It provides a transition year in which young people are prepared for their future working and personal life. Young people enter into a school and learning

contract which commits them to independent learning. The year provides a consolidated and diverse general education which allows pupils to transfer to subsequent or vocational schools or eases this process.

4.1.1 Admission

Allocation to the three types of school takes place at the end of the 5th year of primary school through the transfer process. Pupils are assigned to an appropriate type of school at secondary level I based on their performance and abilities (see section 3.4).

The following percentages offer a guide: 28 % of all children who take part in the admissions process are admitted to *Oberschule*, 50 % to *Realschule* and 22 % to *Gymnasium*.

Admissions criteria for the Sports School: the sporting admissions criteria were laid down by the Liechtenstein Olympic Sports Association (LOSV) together with sports associations. At the recommendation of the sports association interested parties can apply through the association for admission to the Liechtenstein Sports School at the *Realschule* or *Gymnasium*.

The voluntary 10th school year is open to all young people from the *Oberschule*, *Realschule* and also the *Gymnasium* who have completed their 9th year of schooling.

4.1.2 Organisation of time, groups and venue

Secondary level I spans four years at *Realschule* and *Oberschule*. The lower level at *Gymnasium* covers three school years. Pupils are essentially taught in year groups. The figures are as follows:

- *Realschule* and *Gymnasium*: minimum 12 pupils, average 20, maximum 24.
- *Oberschule*: classes can be made up as follows:
 - up to 30 pupils, maximum two classes;
 - up to 48 pupils, maximum three classes;
 - over 49 pupils, maximum four classes.

In the *Oberschule* classes are grouped by age and ability (streaming) with special needs pupils being integrated into mainstream classes. To offer maximum support children may be split up into small groups (six to ten pupils).

The voluntary 10th school year can be run in different forms as needed. These correspond to the requirements of the various types of vocational training for which the voluntary 10th school year prepares young people.

The school year is divided into 2 terms. The year begins on 17 August (or the following Monday). The next term begins on 2 February. A term covers around 20 weeks.

Holiday periods are determined in accordance with the general regulation for holidays in public schools (section 3.2). Schools operate a 5-day week for a total of 38 to 40 weeks each year (see section 3.2). A lesson equates to 45 minutes' teaching time.

4.1.3 Curriculum

A common curriculum is offered throughout the whole period of compulsory schooling, i.e. from primary level up to and including secondary level I. This specifies the educational mission and learning

goals and content at the individual stages and in individual subjects as well as the total number of lessons for individual subjects.

The common curriculum is designed to ensure transparency and mobility between the different types of schools. It represents a basis from which teaching and assessment can be geared more towards learning goals. It allows the individual types of school greater freedom to organise their schools.

Oberschule

The following subjects are compulsory at the *Oberschule*: German, mathematics, IT, a subject known as *Realien* (natural sciences together with history/civics and geography), English, home economics, textile design and technical drawing, religion, music, art, life sciences and physical education. In addition a range of optional subjects is offered: geometrical drawing, Italian, Spanish, French.

Numerous extended forms of learning are used as teaching methods. Supporting and encouraging the individual young person is always the main priority however (streaming and extra tuition, German as a second language). The timetable contains a minimum of 34 lessons and a maximum of 38, including optional subjects.

Realschule

The following subjects are compulsory at the *Realschule*: German, English, French, mathematics, IT, life sciences, *Realien* (natural sciences, history/civics/geography), art, music, textile design and technical drawing, home economics, religion, and physical education. In addition a range of compulsory optional and optional subjects is offered (Latin, Italian, Spanish, geometrical drawing, etc.).

Gymnasium (lower level)

The curriculum for the period of compulsory schooling also applies to the 1st and 2nd form (years 6 and 7) of the Liechtenstein *Gymnasium*. There are certain differences as regards timetables and learning goals in the 3rd form.

The following subjects are compulsory at the lower level of the *Gymnasium*: German, mathematics, IT, *Realien* (natural sciences together with history/civics and geography), English, French, Latin, textile design and technical drawing, religion, music, art, life sciences and physical education. Optional subjects are also offered in the various subject areas. In the first two years at the lower level pupils receive additional instruction in German, English and mathematics, if necessary.

Weekly teaching time comprises between 34 and 38 lessons depending on the level.

Voluntary 10th school year

The content and structure of this curriculum represents a continuation of the curriculum for compulsory schooling in the Principality of Liechtenstein (sections 3.3 and 4.1.3). The key ideas are based around the three skills areas of personal, learning and social skills. Framework conditions define the admission procedure, specific provision in the individual options, lesson timetable, teaching fundamentals as well as forms of assessment and evaluation which are applied in the voluntary 10th school year.

The voluntary 10th school year contains four different specific areas of study:

- Pro lingua option (languages as well as preparation for social or medical careers, preparation for vocational upper secondary school (*Berufsmittelschule*))
- Cyberclass option (IT and design)

- Bridge to the Future option (school and social studies as well as practical work)
- Work class option (school and social studies as well as practical work in whole week blocks)

The following three basic elements are given different emphasis within the individual options:

- targeted personal development
- personal preparation for choosing a career
- extended specialist expertise

The opportunity exists, in all three options, of obtaining a foreign languages certificate (e.g. PET).

The timetable includes the following areas: languages, mathematics and geometrical drawing, art, man and the environment, IT, physical education, weekly planning (review and outlook), tutoring.

4.1.4 Assessment, progression and certification

Reports play an important part at secondary school level. They are issued twice a year at the end of term and are used to decide whether a pupil moves up a year. They also serve to help decide whether the pupil should change to a different type of school. Various aspects of the pupil's behaviour are assessed in the report. These are as follows:

- 1) Attitude to learning and work
- 2) Behaviour
- 3) Performance

Areas (1) and (2) are assessed by set grades (a = good, b = concerns, c = serious concerns). Performance is assessed by numerical marks.

6	very good
5	good
4	satisfactory
3	unsatisfactory
2	poor
1	very poor

Detailed rules apply to pupils' progression through school at secondary level I.

