Organisation of the education system in Liechtenstein
2009/2010
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1. Political, Social and Economic Background and Trends

Liechtenstein is a constitutional hereditary monarchy on a democratic and parliamentary basis. State authority resides in the Prince and in the people, exercised by both in accordance with the rules of the constitution. The head of state is Prince Hans-Adam II of Liechtenstein, Duke of Troppau and Jägerndorf, Earl of Rietberg. With the passing of his father, Prince Franz Josef II, on November 13, 1989, Hereditary Prince Hans-Adam succeeded to the throne as Prince Hans-Adam II. On August 15, 2004 the reigning Prince entrusted the duties of his office to his eldest son, Hereditary Prince Alois, who is now the official representative of the reigning Prince, although without the Princely title.

Vaduz is the capital of Liechtenstein. The population of Liechtenstein was 35'789 at the end of 2008. Of this figure, 33% are foreigners, primarily from Switzerland, Austria and Germany. The national holiday is August 15. Geographically, Liechtenstein is 160 square kilometres in area; the highest peak is the Grauspitz at 2,599 metres in elevation and the lowest point is the Rugeller Riet at 430 metres above sea level. Liechtenstein shares borders with Switzerland and Austria.

1.1. Historical Overview

Outsiders are most often interested to learn how such a small country as the Principality of Liechtenstein has managed to survive over the years while maintaining its sovereignty – in contrast to many other small countries in history.

Archaeological findings show that the area that now comprises the Principality of Liechtenstein has been inhabited by humans ever since the fifth century BC. For a long time, only the higher elevations were habitable, as the Rhine was then a constant threat and the river valley was marshy. The original inhabitants are believed to have been Rhaetian (Vennons) in origin, but Celtic (Vindelician) influences have also been found to have come from the West. In the year 15 BC, Rhaetia was conquered by the Romans and made into a Roman province; an important military road was built through the territory of modern-day Liechtenstein. In time, the local language became mixed with the imported Latin, eventually evolving into Rhaeto-Romance. After the fall of the Roman Empire in the fifth century, the centuries that followed were marked by Alemannic immigration. The Romanic and Alemannic cultures evolved parallel to one another for a long period, but the Alemannic language gradually prevailed.

In the eighth century, Rhaetia was integrated into the Franconian Empire, where it belonged to the Earl von Bregenz, whose line ended in 1152. Estate divisions then continued to break Rhaetia into ever smaller territories. Lower Rhaetia went to the Earl von Montfort, which subsequently split into the Montfort and Werdenberg lines. The Earls of Werdenberg again split into several lines. The County of Vaduz was the product of one of these estate divisions in 1342. King Wenzel granted Earl Heinrich of Werdenberg the court jurisdiction over the county and subjugated it to the empire in 1369. In the following centuries, this was repeatedly confirmed to the Vaduz sovereign by the Kaiser.

The Vaduz line of Earl of Werdenberg ended in 1416, which was followed by the Baron of Brandis, who originally came from the high country around Berne. This line also obtained the northern portion of the Schellenberg dominion. The frontiers of what was to become modern Liechtenstein remained unchanged from that time in 1434. Of great significance was also the Swabian War (1499/1500), when the Rhine became the defining boundary between the old German Empire and the Swiss Confederation. This resulted in Liechtenstein being marginalised for many centuries. In 1510, the last Baron of Brandis sold the dominions of Vaduz and Schellenberg to the Earl of Sulz, who resided in Klettgau in Baden and reigned over his dominion from afar. This line was Catholic and assured that the country remained Catholic during the Reformation. The Sulz reign went into the country’s history as the "happy era". Yet it was only another 100 years before the reign over the dominions again changed hands. In 1613, the Earl of Sulz also had to sell Vaduz and Schellenberg, this time to the Earl of Hohenems. The seventeenth century was one of the most tragic periods...
in Liechtenstein’s history: there were repeated outbreaks of the plague, and the Thirty Years’ War cost many lives. Worst, however, were the witch hunts that reached a devastating crescendo in the dominions. The Earl of Hohenems went into debt and subsequently had to sell part of the property.

The Princely House of Liechtenstein was elevated to the Princely class in 1608, yet the line had not yet received license in the Princely Council of the Empire. The Princes had acquired rich holdings in Lower Austria, Bohemia and Moravia, but none of these territories were under direct authority of the Emperor. To receive license to the Princely Council – and to obtain their highest possible rank – the family had to own property under direct imperial authority. In his search for the appropriate holdings, Prince Johann Adam Andreas of Liechtenstein became aware of the Vaduz and Schellenberg dominions belonging to the House of Hohenems. In 1699, the Prince arranged to obtain Schellenberg and the County of Vaduz was added in 1712. The two dominions were elevated to become the Imperial Principality of Liechtenstein in 1719. Liechtenstein is unique in having received the name of its sovereign rulers. Members of the Princely House continued to reside in Vienna, they were not acquainted with the principality that bore their name. Provincial governors administered the principality in their stead. The country was soon ruled in a manner that reflected the spirit of the age: the spirit of absolutism.

Membership of the Holy Roman Empire (German Nation) was significant for the small principality, because the Empire guaranteed the rights of the participating principalities, assured internal peace and protected their existence. Napoleon dissolved the Holy Roman Empire in 1806 and founded the Confederation of the Rhine. Almost all of the small German states disappeared from the map, but Liechtenstein was accepted into the Confederation as a sovereign state – a political gesture on the part of Napoleon to Prince Johann I, the Principality’s ruler at that time. Yet at the Congress of Vienna in 1815, the participants sought to establish a new order: the old small German states were not re-established and the existing ones were not called into question. As a result, Liechtenstein was incorporated into the German Confederation as an independent principality. In the long term, Liechtenstein became the sole remaining small German state that succeeded in maintaining its sovereignty. The ideals of the 1848 Revolution found fertile ground in Liechtenstein. The subjects of the Principality submitted an urgent petition to their Prince asking for a new constitution with free and popular elections of representatives and to free them from the burden of the feudal system. Prince Alois II was not opposed as a matter of principle, but wanted to wait and observe the course of events in Germany and Austria. The absolutist system thus remained entrenched.

The reign of Prince Johann II then became a period of reforms that were discussed in the parliament and then accepted by the people. In 1862, the country received a constitution. Under constitutionalism, state authority remained in the hands of the Prince, but the parliament could no longer be circumvented in the lawmaking process. The country experienced a general upswing. Liechtenstein even maintained its sovereignty during the dissolution of the German Confederation in 1866. The end of the First World War heralded sweeping changes in Liechtenstein. The first political parties arose in 1918: the Christian-Social People’s Party and the Progressive Citizens’ Party. Demands for a democratic constitution gained new urgency. A new constitution was negotiated between the Prince and the parliament; it took effect in 1921. The new constitution established substantial institutions of direct democracy while preventing foreign rule. After the monarchy collapsed in Austria, Liechtenstein came to favour Switzerland. The Customs Treaty with Austria was cancelled in 1919, and an increasingly dense network of treaties was negotiated with Switzerland and its cantons in the following years and decades. The most important of these treaties is the Customs Treaty of 1923, which has served as the foundation for close partnership ever since.

The year 1938 witnessed a governing coalition of the two parties. Proportional representation was introduced a year later, which became a key to the domestic stability of the country. Prince Franz Josef II also became the first monarch to take up residence in Vaduz Castle in 1938. This step made Prince Franz Josef II an important figure of integration for the country. Liechtenstein remained neutral during the Second World War and remained unaffected by direct warfare. Thanks to its close partnership with Switzerland, the country also weathered the social and economic difficulties of the period quite well. The post-war period was marked
by sustained economic growth. Within just a few decades, Liechtenstein was transformed from a poor agrarian country to a modern society with a surprisingly diverse economy. In general, the local population was too small to meet the demand for labour, which makes the Liechtenstein economy dependent on cross-border commuters.

In order to justify and confirm the sovereignty of a small state in the international community, Liechtenstein has always sought to expand its efforts at co-operation by participating in international organisations. Liechtenstein has joined a number of these since the 1950s, of which a small representative sample: the International Court of Justice in the Hague (1950), the OSCE (1975), the Council of Europe (1978), the UN (1990), the EFTA (1991), the EEA (1995) and the WTO (1995). In addition, Liechtenstein has continued to cultivate good relations with its neighbours, Switzerland and Austria.