- Key subjects for progression are German, English, natural sciences (physics, chemistry, biology), GSG (history, civics, geography) and mathematics, at *Realschule* also French and at Gymnasium also French and Latin.
- Pupils at *Oberschule* and *Realschule* who, in their second term report, achieve an average mark of at least 3.5 in the subjects required for advancement in the case of the *Oberschule* and 4.0 at the *Realschule* are moved up to the next level at the decision of the class meeting.
- Pupils at the Gymnasium move up a year if their average mark is at least 4.0 in the subjects required for advancement; and in the 1st year they have a maximum of 1 minus points but the number of insufficient marks does not exceed two; or in the 2nd year they have a maximum of 1.5 minus points but the number of insufficient marks does not exceed two; or in the 3rd year

they have a maximum of 2 minus points but the number of insufficient marks does not however exceed three.

Pupils who do not achieve the average required to move up must re-sit the year. Pupils may only re-sit a school year once. In exceptional cases, however, the class meeting may move a pupil up a year even if they do not achieve the necessary average if their inadequate performance is attributable to particular circumstances such as a learning disability which is currently being addressed, irregular educational background, prolonged illness, adverse family circumstances, change of school, foreign language speaker and similar; or at the *Oberschule* if repeating a year is not permissible or pointless.

The following table provides information about the possibility of transferring schools within secondary level I:

Type of move	Transfer		Conditions
	from	to	
Moving up from <i>Ober-</i> into the <i>Realschule</i>	Yr. 1 OS	Yr. 2 RS	- average mark ≥ 5.5 - remaining conditions as below
	Yr. 1 OS	Yr. 1 RS	- average mark ≥ 5.0
	Yr. 2 OS	Yr. 2 RS	- A mark in streams
Moving up from the <i>Realschule</i> into the <i>Gymnasium</i>	Yr. 1 RS	Yr. 2 Gym	- recommendation of class meeting through overall assessment
	Yr. 2 RS	Yr. 3 Gym	
	Yr. 3./4 RS	Yr. 4 Gym	
Moving down from the <i>Real-</i> into the <i>Oberschule</i>	Yr. 1 RS 1st term	Yr. 1 OS 2nd term	- average mark < 4.0 - request of class meeting through overall assessment (if average < 3.8 usual procedure should be to move pupil down)
	Yr. 1 RS	Yr. 2 OS	
	Yr. 2 RS	Yr. 3 OS	
	Yr. 3 RS	Yr. 4 OS	
Moving down from the <i>Gymnasium</i> into the <i>Realschule</i>	Yr.1 Gym 1st term	Yr. 1 RS 2nd term	
	Yr.1 Gym	Yr.2 RS	
	Yr.2 Gym	Yr.3 RS	
	Yr.3 Gym	Yr.4 RS	

If the class meeting does not recommend the pupil is transferred up, they can sit an entrance exam.

At the end of a pupil's schooling, a state recognised school leaving certificate is awarded. The marks in this certificate are based on the marks gained over the term and the results of the final examination. Pupils in the lower level of the *Gymnasium* generally continue their school career in the upper level of the *Gymnasium*. The standard 9 years' schooling must be adhered to in any event even if a pupil leaves *Gymnasium* early. Consequently the short form of *Gymnasium* schooling lasts four years in any case.

In addition to the usual numerical marks (see above), extended forms of assessment are used to assess pupils in the voluntary 10th school year. As regards learning goals in individual subjects and social interaction and attitude to work, self assessment plays an important part as does producing a portfolio (folder for exams, essays, projects, artistic work, etc.).

After successfully completing the voluntary 10th school year, pupils enter vocational or other continuing education.

4.1.5 Guidance and counselling

The following services are available to advise children, parents and teaching staff:

- special educational needs teacher
- Liechtenstein schools social work department
- School Psychology Service
- Office of Social Affairs (Children and Youth Division)
- Speech therapy service of the Special Education Day Centre
- Advice Centre for Parents, Children and Young People (operates as a private body)
- Parent-Child Forum (private association)
- additional advice centres in neighbouring countries

Lessons at secondary schools are invariably delivered by subject teachers. The role of class teacher consists of organising and looking after a class. They are also the point of contact if the class or individual pupils have problems. In all types of school this support mandate includes introducing life skill issues such as health education, addiction prevention and helping pupils choose a career/course of study. So-called guidance counsellors and prefects are also nominated in the *Gymnasium*.

The Vocational Guidance Centre is available to young people when choosing a career during secondary level I. Together with the Office of Vocational Training and Guidance, the Centre also offers psychological counselling for apprentices during vocational training and advice in matters of continuing vocational education and retraining.

The careers adviser helps pupils, young people, students, adults and people who have to change career for health reasons (invalidity) by providing general information and offering individual advice in all matters relating to training and continuing education. They inform and advise all those involved in the process of choosing a career.

Work experience is designed to give young people the opportunity to test out their perception of a particular occupation through practical work and personal experience before choosing a career.

4.1.6 Teachers

Teaching is invariably delivered by subject teachers. Each class is assigned a teacher responsible for looking after and guiding the pupils (class teacher). This teacher supports the class or individual pupils in the event of problems.

For educational reasons the class teacher principle is retained at the *Oberschule*; the class teacher generally looks after the class for two years, i.e. for the 1st and 2nd year or 3rd and 4th year.

In addition pupils at secondary level can, if necessary, call for support from German as a second language teachers, language assistants as well as special school teachers (special educational needs teachers).

Appointment as a teacher at *Oberschule* and *Realschule* requires an appropriate teaching degree from a recognised training establishment. All Swiss and Austrian training establishments are

recognised unreservedly provided they are, in turn, recognised by their own country. Both the Austrian and Swiss training are based on the *Matura* school leaving certificate and last at least three or four years. (See section 2.5 for further details)

For appointment as teacher at a *Gymnasium* see section 4.2.6.

The conditions applying to teachers who teach in the voluntary 10th school year are the same as those for teachers at secondary level I.

4.1.7 Statistics

School year 2009/10

Type of Secondary School	Total	m	f	% non-citizens	Number of Classes	Number of Schools	Students/class	Number of Teachers
<i>Oberschulen</i>	388	203	185	46.13	32	3	12.13	85
<i>Realschulen</i>	748	400	348	21.93	43	5	17.40	104
<i>Gymnasium</i>	443	206	237	19.86	22	1	20.14	88
Voluntary 10 th S.Y:	73	30	43	36.99	5	1	14.6	14

Source: Office of Education, 2010, Vaduz

4.2 General upper secondary education (Secondary Education II)

General secondary education following on from compulsory schooling takes the form of the upper level of the *Gymnasium*. This provides a wide ranging and balanced education and leads to the university entrance qualification.

Schooling at *Gymnasium* level concludes with the *Matura* (upper secondary school leaving examination) which entitles the holder to attend any higher education institution, both in Switzerland and Austria, without sitting further examinations.

The upper level of *Gymnasium* (4 years' duration) aims to provide pupils with basic knowledge for lifelong learning and promote their mental receptiveness and ability to make independent judgements. It is an important requirement at this upper level that pupils are responsible for their own learning. They are therefore given the opportunity to shape their own school programme by choosing the subjects they wish to study in depth and selecting options and compulsory options.

4.2.1 Admission

Transfer to the upper level of the *Gymnasium* occurs following successful completion of the 3rd year at lower level and progression into the 4th year (upper level). After completing the 3rd and 4th year at *Realschule*, pupils with an average mark of at least 5.0 (A stream in mathematics and in the first foreign language) can transfer on recommendation of the staff meeting or after sitting an entrance examination (see also 4.1.4).

4.2.2 Organisation of time, groups and venue

Liechtenstein *Gymnasium* offers a seven-year long form and a four-year short form. The long form consists of the lower level (3 years) and the upper level (4 years).

See Section 4.1.2.

4.2.3 Curriculum

Following a reform (introduction of five specialism and reduction from the previous 13 to 12 school years up to the *Matura*) a new curriculum was developed for the upper level of the *Gymnasium* (4th to 7th form) and laid down in the Ordinance on the Curriculum of, Progression through and School Leaving Examination in the Upper Secondary Level of the Liechtenstein *Gymnasium*. For teaching staff this represents a binding foundation for teaching while, for the supervisory bodies, it is an important tool for checking the quality of teaching. It serves as a guide for parents and pupils.

The agreement which Liechtenstein has signed with Switzerland, Austria and individual German *Länder* regarding their recognition of Liechtenstein's upper secondary school leaving examination (*Matura*) contains conditions which were considered when drawing up the new curricula.

It is an important requirement at the upper level of the *Gymnasium* that pupils take responsibility for their own learning. They are therefore given the opportunity to shape their own school programme by choosing the subjects they wish to study in depth and selecting options and compulsory options.

At the *Gymnasium* pupils can focus on:

- Lingua (concentrating on Latin and Italian)
- modern languages
- art, music and education
- economics and law
- mathematics and science

In the last two years at school students have the opportunity to attend compulsory optional courses outside their particular specialist area. To supplement this, optional subjects are offered in all four years of the upper level.

The upper level distinguishes between four different types of subject and course:

- Basic subjects cover basic material and are therefore compulsory for all pupils. They are taught to the whole class. All basic subjects are used to determine whether a pupil moves up. Marks in the subjects German, English, French and mathematics are doubled.
- Specialist subjects enable pupils to extend their knowledge in a targeted manner or explore a subject in more detail. They are generally taught to the class as a whole provided the size of the group does not require organisation in a different form. All specialist subjects are used to determine whether a pupil moves up.
- Compulsory optional courses are devoted to specific topics which do not require prior in depth knowledge such as is necessary for a particular specialism. These generally run for a term with four lessons per week or for a full year with two lessons per week and are open to all pupils in the 6th and 7th year of the *Gymnasium*.
- Optional subjects are an additional learning opportunity open to all pupils at *Gymnasium* outside the compulsory timetable.

The compulsory timetable at the upper level consists of 35 lessons per week. The basic subjects make up 85 % of this compulsory, 35 lessons per week, timetable in the first two years. In the following two years this figure is reduced to 75 %.

4.2.4 Assessment, progression and certification

See section 4.1.4.

In the upper level of the *Gymnasium*, pupils are automatically moved up at the end of the school year if their average mark is at least 4.0 in the courses required for advancement and they have a maximum of 2.5 minus points yet the number of insufficient marks does not exceed four. Pupils are moved up provisionally at the end of the school year if their average is at least 3.9 in the courses required for advancement and/or they have a maximum of 3 minus points but the number of insufficient marks does not exceed four however. In all other cases they are not moved up.

The admission criteria for the upper secondary school leaving examination (*Matura*) are attendance and successful completion of the 6th and 7th year of the *Gymnasium* and a positive assessment in the two assignments which are written in years 6 and 7. The topics are recorded on the *Matura* certificate.

The school leaving examinations contain written and oral components. The *Matura* certificate provides evidence of qualification for entrance to higher education. It entitles the student to be admitted to a university or higher education institution without sitting further examinations.

4.2.5 Guidance and counselling

See section 4.1.5.

4.2.6 Teachers

See section 3.5.

A specialist university degree and a degree for teaching at high school level (*Diplom des Höheren Lehramts*) (since the 2006/07 academic year: "Master of Advanced Sciences in Secondary and Higher Education MAS SHE") from a recognised training establishment (university) is required for appointment as a teacher at a *Gymnasium*. All Swiss, Austrian and German training establishments are recognised unreservedly provided they are, in turn, recognised by their own country. Both the Austrian and Swiss training for *Gymnasium* teachers are based on the upper secondary school leaving examination (*Matura*), specialist study and training in educational methods at university and take at least six years.

4.2.7 Statistics

School year 2009/10

	Total	m	f	% non-citizens	Number of Classes	Number of Schools	Students/class	Number of Teachers
<i>Gymnasium</i> Upper Level	277	112	165	18.77	18	1	15.39	See 4.A.7

Source: Office of Education, 2010, Vaduz

4.3 Vocational education and training

Vocational education is extremely important for Liechtenstein. Each year around 50 percent of school leavers choose to enter working life through an apprenticeship (now: company-based basic training), 10 to 15 percent attend full-time specialist vocational school (*Berufsfachschule*) (now: school-based basic training).

For decades vocational education at the basic level in Liechtenstein has been based on the dual or three-way system. Under the dual system trainees attend a specialist vocational school in addition to practical training in a company offering training. Under the three-way system this training is supplemented by courses delivered by professional associations – known as introductory courses – in which basic practical skills are taught.

In Liechtenstein training opportunities in around 80 occupations are offered by around 700 businesses in trade and industry, the service sector and administration. Around 1200 apprenticeships are currently registered. Each year some 360 young people complete their training with a final apprenticeship examination. All the professions in trade and industry, the services sector, agriculture, forestry, the domestic economy as well as healthcare and nursing are attached to the Office of Vocational Training and Guidance.