1.2. Main Executive and Legislative Bodies

The government consists of a head of government and four senior government officers with an equal number of deputies. The head of government and the senior government officers are appointed by the Prince on the recommendation of Liechtenstein’s parliament. The period of appointment is four years. As provided in the constitution, the manner of conducting the business of government is partly joint, partly by assigned government portfolio. Each member of the government is put in charge of certain specific responsibilities spread among 15 separate departments. How these responsibilities are assigned is determined by government agreement. One department is responsible for the education system; other departments handle especially designated sub-sections of the education system.

The government drafts legislative bills in co-operation with experts. As provided in the constitution, all important matters are assigned to be dealt with by the government – especially in settling administrative disputes – in consultation and resolution in the government council. In order for a resolution to take effect, at least four members of the government must be present with a majority in attendance. The chairman decides in cases of tie votes. Voting is compulsory. The law determines on what grounds a member of the government is to be barred from carrying out an official act or denied such action. The chairman of the government meeting is the head of government. The members of the government personally participate in the government meetings unless they are precluded from doing so for personal reasons or because they are participating in meetings or conferences abroad.

The government supervises the administration of law through its own subordinate organs and watches over the day-to-day management of the management of the Office of Education (Schulamt), the Office of Vocational Training and Career Guidance (“Amt für Berufsbildung und Berufsberatung”), the Schools’ Council (Schulrat), the Vocational Training Council (“Berufsbildungsbeirat”) as well as the Foundation Board for Adult Education Foundation (“Stiftungsrat der Stiftung für Erwachsenenbildung”), the higher education council (“Hochschulrat”) and the Upper Secondary School-leaving Certificate and Vocational Upper Secondary School-leaving Certificate Committee (Matura- und die Berufsmaturakommission”). The government is in charge of overseeing the entire education system. The government also has extensive general and abstract authority for managing important areas, including the curriculum, school organisation, pupil evaluation, school rules, teacher working hours, etc. The government is also the primary organ for hiring and handling legal affairs of the education system.

The Principality of Liechtenstein is by its constitution a constitutional hereditary monarchy on a democratic and parliamentary basis. The national parliament, composed of 25 members of parliament, is the representation and “organ” of the people, and is given the duty of safeguarding the rights and interests of the people. It is the nation’s legislative body. No laws can be passed or amended without the approval of the parliament. The parliament has the right – as do the Prince and the people – to propose constitutional and legislative initiatives. All members of parliament serve part-time; they hold office in parallel with their regular professions.
An introductory debate is held for every new bill, generally followed by two readings and a final vote. The parliament decides in the introductory debate whether or not the parliament intends to introduce the bill at hand. In the first reading, suggestions for amendment can be made that are then studied by the government before the second reading. In the second reading, votes are cast on each individual article in the bill. For the law to take effect, the bill requires the approval of the parliament along with the sanction of the Prince, countersignature by the head of government and publication in the national law gazette. The parliament has the right and the obligation to oversee the entire administration, including the administration of justice. The parliament charges the administrative oversight committee with part of these duties, while also handling some of these duties in the annual reports issued by public bodies, in the national fiscal accounts, or even directly in the parliament itself. In addition, members of parliament can submit written and oral questions about each area of the administration to the government. An especially powerful instrument of oversight is that of the investigative committees, which are appointed for specific purposes.

The state budget is drafted by the government and passed into law by the parliament. The parliament has the right to alter the individual items in the budget. If the government requires additional funding for new activities or if individual budget items are exceeded during the year, the government must obtain supplementary funding from the parliament. The government must approach the parliament to obtain a financial commitment to fund projects or plans requiring state funding over many years.

At the start of its four-year term of office, the parliament elects the members of the government, although this election formally only represents suggestions to the monarch on whom he should appoint. The Prince, on the other hand, does not enjoy the right to appoint the government freely, but is instead bound by the suggestions of parliament. The parliament is responsible for the business of elections: it elects not only the government, but also the members of individual committees. During the opening session, the parliament elects three standing committees for the current year: the foreign policy committee, the finance committee and the auditing committee. Only the finance committee can take decisions by deciding on certain financial transactions (such as purchasing real property). All standing committees are comprised of five members of parliament. According to the procedural rules of parliament, the parliament can also appoint special committees. These can be comprised of three or five members of parliament. The special committees terminate once their task is completed, by the latest at the end of the parliamentary cycle. Special committees have the duty of preparing individual pieces of legislation or other business and presenting these to the whole parliament as bills. The EEA (European Economic Area) Committee inspects planned EEA regulations to determine whether they require parliamentary approval. Investigative committees are devised to strengthen minority rights: upon the motion of just seven members of parliament, the parliament is obliged to appoint an investigative committee. At the beginning of the term of office, the parliament elects delegates to international parliamentary bodies in which they will collaborate. There are two delegates and two deputies to the parliamentary assembly of the European Council; the EFTA/EEA Parliamentary Committee and the Joint EEA Parliamentary Committee; the Parliamentary Assembly of the OECD and four delegates to the Inter-Parliamentary Union (IPU) and three delegates to the Lake Constance Parliamentary Commission. The election of these delegates is for their entire term of office: four years.

The people not only have the right to elect the parliament, the people can also use a voter initiative to convene the parliament or force its dissolution with a referendum. In the right of referendum, eligible voters have the possibility of putting parliamentary resolutions to a referendum. Yet the parliament also has the possibility of declaring legislative and constitutional amendments or financial resolutions as urgent in order to preclude a referendum. The Prince also has various means of influencing both resolutions of parliament and even the existence of the parliament itself. Every law requires the approval of the Prince (sanction), including budget resolutions. The Prince has the right to represent the country internationally. The Prince has the right to convene parliament at the beginning of the year and to close it at the end of the year. Without this formal convening action, the parliament has no right to convene itself for the year. During the year, the Prince can suspend or dissolve parliament for up to three months, but only on urgent grounds.
1.3. Religions

In Liechtenstein, 80.4% of the population are Roman-Catholic, 7.1% Protestant and 12.5% of other faiths (2002/2003). The Constitution (Article 37) confirms the freedom of religion and conscience for all. The Constitution also establishes the Roman-Catholic Church as the official church of the country, providing it as such with the full protection of the State and recognition under public law. Yet other denominations are guaranteed the right to profess their faith and hold their religious services within the constraints of morality and public order.

The unique constitutional position of the Catholic Church is a conspicuous feature of Liechtenstein’s state church system; equal treatment of other denominations is unknown to the constitution. As a result, other religious communities are constitutionally relegated to the area of private law. The principle of denominational neutrality established in Article 39 of the Constitution bears mentioning, as this is firmly anchored in the basic right of individuals to the free choice of religion and in the principle of equality of all citizens before the law. This intertwining of church and state also introduces occasional problems in the legal definition of specific matters related to the organisation of compulsory education. These matters are increasingly encountered among special religious groups who insist on fulfilment of their specific demands while pointing to the constitutionally guaranteed freedoms of religion and conscience.

Liechtenstein has been an autonomous archdiocese by an edict of the Vatican since December 21, 1997. Prior to this, the territory of Liechtenstein had belonged to the Swiss Diocese of Chur. The creation of the Archdiocese of Vaduz caused many citizens to call into question the hegemony of the Roman-Catholic Church as the state church as was established in the constitution. The disentanglement, or even the separation of church and state as one of the key values of democracy has since been a source of much public discussion.

1.4. Official and Minority Languages

The official language is standard High German; the colloquial language is an Alemannic German dialect. Citizens grow up with the Alemannic dialect and then learn the “foreign language” of High German when learning the cultural technique of writing. High German is both the official language and the teaching language. This parallel existence of Alemannic and High German marks everyday life in Liechtenstein, but it also complicates the linguistic integration of many immigrants – especially the integration of their children.

1.5. Demographic Situation

The population of Liechtenstein is spread across eleven municipalities with a total of 160 square kilometres; this means that Liechtenstein is the sixth smallest country in the world in terms of area, and the fourth smallest in Europe. The population density is around 221 residents per square kilometre, although the settled areas are primarily found on the plane of the Rhine river valley. The alpine areas account for around half of Liechtenstein’s sovereign territory.