The financial expenditure on basic vocational training runs to approximately CHF 10 million while CHF 1.5 million per year is spent on continuing vocational education.

School-based basic training is offered by what are known as technical schools (*Fachschule*). Pupils acquire knowledge of the particular occupation in school and complete various placements during and also outside school time. Since Liechtenstein has no specialist vocational schools or technical schools, it links into the network of Swiss training institutions.

Basic vocational training with a vocational certificate was developed for pupils who perform less well in school. Various foundation or preliminary courses are also available for less academic pupils or non-German speakers. More academic trainees can take the vocational school leaving certificate (*Berufsmatura*) while completing their vocational training which entitles them to enter a university of applied science or higher educational institution without sitting further examinations.

On completion of their vocational training young people can take a *Berufsmatura* at Liechtenstein vocational secondary school (*Berufsmittelschule*) while continuing to work (see chapter 5).

4.3.1 Admission

Pupils are admitted to vocational training once they have completed their compulsory schooling and reached the age of 15.

4.3.2 Organisation of time, groups and venue

The 2008 Liechtenstein Law on Vocational Training (BBG) regulates vocational training. Initial vocational training provides theoretical and practical vocational knowledge and also extends general education.

Training does not form part of compulsory schooling and applies mainly to the 16 to 20 age group. Depending on the occupation, initial vocational training lasts between two and four years with practical vocational training making up 60-80 % of the time at work. Attendance at specialist vocational school is compulsory.

Companies providing training can only accept trainees if they have training approval in the appropriate occupation issued by the Office of Vocational Training and Guidance.

External training takes place in specialist commercial, technical or business vocational schools. Teaching covers subjects specific to the particular occupation as well as general education and sport.

Students' training is largely free of charge. The cost of vocational education is mainly borne by the state and companies delivering training. The state takes care of the cost of the specialist vocational

schools and the examination system while the company providing training pays the trainee an appropriate salary.

The state takes care of the customary subsidy in Switzerland (namely 50 % of the total cost) for the compulsory one- to two-week introductory courses. The remaining 50 % is paid by the particular training company.

4.3.3 Curriculum

There is a subject specific curriculum and one for all the general subjects covering the entire training period. Education ordinances and plans stipulate the content of vocational training curricula. The split between theoretical and practical elements varies from profession to profession and is prescribed in the individual education ordinances.

4.3.4 Assessment, progression and certification

Performance is assessed by numerical marks as at secondary school (see 4.A.4). Teaching staff evaluate progress during vocational training and submit reports each term. Staff responsible for training in companies providing training also writes half-yearly reports. At the end of their vocational training trainees must sit a theoretical and practical examination before an examination committee. On passing the final apprenticeship examination the Office of Vocational Training and Guidance issues a certificate of competence (*Lehrbrief* – apprenticeship certificate) and a grade certificate to the trainee.

4.3.5 Guidance and counselling

The vocational guidance department offers careers advice free of charge while the training supervision department likewise offers advice on training free of charge.

Young people are assigned mentors to support them during their practical training in companies providing training. They also receive instruction relevant to the specific sector.

4.3.6 Teachers and trainers

Tuition in the specialist vocational and technical schools is mostly provided by trained secondary teachers for the general subjects and by proven specialists for the vocational subjects. Full-time specialist teachers have to complete one-year's training in teaching methods. They undertake to participate in professional development events, as do part-time staff.

The Law on Vocational Training stipulates the requirements of those responsible for training in companies (apprenticeship). They must be qualified in the relevant specialist field and have appropriate teaching skills. The state offers suitable courses to help with the latter. The 40 lesson course covers the basic principles for training young people as regards teaching methods and organisational skills.

4.3.7 Statistics

Number of trainees	approx. 1 200
Number of trainees who complete basic training each year	approx. 350
Percentage of students completing school leaving certificate (<i>Berufsmatura</i>) while in vocational training	10 %
Number of companies providing training	approx. 700

Source: Office for Vocational Training and Career Guidance; 2010, Schaan

5. POST-SECONDARY NON-TERTIARY EDUCATION

On completion of basic vocational training, the opportunity exists to continue secondary education, while pursuing a career, in what is known as the vocational upper school leaving certificate *Berufsmatura* II (see section 4.3 for *Berufsmatura* during basic training). Vocational upper secondary education of this type is provided at Liechtenstein *Berufsmittelschule* (vocational upper secondary school). Its role is to offer those who have completed vocational training an extended general education and prepare them for higher education.

The Principality of Liechtenstein's Law on Vocational Training recognises two forms of continuing vocational training which are described elsewhere however

- Higher vocational education (chapter 6, Tertiary Education)
- Continuing vocational education (chapter 7, Continuing education and training)

Latter are offered through educational and training establishments in Switzerland and Austria (see also 4.3).

5.1 Admission

Applicants who have successfully completed a vocational training programme (see section 4.3) are admitted into vocational upper secondary school.

5.2 Organisation of time, groups and venue

Courses at the BMS (vocational upper secondary school) last at least four terms. Students attend the school after work and courses can be completed in stages in modules as certificate courses.

Teaching takes place in the evenings Monday to Thursday between 5.15 and 9.20 pm. The general provisions for Liechtenstein schools apply as regards school holidays (section 3.2).

Fees are CHF 390 (€260) per term. This does not include teaching materials.

5.3 Curriculum

The basic subjects German and communication, English, mathematics and applied mathematics, history as well as law and economics are taught at vocational secondary school. Students also choose to specialise in one of five areas: economics, technology, design, IT and communications technology and health and social studies. Training at vocational upper secondary school leads to the vocational upper school leaving certificate (*Berufsmatura*) and entitles students to enter any higher education institution in Austria and universities of applied science in Switzerland and Liechtenstein without sitting further examinations.

The curriculum enables students to organise their studies individually to a large extent. They consolidate knowledge and skills acquired in their vocational training in an area of their choice (design, IT and communications technology, technology, economics). In the basic subjects German and communication, English and mathematics they acquire those key skills which are necessary for studying and work.

5.4 Assessment, progression and certification

Students' performance is assessed regularly in all subjects by written and oral examinations, essays or project work. Work is graded by numerical marks (see 4.1.4).

Once they have completed all the basic subjects and their specialist areas, they sit the final examination. Award of the *Berufsmatura* entitles them to study at any university of applied science, higher education institution and university in Liechtenstein and Austria. They can enrol at a university of applied science in Switzerland.

5.5 Guidance and counselling

The Vocational Guidance Centre offers careers advice free of charge while the Office of Vocational Training likewise provides advice on training free of charge.

5.6 Teachers

See section 4.2.6 and 2.5.

5.7 Statistics

School year 2009/10

	Total	m	f	Number of Classes	Number of Schools	Students/class	Number of Teachers
Vocational Secondary School Liechtenstein	137	89	48	6	1	22.83	14

Source: Statistical data for school year 2009/10 from the Administration department of the Office of Education

6. TERTIARY EDUCATION

Tertiary education in Liechtenstein takes the following form:

- courses within the higher education system (ISCED 5A)
- higher vocational training courses outside the higher education system (ISCED 5B)

The area of higher vocational training is, in principle, regulated by the relevant provisions of the Law on Vocational Training (BBG). Liechtenstein does not itself have any educational establishments of this kind (see also Introduction and section 4.3). Consequently students from Liechtenstein attend educational establishments in Switzerland and Austria. The following information therefore mainly relates to tertiary education within the higher education system (ISCED 5A) and to higher education provision in the Principality of Liechtenstein.

Since the Law on Universities of Applied Science, Higher Education and Research Institutions came into force on 25 November 1992, Liechtenstein has a formalised tertiary education sector. In view of the size of the country, it is very limited and consists of just four recognised institutions: *Hochschule Liechtenstein* (Liechtenstein University of Applied Sciences), the two private institutions the *Internationale Akademie für Philosophie* (International Academy of Philosophy) and the *Private Universität im Fürstentum Liechtenstein* (Private University in the Principality of Liechtenstein) and also the *Liechtenstein-Institut* (Liechtenstein Institute).

Together with the two Swiss cantons of St Gallen and Graubünden, Liechtenstein finances the *Interstaatliche Hochschule für Technik Buchs (NTB)* (Interstate University of Technology Buchs), part of the *Fachhochschule Ostschweiz* (University of Applied Science of Eastern Switzerland). The NTB is rather like having a technical university on the doorstep since Liechtenstein no longer has its own higher education provision in the field of technology following a vote on courses of study in the region.

In 1994 Liechtenstein acceded to the UNESCO Convention on the recognition of studies, diplomas and degrees concerning higher education in the states belonging to the Europe region. In 1997 Liechtenstein also acceded to the joint convention of the Council of Europe and UNESCO known as the Lisbon Convention. Since joining the EEA in 1995, Liechtenstein has also participated in the EU's education programmes for Lifelong Learning.

In June 1999 Liechtenstein signed the declaration by ministers of education regarding the European higher education area, better known as the Bologna Declaration. The Bologna process is probably the most significant reform initiative in recent years in the area of higher education. As a very small country at the heart of Europe, Liechtenstein welcomed and supported the aims of the Bologna process from the outset.

The Law on Higher Education (Higher Education Law, HSG) which came into force on 21 January 2005 and which replaces the 1992 law provides the legal framework for the full implementation of the Bologna reform. It regulates the three-stage course structure proposed in the Bologna reform as well as the use of ECTS and the diploma supplement. The new Law on Higher Education regulates the following areas in the sense of a framework law: role and position of higher education institutions, approval, courses, students, teaching staff, academic grades and titles, quality management and monitoring, funding, penalties and the appeal process.

Existing higher education institutions provide a very limited range of courses and number of places which is far from sufficient to meet demand. Therefore, together with efforts towards the recognition of Liechtenstein's *Matura*, agreements were signed with Switzerland and Austria which grant students from Liechtenstein free access to Swiss and Austrian higher education institutions.

Around 650 of Liechtenstein's 1000 higher education students currently complete their studies at a Swiss university or university of applied science. Since 1997 Liechtenstein has therefore been part of the Intercantonal Agreement on Higher Education Funding (since the late 1990s Intercantonal University Agreement or University of Applied Science Agreement) in Switzerland. This higher education agreement grants Liechtenstein's students free access to any cantonal university or university of applied science. Just like Swiss cantons which do not have a higher education institution, under this agreement Liechtenstein pays an annual amount to the Swiss universities and universities of applied science for every student studying in Switzerland. This amounts to over 7.5 million Swiss francs per year in total.

Agreements have existed between the Principality of Liechtenstein and the Austrian Republic since 1976 which, amongst other things, ensure students from Liechtenstein have equal rights to admission to an Austrian higher education institution. In the 2007/08 academic year 192 students from Liechtenstein studied at an Austrian university. Austria does not seek compensation from Liechtenstein for operating costs. In return, the principality supports the fund for scientific research in Vienna through an annual payment of CHF 250,000 and pays part of the cost of research projects at higher education institutions when necessary. Austrian students have had reciprocal rights in Liechtenstein since Liechtenstein has had its own higher education institution under public law. Today around 284 students (winter term 2007/08) from Austria are studying at the University of Applied Sciences in Liechtenstein (40 percent of all the students in the area of training).

6.1 Admission

Applicants for admission to tertiary education must hold the *Matura* or *Berufsmatura* or have completed vocational training appropriate to their area of study and have sat an entrance examination (applies only to the Interstate University of Technology Buchs). Admission is not restricted, in principle. The number of students may be limited, however, if the demand for student places exceeds the total number of places available. The university council (*Hochschulrat*) of *Hochschule Liechtenstein* specifies the admission requirements for students based on objective and uniform criteria when limiting admission.

6.2 Students' contributions and financial support

Degree course fees at *Hochschule Liechtenstein* are generally CHF 750 per term. Course fees at the two private higher education institutions are significantly higher, depending upon the type of course.

The Law on State Education Grants (Scholarship law; StipG), LGBl. 2004 no. 262 and LGBl. 2005 no. 41, regulates the issuing of grants. The state issues grants in the form of scholarships and interest-free loans. Entitlement to a grant is dependent not only on place of residence but also upon income and financial circumstances, amongst other things. Consequently if students, or their parents, have sufficient financial means, they must fund their own education. The scholarships office determines the extent of applicants' or their parents' contributions on the basis of tax data. Initial and subsequent educational and vocational training leading to a recognised degree in Liechtenstein are supported, as is continuing education.