More than a third of the population is made up of foreigners, primarily from Switzerland, Austria and Germany. The foreign population is markedly younger than is the population of Liechtenstein. In comparison to other European countries, the population of employable age (20 to 64 years) in Liechtenstein is larger than the European average. The proportion of children and elderly residents is below the regional average. This is caused by the high number of foreign residents who arrive within the employable age range, and who later return to their home countries once they reach retirement age.
1.6. Economic Situation

Liechtenstein’s economic policy has as its primary aim the preservation and expansion of positive, liberal economic conditions for business activity. This is considered to be the best foundation for creating an advantageous environment in which to do business. Only agriculture receives actual state financial support. Other branches of industry must prove themselves on the market. The volume of Liechtenstein’s budget is too small for the state’s minor financial contributions to have much impact. The country therefore lacks the corresponding forms of conceivable business and industry economic support and there are also no export subsidies. The success of Liechtenstein’s economy – especially its exemplary globally active export industry – shows that this concept cannot be wrong on principle. Advantageous and stable conditions for business activity along with market incentives for good performance are generally accepted as the best means of promoting growth in Liechtenstein.

Broad diversity is found in the many branches, companies and products produced in the highly industrialised economy of the Principality of Liechtenstein. The average value added is very high, based on research and development, well qualified expertise, high-tech and niche products, a strong focus on exports and a highly developed financial services sector. The gross national product (GNP) of 5.3 billion Swiss francs (2008) is nonetheless 100 to nearly 1000 times smaller than comparable figures for Switzerland and Germany respectively. The value added in industry and productive trades accounted for 39% in 2008, financial services for 31%, general services for 23% and agriculture and households for the remaining 6%.

The rate of employment in Liechtenstein is exceptionally high. There are 33'415 jobs employees to around 35'589 citizens (end 2008). This is only possible because the number of cross-border commuters into the country is much larger than the number of those leaving the country to go to work. Around 17’028 people from the region (Austria, Switzerland and Germany) commute to their workplaces in Liechtenstein every day – 50.1% of the total labour force. Jobs are distributed across all industries (as of December 31, 2008), with 57% in commerce and services, 42% in industry and productive trades and 0.8% in agriculture and forestry. In international comparisons, the low proportion of agriculture and forestry along with the relatively large productive sectors are immediately noted. The service sector is considerably smaller than in comparable countries in Europe. The unemployment rate in Liechtenstein is traditionally very low (16% in 2008) and once experienced a maximum of 2.5%.

In an ever more internationally networked and globally dependent economy, the economic policies of the small country of Liechtenstein are unique. Because the country’s own options for exercising influence are relatively small, the general conditions for business activity have to be stable and appealing. Aside from political continuity, this also requires a predictable legal and social order paired with a liberal economic environment. This is also assured by the diminutive state apparatus. This means that the State’s interventions in business processes have remained minimal. Solid financial policies in public spending, short administrative pathways and a minimum of bureaucracy are all bolstered by restraint in taxation laws.

Integration into the European Economic Area through the EEA Treaty as well as into the global economy through membership of the World Trade Organisation (WTO) – not to mention the traditional integration into the economic and currency area of Switzerland – are also important factors.

Even the factors that could by themselves be interpreted as negative for a business location help to strengthen the economy on final analysis. The lack of native raw material resources did delay the dawn of economic development, but today this lack is considered to be a structural advantage in many highly developed economies. The limited labour force has raised the general wage level while encouraging the rational use of labour and minimising the unemployment rate. The small international influence and high dependency on other countries makes it necessary for Liechtenstein to be ready to rely on its own market output in terms of government, and in terms of international law, where objective criteria serve as the measure rather than size and power. The lack of any type of state support for the economy or its exports makes firms aware that they have to prove themselves on the market.
Over the centuries, the Liechtenstein economy was mostly agricultural. Using the historical methods of production, agriculture could only feed a population of around 8,000 residents. This population figure was reached in the nineteenth century, and it could only be stabilised through various waves of emigration, especially to the New World. Moderate relief for the economy first appeared in the 1920s, manifested in an increase in population. Foreigners increasingly set up residence in Liechtenstein for economic reasons. The economic boom after the Second World War soon stretched the domestic labour market to its limits so that more and more workers had to be imported into the country, increasingly also cross-border commuters from the region.

The first wave of industrialisation occurred somewhat late. The foundation for this was especially the Customs Treaty of 1852 with the Austro-Hungarian Empire. This treaty opened up the large market of that monarchy. Several Swiss textile industrials set up businesses in Liechtenstein. The end of the First World War then brought about an economic malaise, especially in the form of the currency’s collapse. In 1924, the Customs Treaty with Switzerland came into effect, and the Swiss franc became the official currency. A currency treaty with Switzerland was, however, first concluded in 1980. The period from the beginning of the Customs Union with Switzerland was soon burdened by the global depression. The actual upturn and boom first came after the Second World War and were driven especially by the rapidly growing industrial exports. The financial services sector (banks, followed by insurance firms) experienced rapid growth, especially in the 1980s and 1990s.

Due to its small domestic market, the Liechtenstein economy can only achieve above-average success if customers can be found in foreign markets. Accordingly, this also happens to be the aim of integration for Liechtenstein's economic and foreign policies.

1.7. Statistics

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Source: Office of Statistics, 2009

Statistisches Jahrbuch 2008

Office of Statistics
2. General Organisation of the Education System and Administration of Education

The state is responsible for Liechtenstein’s education system. As described by the constitution, the whole education system – including the private institutions – is under the supervision of the state. Education is compulsory, and the government is responsible for ensuring that state schools provide adequate teaching in basic general subjects. The municipalities contribute to financing and constructing primary schools as the public bodies in charge of maintaining them.

The government is the highest supervisory body for the education system, including the vocational and adult education systems. The government monitors the application of law through its subordinate bodies and supervises the management of the Office of Education (Schulamt), the Office of Vocational Training and Career Guidance (Amt für Berufsbildung und Berufsberatung), the Schools’ Council (Schulrat), the Vocational Training Council ("Berufsbildungsbeirat") as well as the Foundation Board for Adult Education Foundation ("Stiftungsrat der Stiftung für Erwachsenenbildung"), the higher education council ("Hochschulrat") and the School-Leaving Certificate and Vocational School-Leaving Certificate Committee ("Matura- und die Berufsmaturakommission").

Managing the wide-ranging business of education is handled by bodies of the school administration and of vocational education. To the extent that educational policy initiatives can be undertaken by individuals or groups outside the responsible official bodies, these are mostly undertaken through the Office of Education or the Office of Vocational Training and Career Guidance or even occasionally directly through the government. Depending on the established jurisdiction, the Office of Education, respectively the Office of Vocational Training and Career Guidance prepares business for the government or other bodies (the Schools’ Council, municipal schools’ council) in the education system; it sometimes handles the matters on its own initiative.

2.1. Historical Overview

The first legal code to regulate the education system in the Principality of Liechtenstein can be traced back to the beginning of the nineteenth century. The historical edict from the Princely Court at Vienna on September 18, 1805 can be described as the birth certificate of the Liechtenstein school system. This document covered seven points:

- A call for the presence of a capable school teacher in every municipality
- The recruitment and dismissal of teachers
- The length of the school year
- A call for the presence of a school fund in every municipality
- School construction
- Compulsory schooling
- The decree on a school curriculum

An extensive set of school regulations followed in 1806; a new set replaced these in 1822. The newer version created a country-wide school inspector. The first actual school law dates back to the year 1827, when it came into effect on October 5, 1827 in the name of Prince Johann I. This law contained numerous changes and innovations, including the abolition of school fees and the introduction of rules on the qualifications and terms of employment for teachers.
The next law followed in 1859. This was the first truly both comprehensive and effective school law in Liechtenstein – initiating a kind of "renaissance of the education system". Among the changes introduced with this law were a strengthening of the school administration at both national and municipal levels, a substantial extension of the curriculum for elementary schools, an extension of compulsory education to eight years and additional remarks on the terms of employment and payment for teachers. Additional laws affecting the education system were also introduced.

The next systematic school law was signed into law by Prince Franz I on November 9, 1929. This covered every aspect of the school system thoroughly as it existed in Liechtenstein at the time. It was revised several times; new laws such as the scholarship law (1961) or the law on school-based dental care (1964) were also gradually introduced.

Finally, after comprehensive preparations, the education law still in effect today was passed into law in 1971. This was conceived as an actual reform law: it shortens primary education from six to five years and a corresponding extension of upper secondary education to four years; re-organises the upper secondary level into the three school forms: Oberschule, Realschule and Gymnasium (lower secondary school, intermediate secondary school, grammar school); institutionalises the support schools and special education schools; establishes compulsory schooling up to the ninth school year and creates a shortened form of the Gymnasium. In the meantime, the support schools have been dissolved and replaced by a more differentiated programme of special education measures in primary schools and Oberschule.