6.3 Organisation of the academic year

The academic year is not governed by statutory regulation. Higher education institutions follow the Swiss or Austrian guidelines for their schedules.

The academic year is divided into two terms, a winter term and a summer term, covering approximately 34 weeks. The year begins in September or October and ends in February or August.

6.4 Assessment, progression and certification

Performance is assessed based on the course and examination regulations of the individual higher education institutions. These regulations are available to the institutions within the framework of statutory provisions.

The grading system of study-related performances at the *Hochschule* Liechtenstein is based on the number grades (6-1) used in Switzerland and/or with ECTS grades.

Numerical grades:	6 = outstanding
	5 = very good
	5 = good
	4.5 = satisfactory to good
	4 = meets requirements despite shortcomings
	3.5 = just falls short of requirements
	3 = definitely falls short of requirements (minimum)

ECTS grades are as follows:

ECTS-Grade	Percentage of students who passed module examination	Explanation
A	10	Top 10 %
B	25	Next 25 %
C	30	Next 30 %
D	25	Next 25 %
E	10	Performance meets minimum requirements
FX		Additional work is required before the credit can be awarded
F		Considerable further work is required

Study-related performances for successfully completed modules are graded with credits according to the European Transfer Credit System (ECTS) used in the European Union. The respective module ECTS credits are listed in the curricula and module descriptions. Diploma Supplements are issued automatically and free of charge as is regulated by law.

Name of Study Programs (German) and duration in brackets

Bologna	Pre-Bologna
Bachelor's degree (<i>Bachelorstudium</i>) (3-4)	Degree course (<i>Diplomstudium</i>) (4-5)
Master's degree (<i>Masterstudium</i>) (1-2)	
Doctoral programme PhD (<i>Doktoratsstudium</i>) (2-4)	

Degrees awarded

	Bologna	Pre-Bologna
1st level	Bachelor of Science in (branch of study)	Magister (mag.) Diplom (Dipl.-...)
2nd level	Master of Business Administration in... Master of Science in (+ branch of study)	
3rd level	Doktor (Dr. – before the name) PhD (after the name)	

6.5 Guidance and counselling

The Central Service Office of *Hochschule Liechtenstein* acts as the first point of contact for information of all kinds including basic details about studying at the university. Through its International Office *Hochschule Liechtenstein* helps students who want to spend part of their university studies at a foreign higher education institution and has, since 1992, participated in a number of the EU's educational and research programmes. The International Office is also the contact point for all new students for details on entry requirements, residence, insurance and scholarships.

The career service, initiated and run by committed students at *Hochschule Liechtenstein* promotes networking and the creation of a community between interested students at *Hochschule Liechtenstein* and potential employers. At the small private higher education institutions students are advised directly by the administration or the vice chancellor's office.

6.6 Academic staff

The current Higher Education Law makes a distinction as regards higher education teaching staff between higher education professors and other teaching staff and contains provisions about the right to teach. The statutes of the individual higher education institutions regulate further provisions relating to higher education staff.

The Law on the *Hochschule Liechtenstein* contains extended definitions of higher education staff. In addition to scientific and artistic personnel, which includes university lecturers, scientific and artistic staff and project staff, university administration and management and support services are listed.

6.6 Statistics

Winter term 2007/08 – Students with residence in Liechtenstein at Universities according to Age and Country of Study

	Total	Male	% m	Female	% F
Total	699	375	54 %	324	46 %
Liechtenstein	14	-	- %	14	100 %
Switzerland	483	256	53 %	227	47 %
Austria	181	111	61 %	70	39%
Germany	21	8	38 %	13	62 %

Winter term 2007/08 – Students with residence in Liechtenstein at Universities of Applied Sciences according to Age and Country of Study

	Total	Male	% m	Female	% F
Total	295	169	57 %	129	43 %
Liechtenstein	123	85	69 %	38	31 %
Switzerland	161	80	50 %	81	50 %
Austria	11	4	36 %	7	64 %

Source: Education Statistics 2008, Office of Statistics

7. CONTINUING EDUCATION AND TRAINING

Continuing education in Liechtenstein is divided into general adult education (7.1) and continuing vocational education and training (7.2) even though these two forms of adult education cannot always be clearly separated. Both forms of continuing education formulate their programmes specifically with regard to the need for lifelong learning in an economic and social climate which is changing at an ever faster pace. They are mainly guided in this by the European Information Society defined by the European Commission with its two main focuses of a dynamic information-based society and economy, through which the European economy can maintain its competitiveness by placing ever greater emphasis on information. What applies to Europe from a global perspective, applies from a European perspective in particular to a small country like Liechtenstein whose livelihood and assets lie mainly in the expertise of its population.

7.1 Adult education

General adult education is separate from vocational and school-based continuing education both from a practical and a legal viewpoint. It is the remit of the non-formal sector which is itself highly structured and well organised.

Liechtenstein's adult education institutions do not award certificates or qualifications which are recognised by the state. However, working together with Switzerland, a booklet, the education passport, is available in which any courses attended can be recorded and confirmed by the course tutor's signature.

7.1.1 Policy and legislative framework

The aim, organisation and funding of adult education is regulated by the Law of 5 July 1976 on the Promotion of Adult Education and by the Law of 18 December 1998 on the *Stiftung Erwachsenenbildung Liechtenstein* (Adult Education Liechtenstein Foundation) (EbLG).

The objectives of adult education are kept flexible. It should essentially encourage the individual to acquire and extend their knowledge and skills and develop their personality and should help promote greater involvement on the part of the population in current social and political developments.

The target group varies considerably. It covers adults of all ages and all interests as well as specifically also parents and the elderly.

7.1.2 Distribution of responsibilities

The Adult Education Liechtenstein Foundation is the umbrella organisation responsible for adult education in Liechtenstein. The Foundation's activities are intended to consolidate adult education and make it more professional. Its job is to coordinate adult education in Liechtenstein, to use the budget funds approved by parliament for the purposes of the Adult Education Law and generally to organise and promote adult education in Liechtenstein. Working together with providers, considerable importance is also placed on ensuring the quality of the programmes offered. It strives to achieve appropriate status and space for adult education in Liechtenstein's educational infrastructure.

Under the 1998 Law the Adult Education Liechtenstein Foundation is an independent institution under public law. It is operated by the foundation board and the management. The foundation board is appointed by the government for a four-year term. Management is appointed by the government at the request of the foundation board.