Since the present educational law took effect, Liechtenstein's education system has progressed dynamically. New courses of study have been created and existing courses have been changed to reflect the changing education needs. While the focus in the seventies was on implementing the reforms introduced with the education law of December 15, 1971, a broad discussion of education reform was initiated by the brochure "Which way for the school system?" published by the government in 1984. The results of this discussion were then summarised by the Commission on Key Themes in its report entitled "Which way for the school system? Part two: Key themes for Liechtenstein's education system" and presented to interested groups for comment. The results of this second call for discussion indicated that the reforms promoted by the commission could not be realised without changing the laws. This was followed by a draft for revising the education law, with a primary aim for certain specific changes, which can be summarised as follows:

- Introducing a new school structure
- Permitting various forms of pupil assessment
- Implementing special education measures for supporting school integration
- Establishing new school types
- Strengthening co-operation between schools and parents
- Reorganising the school administrative bureaucracy
- Revising antiquated pedagogical denominations

Among the various responses received in the comment period on the draft reform law, there was no clear support for the recommended school structure. This led the government to establish a commission for drafting a broadly acceptable structural framework for secondary schools in 1992.

The government made various suggestions for improvements that were independent of the structural issue before parliament with the introduction of a bill for amending the education law in 1994. The parliament approved the proposed amendment in September of 1994. The changes included various forms of pupil assessment and the establishment of special school measures, in particular, the introduction of integrative supplementary instruction in the place of a separate system of support schools. The institutionalisation of the voluntary tenth school year and of the preparatory course for achieving the "Fachhochschulreife" (now:
Berufsmatura: optional final examination taken at the end of upper secondary vocational education) was welcome as well. Beginning in the 1992/93 school year, Saturday school sessions were ended in all schools in Liechtenstein. After a lively debate and a referendum, which had become necessary due to a voter initiative, school-free Saturdays have quickly become the accepted norm in all schools.

Given the increasing importance of foreign language instruction, English lessons were introduced starting in the third form at the primary level starting in the 1996/97 school year. A general overhaul of the curriculum was adopted for compulsory schools, leading to a new curriculum for compulsory schools in 1999. This curriculum also integrated Kindergartens. This overhaul was set in motion in part by the changes to the education law of September 1994 and in part by the pedagogical developments over the intervening years. In connection with the new forms of pupil assessment aimed at evaluating children directly on the learning objectives, a more modern curriculum with a better focus on learning objectives has become essential. The formulated learning objectives also take developments in various fields of knowledge that have had an impact on modern teaching resources into account. As for easing the transition between different types of schools, the directive on admission and the promotion and transition to lower secondary education was modified in 2001. This opened up additional transition options for pupils in lower secondary education. A holistic curriculum was also meant to ease the transition from primary school to higher-level schools while enabling optimal transition criteria at higher-level schools. The timetables were revised in the new curriculum to enable more flexibility in teaching in the future. The new curriculum also provided suggestions for evaluations, making it into an instrument for quality assurance and development.

Based on the curriculum, a new quality manual that spells out the conditions for quality assurance and development in Liechtenstein's school system was developed in 2000. The manual provides an overview of all quality factors in teaching, in the school building and in the education system. The parliament decided to amend the education law in such a way as to enable comprehensive reform of the upper secondary level at Gymnasium and of the achievement of the Berufsmatura.

In view of social and economic developments, a revision of the laws covering vocational training became increasingly more urgent. The new law on vocational training was passed in March 2008.

### 2.2. Ongoing Debates and future developments

**New school management concept**

Autonomy developments in Liechtenstein's schools are a process which has already been taking place for some years and has been implemented in various projects. School managements have been set up in Liechtenstein since the 1970's. Since then, various commission and study groups have examined the role of the school management and its powers.

Various projects currently in progress (Teachers’ remuneration, School and profile development at the Lower Secondary Level 5.2.) relate to the duties of the school management and have thus advanced further the development of a new school management concept. It is recognized that schools need more creative scope so that the developments of central importance for the quality of the school can take effect. At the present time, the developments are at the stage where proposals for the organisation and extension of the powers of the school management are being submitted. This has direct consequences for the job profile and recruitment conditions. In some municipalities, the amalgamation of the school managements of pre-schools and primary schools is under discussion. Within the context of the “Day Schools” (Chapter 4.2.), this has already been implemented in three school centres.

**Elaboration of standards for mathematics, German and English**

Following PISA, an idea has gained ground again in the German-speaking area which up to now was circumvented for various reasons: the idea of recording national school performance standards. In the PISA analysis of the best countries, this point was noted in many places as a decisive key factor for good and
especially homogeneous performances. In its action catalog for PISA 2000, the Liechtenstein Government is also considering the introduction of standards (RA 2003/1363 and RA 2003/1978) and with its decision of 2005 ordered the elaboration of standards for mathematics subjects.

The standards have now been defined. Since 2009 the introduction of the standards have been under way and various information sessions and further training courses for school management staff and teachers were held in the course of this year. In the school year 2010/11 the first exams will be held.

According to the government’s programme various other reforms are currently planned at different school levels in the field of education: Details see chapters 3.2. 4.2. 5.2. 6.2. 7.2. 8.1.2. 8.2.2., 9.2. 11.2.

2.3. Fundamental Principles and Basic Legislation

The small size of the country has kept Liechtenstein from developing its own extensive domestic school system supported by the state. Liechtenstein does nonetheless provide financing to private schools and education-related institutions domestically and abroad. A number of treaties with foreign ministries and offices guarantee available slots at schools and universities abroad to those Liechtenstein citizens who are interested.

The education law that is still largely in effect was passed by the parliament in 1971. The innovations introduced under this law include the redesigned structure for the school system, the introduction of two new school types to be operated by the state (Oberschule) and the support school, which was integrated into the secondary and primary schools in 1990), the creation of a shortened type of Gymnasium (upper cycle: four years) and the lengthening of compulsory education to a total of nine years. In addition, the innovations set down the redesign of the school authorities, the creation of school Psychology Services and the post of a school doctor. This school law comprehensively regulates the education system in the Principality of Liechtenstein. The principles established here are provided in greater detail by official decrees.

The Vocational Training Act, which has been adopted on March, 13 2008, creates the legal framework for the vocational education system in Liechtenstein. One important element of this Act is that it secures school and training places at foreign vocational schools and vocational education institutions for citizens of Liechtenstein who are interested. In this context, Liechtenstein participates in the creation and operation of vocational education institutions in Switzerland. Liechtenstein was and still is involved in the construction and operating costs of the vocational school centre (BzB) in the Swiss municipality of Buchs. The Liechtenstein School of Engineering was also upgraded to the status of a "Fachhochschule" (advanced technical college), which was renamed into Hochschule Liechtenstein (Liechtenstein University of Applied Sciences) due to a reform in 2005. In 1986, the research two university institutions "Liechtenstein-Institut" (LI) and the higher education institution "Internationale Akademie für Philosophie" (IAP) were founded. With the postgraduate "University of Human Sciences" founded in the year 2000 as a private foundation, Liechtenstein received a further higher education institution. In November 1992, Liechtenstein’s own law on higher education took effect, which was replaced in 2005 by the "Higher education act from 25 November 2004".

It is striking that Liechtenstein had no comprehensive law covering the entire education system until then. Kindergartens, compulsory schools and vocational secondary education, Universities of Applied Sciences, advanced technical colleges, Universities and research institutions, recruitment requirements and terms of employment for teachers, teacher training, adult education, state training aid, etc., are all regulated in separate laws. This solution has the disadvantage that it is complicated and difficult to understand, but it does have organisational and administrative strengths. Rules for implementation in the form of decrees supplement the respective laws.

Constitution of the Principality of Liechtenstein

Law on Higher Education
The general structure of Liechtenstein’s education system has been deeply affected by the pedagogical traditions and the school systems of other German-speaking countries. Due to political and economic factors, the two countries neighbouring the Principality, Switzerland and Austria have the most direct influence on Liechtenstein. As a result, the school types and the nomenclature of Liechtenstein’s school system are similar to these countries, most of all to those of Switzerland. However, there are differences in the details of organisation and in the development of the education system.