The foundation board is responsible for adhering to the purpose of the foundation and ensures that the foundation administers and utilises incoming assets in line with statutory regulations.

7.1.3 Financing

The foundation has assets. The foundation's income comes from:

- the annual state contribution provided under the state budget which represents the bulk of the available resources.
- voluntary contributions from private individuals
- income from provision of adult education programmes and courses
- miscellaneous contributions such as gifts or bequests

Fees for continuing education activities vary according to the type, duration and provider of the activity.

The state supports continuing education programmes in the form of scholarships and loans. Grants are issued according to the subsidiary principle and can, in principle, be applied for at all levels of education (see section 6.2). In 2008 around 12 % of scholarships were issued in the area of continuing education. In addition the cost of continuing education programmes is tax deductible.

7.1.4 Programmes and providers

The role of general adult education is to offer a balanced range of courses to enable students to deal with vocational, social, political and also ethical issues in their everyday life.

The general aims of adult education and the methods to be used are not specified and are left up to individual course leaders. Participants vary according to the course and topic covered. Consequently courses do not have any conditions of admission or age limits. At most, course information contains recommendations or ideal requirements.

7.1.5 Quality Assurance

The Adult Education Liechtenstein Foundation is responsible, amongst other things, for ensuring the quality of grant-aided provision in informal adult education. The foundation, which consists of a foundation board and a manager, has the job of ensuring and raising the quality of adult education.

The Adult Education Liechtenstein Foundation supports appropriate measures to develop the quality of providers. It promotes the use of recognised quality standards and, itself, formulates minimum quality standards for providers receiving state funds.

7.1.6 Guidance and Counselling

Specific information is available from the Office of Vocational Training and Guidance for those interested in adult education. This includes the general range provided by the Vocational Guidance Centre (documentation) as well as personal information and advice for individual assessment and careers advice.

7.1.7 Teachers and trainers

Adult education institutions are basically free to choose their lecturers/trainers/staff.

7.1.8 Statistics

Adult Education Foundation

Year 2007		Number of Courses	Lessons
Total		1 012	15 709
General Adult Education		319	3 417
	Arts and Humanities	100	984
	Social Sciences	23	172
	Sciences	7	16
	Pedagogy	31	343
	Life Sciences	52	627
	Business and Society	6	42
	Health	100	1 233
ICT, Languages		246	8 700
Leisure		447	3 592

7.2 Continuing vocational education and training

Providing the best possible continuing vocational education is an important theme and constant challenge for Liechtenstein's tertiary education (formal sector) and for the business and professional world (non-formal sector). Provision is continually expanding in the formal sector. Likewise the social partners in the non-formal sector are making a huge effort to assist staff and address the workforce of the future through attractive advanced training schemes. Both sectors regard lifelong learning as a constant companion throughout the world of work.

7.2.1 Policy and legislative framework

The Law of 13 March 2008 on Vocational Training provides the statutory framework for continuing vocational training. This law also incorporates the essential elements of continuing vocational education in the sense of lifelong learning. The purpose of continuing vocational education is described as follows:

- refreshing, consolidating and extending existing vocational qualifications;
- acquiring new vocational qualifications;
- supporting flexible employment.

The Law on Higher Education (Higher Education Law, HSG) of 25 November 2004 is also relevant to continuing education at tertiary level.

7.2.2 Distribution of responsibilities

Each provider is basically free to choose their own priorities, training programmes, teaching methods and performance goals. Arrangements between individual institutions and private providers are informal. The government enacts regulations on organisation and curriculum within public institutions. With government approval the Office of Vocational Training and Guidance can also organise its own continuing vocational education courses.

7.2.3 Financing

The Law provides for the costs of full- and part-time higher specialist vocational schools and its own course centres to be borne completely by the state. The state provides subsidies to private and foreign organisations which run recognised part-time higher specialist vocational schools or recognised continuing vocational education. The extent of the subsidy is determined by the government.

Substantially higher fees are charged for continuing education courses than for standard courses as the school is obliged to deliver these largely on a self-financing basis.

See also section 7.1.3.

7.2.4 Programmes and providers

a) Formal sector

There are two important institutions in Liechtenstein which provide an extensive continuing vocational education programme within the formal sector: *Hochschule Liechtenstein FHL* and *Interstaatliche Hochschule für Technik Buchs NTB*.

The *Hochschule Liechtenstein* delivers a broad range of continuing education activities in the form of lectures, forums, seminars, university courses, Executive Masters courses as well as postgraduate courses (NDS). Most activities are modular and flexible, allowing students to shape their continuing education individually to suit their personal needs. All postgraduate and university courses are part-time and are offered in the fields of architecture, construction management, banking, business forum, management, trust administration and information systems. Those completing university courses receive a *Fachausweis* (vocational certificate) while those completing postgraduate courses are awarded a *Nachdiplom* (postgraduate diploma). Applicants with a university degree, a degree from an equivalent institution or who are established practitioners are admitted.

The *Interstaatliche Hochschule für Technik Buchs* (NTB) also runs *Nachdiplom* courses (NDS) and continuing education activities in the form of lectures, workshops, conferences, public and internal company events. The NDS are also part-time and modular.

b) Non-formal sector

Continuing education is one of the areas of responsibility of Liechtenstein's Chamber of Commerce (*Wirtschaftskammer*) under its statutes. This is why the Institute for Continuing Vocational Education of the then Chamber of Trade and Commerce was set up in 1995. Due to the increasing professionalism of the Institute's work the Foundation of the Institute for Continuing Vocational Education in the Principality of Liechtenstein (BWI) was established on 1 July 2006.

The purpose of the Foundation is to offer training and continuing education outside the university sector and to run appropriate courses to interested parties without imposing any restrictions. The range of available courses has been steadily expanded since 1995 and adapted to the needs of business and industry. As a result over 70 courses are currently offered. The BWI's education programme serves to promote the training and continuing education of professionals in view of new demands at work and in society. To this end the BWI sometimes works together with institutions providing general adult education.

The continuing education programme delivered by the Liechtenstein Employee Association (*Liechtensteinischer Arbeitnehmerverband*) is aimed wholly at employee representatives in industry and in the branches of the association. Working together with adult education providers and Swiss and Austrian trade unions, it offers specific courses and seminars tailored to the needs and requirements of employees and employee representatives.