The small size of the country has kept Liechtenstein from developing its own extensive domestic education system supported by the state. Especially the in-school portion of vocational education and the provision of technical colleges and universities rely on co-operation with neighbouring countries. Liechtenstein does nonetheless provide financing to private schools and education-related institutions domestically and abroad. A number of treaties with foreign ministries and departments guarantee available slots at schools and universities abroad to those Liechtenstein citizens who are interested.

2.4.1. Kindergarten

Kindergarten is the traditional form of pre-school education for children aged between four and six. Their attendance at Kindergartens is both voluntary and free of charge. An exception to voluntary attendance applies to children who are not German native speakers. These children must attend the second year of Kindergarten, where they are taught German with methods suited to their special needs. Children accepted
into Kindergarten must attend regularly. The age of first attendance is kept flexible within the range. Aside from Kindergarten, Liechtenstein also provides special Kindergartens and Kindergartens for children with speech problems. Kindergarten is not conceived as "day-care" in Liechtenstein. Instead, the institution is founded in law.

Parents are given the choice of sending their children directly to the first form in primary school when they are of age or of preparing them more gently for this first step by enrolling them in Kindergarten. Parents also have the option of holding their children back for one year under certain circumstances.

2.4.2. Primary school

Primary school is the common teaching and education institution for all children. It acquaints pupils with rudimentary knowledge and skills, promotes social, emotional and physical development and prepares children to meet the requirements of secondary school.

Children who have turned six between April 30 and August 31 can enrol in primary school. In accordance with the flexible admission period, children can be enrolled sooner under certain conditions and with the approval of the Schools’ Council. All children are promoted to the next form at the end of the school year. The only exception is where pupils and their parents want to repeat a specific form. The fifth form can only be repeated under specific circumstances and with the approval of the Schools’ Council.

At the end of the fifth elementary school form, the process for selecting the appropriate secondary school (Oberschule, Realschule, Gymnasium. takes place. Teachers recommend which secondary school parents should send their children to attend. If the parents or the pupil wish to attend a different school from the one recommended by the teacher, the pupil must sit a written examination. The Schools’ Council then decides which school the child is to attend.

2.4.3. Secondary school (level I)

There are three different independent types of secondary schools: Oberschule, Realschule, Gymnasium. Attendance is free of charge. The aim of the secondary schools is to prepare pupils between the ages of eleven and fifteen or eighteen for vocational or other continuing schools or for university study.

"Oberschule"

Oberschule is a general education school serving a wide range of needs and including the school forms from six to nine. It prepares pupils especially for professional life or the transition to the Realschule. Promotion to the next school form requires sufficient marks in the school courses required for advancement. Upon successful completion of the Oberschule pupils enter vocational training or apprenticeships. Pupils also have the option of attending a voluntary tenth school year.

"Realschule"

Realschule provides a broader and deeper general education to prepare pupils for professional life or for continued study. Upon successful completion of Realschule pupils enter vocational training or apprenticeships.

Pupils in the first form at the Realschule can be selected to attend the Oberschule by the Schools’ Council if their performance has been insufficient during the probationary period to be established by regulation, or if promotion to the next successive school form cannot be granted and if it is apparent that repeating the same form would be fruitless.

"Gymnasium" (lower cycle)

The Gymnasium is responsible for teaching pupils to think and make judgements independently in a scholarly manner, for introducing them to intellectual working methods and for preparing them for
university study. The courses at the lower forms in Gymnasium (lasting three years) aim to provide gifted young individuals the best possible learning environment so as to prepare them for the upper forms in Gymnasium or for other continued study. The Gymnasium in Liechtenstein offers a seven-year long course and a four-year short course. The long course builds on the fifth form of primary school and leads to the school leaving certificate in seven years. The first three years correspond to the lower level at Gymnasium.

In order to achieve the next higher form in school, pupils must show at least satisfactory achievement. Upon successful completion of the lower level (third form in Gymnasium), pupils advance to the upper level.

2.4.4. Secondary school (level II)

General secondary education after the completion of compulsory education is provided in the form of the upper level of Gymnasium and of the voluntary tenth school year.

Gymnasium (upper cycle)

The upper level of Gymnasium offers a wide range of subjects and a balanced education, leading pupils to receive university entrance qualifications. The new four-year Gymnasium upper level was introduced in the 2001/2002 school year. The transitional period has been concluded in the 2004/2005 school year. The voluntary tenth school year provides more detailed general education, easing the transition to professional training and education or to continuing education abroad.

Pupils can be transferred from Realschule to the upper level of Gymnasium after the third and fourth forms of Realschule, if they have average marks of at least 5.0 and recommendations of teachers and the teachers’ conference, or after passing the entrance examination.

Voluntary Tenth School Year

The voluntary tenth school year builds on the last school form of compulsory education (Oberschule and Realschule) and is mainly oriented to the criteria of adult education. The young people commit themselves to independent study in a school-and-learning agreement. The voluntary tenth school year provides more detailed and more differentiated general education to prepare pupils for the transition, or to ease the transition, to the next level of schooling or to vocational schools. Upon successful completion of the voluntary tenth school year, pupils enter vocational schools or other continuing education.

Vocational Upper Secondary Education

Secondary vocational education is offered at the Berufsmittelschule Liechtenstein (BMS). This school has the responsibility of providing people who have completed vocational training with a more extensive general education so as to ready them for higher education.

The Berufsmittelschule Liechtenstein (the country's vocational secondary school) offers anyone who has completed vocational training the opportunity to earn the Berufsmatura (the upper secondary school leaving certificate), while pursuing working careers. The courses begin every year and last at least four semesters, including the final examinations. Classes are taught in the evenings during the week. The modular structure of the coursework enables students to take the courses for certificates without attaining the vocational Matura. The courses and Berufsmatura examinations can also be completed in stages. Anyone who has successfully completed vocational training or (as an exception) will soon complete training is admitted to the BMS.

Freiwilliges 10. Schuljahr

Liechtenstein Vocational Secondary School

Liechtensteinisches Gymnasium
2.4.5. Vocational training

Vocational training in Liechtenstein has been based on a two- or three-part alternating training system in the first phase for decades. The two-part alternating training system includes training in the apprentice firm and at a vocational school, whereas the three-part alternating system is supplemented by introductory courses. As Liechtenstein does not have its own vocational schools, the Principality relies on the Swiss vocational training system. Young people who live in Liechtenstein complete their basic vocational training according to the Swiss training rules. The so-called Fachschulen provide another type of basic vocational training. Here, pupils acquire their vocational knowledge at the schools and complete various traineeships in parallel outside school hours. Young people who perform less well in school are offered new basic skills training or practical vocational training. Non-German-speaking young people are offered a year of education in preparation for vocational training that focuses on the needed German language skills. High-achievement trainees can complete a vocational Matura in parallel to the vocational training, which assures admission to advanced technical colleges or universities without the need for entrance examinations. This part of the education system is not part of the compulsory system, and it is designed for the 16- to 20-year-old age groups. A person’s first vocational training programme takes from two to four years depending on the vocation, with practical vocational training taking up 60 to 80% of the total time. Attendance at vocational school is obligatory. Admission to the vocational education system occurs after the individual is 15 years old and after compulsory schooling has ended.

2.4.6. Tertiary Education

With the law concerning “Higher education institutions” from November 25, 2004, the Principality of Liechtenstein possesses a tertiary education system. However, more than 90% of students awarded a general qualification for university entrance from Liechtenstein are attending a tertiary education institution outside the country. Access to universities in Switzerland and Austria has been secured through agreements which also include the mutual recognition of “Maturität” (university entrance qualifications). An additional agreement guarantees the acceptance at the Tübingen University in Baden-Württemberg.

Liechtenstein also has its own higher education system, which includes the technical colleges Hochschule Liechtenstein (HL) and “Interstaatliche Hochschule für Technik Buchs” (NTB) in Switzerland, both in the non-university sector. The NTB was founded jointly by the two Swiss cantons of St. Gallen and the Grisons and the Principality of Liechtenstein and is still co-financed by these entities today. The requirements for admission to Diploma degree courses at these institutions include a Matura or a vocational Matura certificate or completed apprenticeship corresponding to the desired field of study together with an entrance examination (only for NTB).

The university segment of Liechtenstein’s higher education system includes the following institutions:

- The "Internationale Akademie für Philosophie" (IAP), which is organised in the form of a private endowment and which offers doctoral programmes in Philosophy.

- The "Private Universität im Fürstentum Liechtenstein" (UFL), the Private University in the Principality of Liechtenstein, which was granted the right to operate a teaching establishment in Autumn 2000 by the government of Liechtenstein, was recognised provisionally in 2003 and definitely in January 2007.

The "Liechtenstein-Institut" (LI) has the special role of a scientific research institution that offers only limited teaching.

All three institutions are private. For accessing the doctoral programme, the IAP requires a Master or an equivalent the general university entrance qualifications. Students must be fluent in one of the two main languages of instruction, German or English, and show that they have a certain level of Latin. Normally, they should also have completed four semesters of studies in the appropriate field at a university and provide letters of recommendation from previous professors. Each student must also hand in a paper that indicates
the written style and academic abilities of the applicant. The application process is rounded out with a personal interview.

The UFL requires an academic degree from a university. Graduates of the technical colleges must complete two preparatory semesters and sit an entrance examination.

Lectures at the LI are open to all who are interested, with only a few exceptions.

The design of the best possible system of further education and training is considered to be a key topic and a constant challenge for Liechtenstein’s higher education system (formal sector) and for the business and professional communities (informal sector). In the formal sector, the system is undergoing constant expansion. The social partners in the informal sector are also making great efforts to provide employees with attractive offerings in continuing education and to address future members of the labour force. In conformity to law, further training is provided at:

- higher full-time vocational schools that build on the students’ maturity or on a completed vocational training programme and provide a course several years in length,

- higher part-time vocational schools that build on the students’ maturity or on a completed vocational training programme and provide a course several years in length for the employed.

- Courses that last for a period of less than one school year and that are in specific legal areas must be generally accessible and may not be taught for profit.

The country does not currently maintain any further training institutions of the first type. It does recognise foreign institutions of this type, and it supports them with the aim of ensuring access for residents of Liechtenstein.

Further training programmes of the second and third types are both provided domestically and granted in neighbouring countries.

International Academy of Philosophy
Liechtenstein University of Applied Sciences
Liechtenstein-Institut
Private University in the Principality Liechtenstein
Law on Higher Education

2.4.7. Adult education

General adult education is separate from vocational and state-school education both in practical and in legal terms. It is part of the informal sector, which is well structured and organised in its own right. The target group is widely varied. It includes adult individuals of all ages and having all ranges of interests, including parents and the elderly.

According to the law of 1998, the public-law foundation for adult education in Liechtenstein (“Stiftung Erwachsenenbildung Liechtenstein”) is an independent institution. It is funded by the Foundation Board and its management. The Foundation Board is appointed by the government for a period of four years. The management is appointed by the government at the request of and after a motion by the Foundation Board. The adult education institutions of Liechtenstein cannot issue certificates or degrees that are recognised officially by the State. Yet there is a programme of co-operation with Switzerland providing individuals with booklets in which each course a person takes is entered and confirmed by the signature of the course’s teacher.

Liechtenstein Adult Education Foundation
Law on the "Adult Education Foundation Liechtenstein"

2.5. Compulsory Education

General education in the compulsory phases of education in Liechtenstein is sub-divided into primary education and the part of secondary education that builds upon it in Oberschule, Realschule or Gymnasium. General compulsory education lasts for a period of nine years for the ages of six or seven to fifteen or sixteen and is regulated by the 1971 School Act. This act also regulates the obligation for pupils to attend school classes regularly and the steps that are to be taken if pupils fail to comply.

The types of compulsory schools and Gymnasium are full-time schools. Vocational school is part-time and trainees and apprentices are obliged to attend.

Children are admitted to primary school who have reached the age of six by the end of April in the year in question. Earlier admission in terms of the flexible admission period can be arranged under certain circumstances and with the approval of the Schools’ Council. The school year is comprised of at least 38 and at most 40 five-day weeks. There has been no instruction on Saturdays in any of these school types since the 1992/93 school year.

School Law

2.6. General Administration

The bodies of education administration are:

- Government / the Ministry of Education
- The higher education council
- The Office of Education
- The Schools’ Council (Schulrat)
- The local (municipal) school council
- Office of Vocational Training and Career Guidance

According to the constitution, the government provides the entire national administration. Yet it also has the authority to delegate some responsibilities to other public bodies. Individual civil servants, official offices or special committees therefore handle the business delegated to them under the proviso that complaints about the decisions taken here can be addressed to the government. The responsibilities of the national administration today are handled by around 40 to 45 different official offices.

The government is the highest supervisory authority for the education system, including vocational education and adult education. It monitors the application of laws through its subordinate bodies and supervises the management of the Office of Education, the Office of Vocational Training and Career Guidance, the Schools’ Council, the Vocational Training Council, the Foundation Board for Adult Education Foundation, the higher education council and the School-leaving Certificate and Vocational School-leaving Certificate Committee. The bodies of the education administration and of vocational education handle individual business matters.

The Office of Education prepares business for the government or other authorities (Schools’ Council, municipal school council) of the education system or handles this itself depending on jurisdiction. The Office of Vocational Training and Career Guidance is charged with applying the laws on vocational education and for organising the entire vocational education system.
Committees are assigned with the task of conducting their business independently; advisory boards are standing committees that advise the government on their decisions. The members of the standing committees are appointed by parliament or by the government on the basis of a law or regulation.

Constitution of the Principality of Liechtenstein

Law on vocational training

Regulation on the Organisation of Public Schools

School Law

2.6.1. General Administration at National Level

The ministries

As provided in the constitution, the manner of conducting the business of government is partly joint, partly by assigned government portfolio. Each member of the government is put in charge of certain specific responsibilities spread among fifteen separate ministries. How these responsibilities are assigned is determined by government agreement. One ministry is responsible for the education system. The ministries have the direct administrative supervision over the official offices and commissions under their authority. The ministry of education therefore manages business processes in the Office of Education and in the Office of Vocational and Career Guidance. The minister in charge of the education ministry is the superior of all civil servants and employees in these official offices. The priority duties of the sub-offices are determined by the education ministry. The head of each official office is the superior of all civil servants in the specific office. This head of an official office guides the business of the office and must know the legal and official affairs of the office. As long as the government makes no other provisions, a head of an office is authorised to give orders to the civil servants in that office.

The offices

The duties of the Office of Education include carrying out the laws on education insofar as certain tasks have not been assigned to other authorities, such as inspecting state and private-sectors schools, looking after special services (the media relations office, publishing teaching aids), supervising the fulfilment of compulsory education, school health and mental health services, teachers’ duties and rights, preparation of business the government is responsible for, preparing and conducting business of the Schools’ Council and discussing and assisting in the construction of new schools.

The Office of Vocational Training and Career Guidance is responsible for training and further education in this field. This includes carrying out the laws on vocational education insofar as specific tasks have not been assigned to other authorities. Its concrete duties include preparing business addressed to the government and the Vocational Training Council, providing teaching posts and supervising vocational schools and businesses offering vocational job training. The Vocational Guidance Centre provides information and advice in questions of vocation and career choice as well as specifying career tracks; it also co-operates on questions of preparation for vocational choices in schools, among parents and with the business community.

Commissions and advisory boards

The commissions and advisory boards in the field of education are specifically the Schools’ Council, the scholarship committee, the Vocational Training Council, the Matura commission, the adult education commission and the higher education council; also included are the foundation councils for Liechtenstein’s schools of music and art. There are municipal school councils at the municipal level.

The Vocational Training Council is selected by the government. It serves for the same term as that of the Schools’ Council. Its seven members are mostly concerned with applications to recognise vocational schools and courses officially, with organising the course programme for implementation in the country, with setting
vocational education and training rules and with conducting pilot programmes in vocational education and training. The Schools’ Council is also selected by the government to serve for four years. The Schools’ Council is responsible for nominating head teachers at schools funded and operated by the state, taking decisions in matters of recourse, classing transfer pupils into different school types, approving early school enrolment, releasing certain pupils from compulsory education and setting down obligatory continuing education courses for teachers, etc.

School Law

2.6.2. General Administration at Regional Level

Municipal school councils for the eleven municipalities are the sole decentralised authorities in the school administration system. The remaining authorities are centrally in charge of their specified areas of responsibility at a national level, which can hardly be arranged otherwise in very small country.

In practice, this means that the municipalities are responsible for the Kindergarten offerings and for the organisational duties in the primary education field. The central government is responsible for the lower and upper secondary schools, the higher education system, vocational education and training institutions, adult education and music education.