In addition many large companies in Liechtenstein organise their own internal continuing education programmes for their staff.

7.2.5 Quality assurance

The current provisions for higher education and organised vocational education apply to continuing education at tertiary level (see section 1.4). The provisions for general adult education essentially apply in the non-formal sector (section 7.1.5).

7.2.6 Guidance and counselling

The Office of Vocational Training and Guidance supports adults with specific activities.

The Liechtenstein Job Market Service (Arbeitsmarkt Service Liechtenstein (AMS FL)) advises jobseekers through education and employment programmes.

7.2.7 Teachers and trainers

Lecturers at universities of applied science delivering training and continuing education courses are, in large part, identical. Other providers are largely free to choose their teaching staff/instructors/lecturers. Quality is monitored continuously.

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- Office of Statistics (*Amt für Statistik*): <http://www.llv.li/amtstellen/llv-as-home.htm>
- Adult Education Liechtenstein Foundation (*Stiftung Erwachsenenbildung Liechtenstein*): <http://www.erwachsenenbildung.li/>
- Government of the Principality of Liechtenstein (*Regierung des Fürstentums Liechtenstein*): <http://www.llv.li/amtstellen/llv-rfl-home.htm>
- Official Website of the Principality of Liechtenstein: <http://www.liechtenstein.li/>
- Liechtenstein Online Collection of Law (only German): <http://www.gesetze.li/Seite1.jsp?Irs=4&Irs2=41&clearsvs=true>
- „Fürst und Volk“ – Online teaching platform on the political System of Liechtenstein: <http://www.fuerstundvolk.li/fuv/home.do>
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School organisation	<p>Law on Schools of 15th December 1971 (SchulG)</p> <p>Ordinance of 18th December 2001 on Special School Measures, Therapeutic Teaching Methods, Special Education and the School Psychology Service</p> <p>Ordinance of 19th December 1995 on Fostering Children of Migrant Workers Knowledge of their Native Language and Country of Origin</p> <p>Ordinance of 19th October 1999 on Class Sizes</p> <p>Ordinance of 25th April 2000 on Grants to Private Schools</p>
Structure and organisation of individual types of school	<p>Ordinance of 6th July 2004 on the Organisation of Public Schools (School Organisation Ordinance, SchulOV)</p> <p>Ordinance of 29th August 1995 on the Voluntary 10th School Year</p> <p>Ordinance of 25th September 2001 on the Liechtenstein Vocational Secondary School</p> <p>Law of 11th December 1991 on the Liechtenstein Music School</p> <p>Law of 13th December 2001 concerning the formation of the "Kunstschule Liechtenstein" (Schools of Arts) Foundation "</p>
Teaching and teaching aids	<p>Law of 26th November 2003 on Teachers' Service Conditions (Teachers' Service Conditions Law, LdG)</p> <p>Ordinance of 6th April 2004 on the Teachers' Service Conditions Law (Teachers' Service Conditions Ordinance, LdV)</p>
Curricula	<p>Ordinance of 23rd March 1999 on the Kindergarten, Primary and Secondary School Curriculum</p> <p>Ordinance of 14th August 2001 on the Curriculum of, Progression through and School Leaving Examination in the Upper Secondary Level of the Liechtenstein Gymnasium</p>
Examinations, Grading. Promotion. Inter-school transfer	<p>Ordinance of 25th April 1995 on the Assessment of Children and their Promotion at Primary School</p> <p>Ordinance of 14th August 2001 on Admission to Secondary Level I and Promotion and Transfer therein</p> <p>Ordinance of 19th January 1999 on Admission to Kindergarten and (Primary) School</p> <p>Ordinance of 24th March 2009 on Upper Secondary School Leaving Examinations for Pupils at Private Schools</p>
School holidays	<p>Ordinance of 31st August 1993 on the Distribution of School Holidays over the School Year</p>

Vocational training	<p>Law of 13th March 2008 on Vocational Training (BBG)</p> <p>Ordinance of 8th July 2008 on Vocational Training (BBV)</p> <p>Government Ruling of 30th September 1954 on the Taking of Swiss Higher Technical Examinations by Liechtenstein Citizens</p> <p>Ordinance of 18th October 2000 on the Technical Proficiency Testing of Master Bricklayers and Carpenters</p>
Adult education	<p>Law of 5th July 1979 on the Promotion of Adult Education</p> <p>Law of 18th December 1998 on the "Adult Education Liechtenstein" Foundation (EbLG)</p>
Universities of applied science. Higher Education and Research Institutions	<p>Law of 25th November 2004 on Higher Education (Higher Education Law; HSG)</p> <p>Ordinance of 12th April 2005 on the Use of Terms by Higher Education Institutions and Similar Establishments</p> <p>Law of 13th December 2007 on Recognition of Professional Qualifications (Professional Qualifications Recognition Law; BAG)</p> <p>Law of 25th November 2004 on the <i>Hochschule Liechtenstein</i> (Liechtenstein University of Applied Sciences)</p>
International cooperation	<p>Law of 26th April 2007 on the Agency for International Educational Affairs (AIEA)</p>
Gymnastics and sport	<p>Ordinance of 4th July 2000 on School Sport, "Jugend und Sport" and Sport for the Masses, the Disabled and the Elderly</p>
Scholarships, education grants	<p>Law of 20th October 2004 on State Education Grants (Scholarship law; StipG)</p>
School Medicine: Health and dental care	<p>Ordinance of 10th February 1981 on School Health Care</p> <p>Law of 18th December 1980 on School Dental Care</p>
Accident insurance for school-pupils	<p>Ordinance of 1st September 1992 on Accident Insurance for Pupils at State and Private Schools</p>
Other statutes (public service)	<p>Law of 17th July 1973 on the Organisation of the National Administration (VOG)</p> <p>Law of 24th April 2008 on the Service Conditions of Civil Servants (Civil Servants Law; StPG)</p> <p>Ordinance of 2nd December 2008 on the Service Conditions of Civil Servants (Civil Service Ordinance; StPV)</p> <p>Law of 22nd November 1990 on Salaries of Civil Servants (BesG)</p> <p>Ordinance of 7th September 2004 on Salaries of Civil Servants (BesV)</p> <p>Law of 20th December 1988 on Civil Service Pensions (Civil Service Pensions Law; PVG)</p>