2.6.3. General Administration at Local Level

The municipalities are responsible for primary and Kindergartens. The municipalities are also responsible for the municipal school councils. These are composed of five to seven members chosen by the municipal council. One member of the municipal school council must also be on the municipal council itself. The period of office is the same as that of the municipal council. The municipal school council is responsible for defining the individual school districts in the municipality and for approving job sharing among Kindergartens and primary schools. These councils also have the following rights: the right to recommend head teachers for Kindergartens and primary schools; the right to propose a single head teacher for multiple school districts; the right to consult in questions of integration in nursery and primary schools and on the use of schools and school property owned by the municipality for non-school purposes.

2.6.4. Educational Institutions, Administration, Management

As a rule, individual schools are decentralised administrative bodies (so-called “dependent establishments under public law”). Schools are responsible in their entirety for themselves, and they acquire their own structures within the given framework of the law. Individual schools can consult the authorities and other institutions in order to fulfil their mission of developing education optimally. The authorities set down the broader objectives and conditions for the schools and for different types of schools. This opens up room for individual schools to manoeuvre, allowing a flexible, efficient and pedagogically appropriate handling of the schools’ tasks.

The school administration heads the teacher conference, which in turn can submit instructions to the school administration. The school administration pursues pedagogical development together with the Office of Education and recommends necessary school development processes based on developments. The school administration is above all responsible for supervising teachers in terms of observing the class timetable, cooperating in human resource matters, participating in head teacher conferences ordered by the Office of Education, spearheading public relations activities, assigning pupils and teachers to specific classes as well and providing timetable planning, school credit administration, distribution of exemptions, preparation and access to information on pupils, drafts of annual reports and registry and archiving of school files.
2.7. Internal and External Consultation

2.7.1. Internal Consultation

Teachers must follow the instructions of the school administration, but they are also entitled to make suggestions for improving classroom teaching to school administration bodies and are obliged to co-operate in the improvement of the education system and school organisation. Individual teachers are also appointed to sit on the commissions pursuing education issues. The commission must provide for an adequate representation of teachers among its members.

Form teachers must conduct teaching according to the curriculum and syllabus, and in conformity to pedagogical principles. Teachers are to select the most appropriate method suited to the specific teaching situation for the particular objectives and content – and best suited to the pupils and themselves – from the wide range of teaching methods when planning their classes. The Office of Education must approve any school journeys outside the country that last for more than a day or involve overnight stays. The teacher conferences are concerned with adapting the curricula and teaching aids to new needs.

At secondary school, it is common practice to involve pupils more in the school decision-making process. This increased involvement is in the form of the elected head boy or head girl. These are then the representatives of their class, and they communicate the concerns of their classmates to the teachers. At the Liechtensteinisches Gymnasium, there is also the – legal – institution of the council of pupils, of which the head boy or girl is the official speaker. The council of pupils is made up of at most nine pupils, and pupils from all forms are represented if possible. All pupils also have the legal right to form pupil associations for the purpose of pursuing their own aims, such as forming discussion groups or promoting international contacts through letter-writing campaigns, or supporting charitable organisations.

2.7.2. External Consultation

The role of parents in the process of education and learning is clearly defined in law and in the curriculum. According to law, for instance, “Schools and parents co-operate in educating and teaching the pupils. Teachers are to maintain personal contact to the parents of their pupils, and also to provide orientation to parents on the conduct, diligence and performance of their children. (...) The relations between the school and the parents are to be maintained in discussion, parent-teacher meetings, open days, school visitations and invitations to special school events.” And as for parent associations it says: “The parents of the pupils may form parent associations for the purpose of strengthening parent co-operation with the school. The parent associations may make suggestions and express their desires to the school in matters that affect parents.”

Lehrplan für das Fürstentum Liechtenstein

Regulation on the Organisation of Public Schools

2.8. Methods of Financing Education

Financing for state Kindergartens and primary schools mostly comes from the municipalities who are responsible for these. The Principality contributes by subsidising teacher pay and by investing in the construction of schools and other education facilities.

The state secondary schools are financed in their entirety by the national government, where the financing covers not only operating costs, but also investments in buildings and institutions. Instruction at state schools is free of charge. Since 2008, teaching aids and materials are subsidised by the state, making these materials considerably free to provide to pupils at compulsory school level (see 4.2. and 5.2.). It is also free of charge for pupils to attend general and vocational education courses. Private schools are for the most part privately financed (see 3.14. 4.16. 5.19. 3.14.).
The statededicates the requisite moveable assets to the Liechtenstein University of Applied Sciences for its operation and provides the necessary classroom, laboratory and office space in the framework of teaching and applied research free of charge. The state also makes a state contribution as part of a financial resolution. The Liechtenstein University of Applied Sciences also contribute to its own finance by settling their accounts reasonably. Granting approval to establish and operate a university does not justify a claim on state funding. Such funding is only paid if a law earmarks a certain amount of funds for a specific college or university (such as the Hochschule Liechtenstein) or on the basis of an agreement between the government and such an institution to provide services for payment, so long as this serves the public interest and the payment meets a need. University research institutions conducting pertinent research on Liechtenstein specific topics can be supported in the framework of a service agreement.

2.9. Statistics

Public schools - pupils, teachers and types of schools
School year 2008/09

<table>
<thead>
<tr>
<th>Pupils</th>
<th>full-time curriculum</th>
<th>classes</th>
<th>pupils per class</th>
<th>full time - teachers per class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4844</td>
<td>516.1</td>
<td>304</td>
<td>15.9</td>
</tr>
<tr>
<td>Pre-school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td></td>
<td>694</td>
<td>58.2</td>
<td>48</td>
</tr>
<tr>
<td>Primary level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary schools incl. preparatory classes</td>
<td></td>
<td>2043</td>
<td>198.5</td>
<td>128</td>
</tr>
<tr>
<td>lower and upper secondary level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oberschulen</td>
<td></td>
<td>422</td>
<td>68.1</td>
<td>32</td>
</tr>
<tr>
<td>Realschulen</td>
<td></td>
<td>724</td>
<td>91.7</td>
<td>41</td>
</tr>
<tr>
<td>Liecht. Gymnasium</td>
<td></td>
<td>738</td>
<td>78.8</td>
<td>41</td>
</tr>
<tr>
<td>Freiwilliges 10. Schuljahr</td>
<td></td>
<td>77</td>
<td>12.3</td>
<td>5</td>
</tr>
<tr>
<td>Vocational upper secondary school</td>
<td></td>
<td>146</td>
<td>8.4</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Education Statistics 2009, Office of Statistics
3. Pre-primary Education

Organisation of the education system in Liechtenstein, 2009/10

Kindergarten is the traditional form of pre-school education for children between four and six years of age. It represents the first level of the Liechtenstein school system, providing children with a new outlook on their presence, experience and actions beyond their family and the environment. The objective is a holistic approach based on their individual level of development, promoting the children's personal growth by addressing their senses. Social education and development of the personality are key factors. Moreover, as the first institution outside the family, Kindergartens also introduce any required pedagogical/therapeutic procedures (see chapter 10.5).

3.1. Historical Overview

Publicly funded and organised forms of pre-school education in Liechtenstein first came about after primary schools were established and organised by law and after the first “higher learning institution” was founded. The first Kindergarten was established in the municipality of Schaan in 1881. The other municipalities were slow to follow this lead, which meant that the Kindergarten system was established in a process lasting until 1965. An optimum number of Kindergarten slots is now available.

Although Kindergartens were at first housed together with the primary schools as a stop-gap measure, today all municipalities have their own independent Kindergarten facilities.

From the beginning, Catholic nuns, primarily from two orders, played a prominent role in the history of the country’s Kindergartens for many decades. The two orders were the Compassionate Sisters from the order of Zams in Tyrol and the sisters from the Schaan convent of the Worshippers of the Blood of Christ. At first it was only the sisters of these two orders who managed the Kindergartens as well as quite naturally influencing
and leaving their marks on the Kindergartens' objectives. The sisters were also very active in establishing and maintaining the country's system of medicine and social welfare in those early years.

Kindergartens also underwent evolutionary changes in their pedagogical objectives and organisation. Early reports describe schools that were little more than storage facilities for children. Today, Kindergarten is a type of school with clearly defined educational objectives and teaching guidelines, prescribed in the curriculum. The number of children per Kindergarten group has also changed. While in the past a single teacher often had responsibility for 40 or more children, the average group size today is around 15. The quality assurance concepts and the quality development system are equally applicable to Kindergartens.

State authorities now have general supervision over Kindergartens and are responsible for hiring Kindergarten teachers. 50% of their salary is paid by the state and 50% by the municipalities. According to the most recent revision of the law governing the teaching profession of August 2003, Kindergarten teachers are state employees. They have the same status as other teachers and are under state administration, under the national pay scale with the corresponding social benefits. The process of becoming a civil servant requires equality of pay by age and seniority as is the case for primary school teachers.

3.2. Ongoing Debates and future developments

Special support in Kindergartens

In April 2007, the Government decided to start a pilot project designated "Special education at the Kindergartens of the Principality of Liechtenstein" at the Kindergartens in Schaan and Nendeln. The project was launched in the school year 2008/09 and will be evaluated in April 2010. A Kindergarten teacher with additional special education training is to be recruited who will service a total of 10 Kindergartens. This teacher will collaborate closely with the Kindergarten teachers, counsel parents and work with those children who need special remedial education. The aim of the project is to identify delayed development or special talents as early as possible and to initiate the appropriate support measures.

Project "education 4-8": More flexible transitions from Kindergarten to school

It is intended to design the school entrance structures more flexible to ensure a more personalised, optimal academic promotion of the children. The transition from Kindergarten to grade school should provide pedagogic continuity. The concept of fundamental and basic levels currently reviewed in major parts of German-speaking Switzerland is observed, evaluated and prepared for introduction, if found suitable. A four year pilot project to evaluate the basic education level among other things has been under way in the village of Planken in Liechtenstein since the 2006/07 school year, where children aged four to eight years are taught together.

Standard German in Kindergartens

In October 2006, the government has taken note of the evaluation report regarding the "standard German in Kindergartens" project and decided to introduce corresponding measures. The conclusions of the report are being implemented in a concept to promote language instruction at Kindergarten level. The Office of Education is adjusting the "guidelines regarding the use of standard German during lessons" applicable to all levels accordingly.

During a period of four years (by the 2009/10 school year), the consistent use of standard German is to be implemented gradually at Kindergartens, where the share of sequences spoken in standard German is to be
increased every school year. Dialect will remain a component of the instruction used in specially defined modules. In collaboration with the Zurich Pedagogical College, a comprehensive further training concept on the subject of language instruction for pre-school teachers has been prepared.

3.3. Specific Legislative Framework

The Kindergarten or pre-school, which enjoys much popularity and recognition, has an important role within the general system of education. This can be seen also in the fact that this school is listed as an autonomous school type in school law under the section "public schools".

Among other things, this contains provisions on the establishment and maintenance of Kindergartens and on their function, structure and organisation.

- Schulgesetz Nr. 7/1972 (School Law, No. 7/1972 and amendments)
- Gesetz über das Dienstverhältnis der Lehrer (Lehrerdienstgesetz, Nr. 4/2004) (Law on the Employment and Work of Teachers)
- Verordnung zum Lehrerdienstgesetz (Lehrerdienstverordnung, Nr. 92/2004) (Directive on Teacher Work and Employment)
- Verordnung über den Eintritt in den Kindergarten und die Schule, Nr 16/1999 (Directive on the admission to Kindergarten and school)

Law on the Employment and Work of Teachers

School Law

Regulation on Teacher Service Law

Regulation on Admission to Kindergarten and (Primary) School

Regulation on the Organisation of Public Schools

3.4. General Objectives

The Principality of Liechtenstein has had a curriculum in place since 1999 that applies equally to Kindergartens, primary schools and lower secondary schools. It assumes a common foundation and covers all forms from Kindergarten to the highest form of lower secondary school.

Kindergarten is the first stage of the country's education system. It provides children with the framework for education beginning with the family and its environment and extending into the world of experience and action. The aim of pedagogical activities in Kindergarten is to prepare children for primary school so that they can complete the transition from Kindergarten with the greatest possible ease.

Children in Kindergarten are supported in their whole development, relying on all their senses and according to their particular levels of development. Teaching in Kindergarten was divided into different subject areas in the curriculum to make them easier to present transparently. At the practical level, school subjects were deeply intertwined. This was to reflect children's capacity for holistic understanding and learning. Social and personal development training were also an important part of the mixture.

As children make the transition from Kindergarten to primary school, the curriculum provides added criteria for orientation both to Kindergarten and primary school teachers.

Lehrplan für das Fürstentum Liechtenstein
3.5. Geographical Accessibility

Every municipality in Liechtenstein provides an appropriate number of Kindergartens. These are distributed in the municipality so that the distance to school is suited to the age of the children and so as to ensure the best possible safety on the way to school.

3.6. Admission Requirements and Choice of Institution/Centre

A space at Kindergarten is guaranteed for two years. Attending Kindergarten is voluntary, except for children who speak languages other than German: those children are required to attend the second year of Kindergarten. Once children are successfully enrolled in a Kindergarten, they must attend regularly. Each child is assigned to a Kindergarten in his or her local community.

Starting with the 1999/2000 school year, children who have turned four by June 30 are entitled to attend Kindergarten. The period in which parents can freely choose to enrol their children in Kindergarten after prior orientation from the Office of Education is two months. The period begins on July 1 and ends on August 31 of each year.

Starting with the 2004/05 school year, children who have turned four by June 30 are conditionally admitted. The conditional status continues until the autumn break. If a child is considered to be incapable of following the Kindergarten lessons, the child loses the right to attend Kindergarten. In case of dispute, the school council makes the final decision on the basis of a report from a school psychologist.

After petitioning by the parents, the school council decides whether children who are not yet entitled to attend Kindergarten may be admitted for early enrolment. The council obtains the necessary reports before making its decision.

Children with developmental problems or handicaps are entitled to attend the special education Kindergarten (see 3.14.). The school council decides upon petition from the parents if the child is to attend regular or special Kindergarten. The council considers the special needs of the child and the scholastic environment. Before making the decision, the parents, the municipal school council, the Kindergarten head teacher and the School Psychology Service are all to be heard while weighing the merits of school integration.

School Psychology Service

3.7. Financial Support for Pupils’ Families

Attending state-run public schools, including Kindergartens, is free of charge. Family aid is not provided.

3.8. Age Levels and Grouping of Children

As a rule, one Kindergarten teacher accompanies the same group of pupils for two years. This enables the teacher to observe the children for that period and to promote their development accordingly.

The target figures for Kindergartens are as follows:

<table>
<thead>
<tr>
<th>School type</th>
<th>Minimum group size</th>
<th>Average size</th>
<th>Maximum size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>10</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>

Nursery and primary school groups may fall short of the minimum figures for group sizes if both of these school types would not otherwise be provided in the municipality by observing the minimum size limits. The government gives permission in the framework of its teaching post plans.
3.9. Organisation of Time

Kindergarten lasts for two years.

See sub-section 3.9.2.

3.9.1. Organisation of the Year

The School Act, with effect from 1 August 2007, states that the school year shall be not less than 38 and not more than 40 weeks.

The school year is divided into two semesters. The first semester begins on August 17 (or on the following Monday). The second semester begins on February 2. Each semester comprises approximately 20 school weeks.

School holidays are oriented to the general holiday planning for state schools. These include six weeks in summer (to begin on the first Saturday in July), two weeks in autumn (the autumn break begins on the first Saturday in October), two weeks over Christmas (Christmas holidays from December 24 to January 6), one week in February/March ("skiing holidays") and two weeks in spring (Easter holidays, beginning on Maundy Thursday).

3.9.2. Weekly and Daily Timetable

Duration of lessons: see chapter 3.9.

Class teaching occurs on five mornings and at least three afternoons during the school week. There is no teaching on Wednesday afternoons, Friday afternoons or Saturdays.

Instruction times at Kindergartens are uniform across the country: from 08:00 am to 11:30 am in the mornings, and from 01:30 pm to 03:00 pm in the afternoons. Kindergarten provides a break of 25 minutes every day.

The following minimum and maximum lessons apply per school week, per school day and per half school day:

<table>
<thead>
<tr>
<th></th>
<th>Nursery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per school week</td>
<td>28 lessons at most</td>
</tr>
<tr>
<td>Per school day</td>
<td>to be coordinated with the primary school</td>
</tr>
<tr>
<td>Per morning</td>
<td>to be coordinated with the primary school</td>
</tr>
<tr>
<td>Per afternoon</td>
<td>to be coordinated with the primary school</td>
</tr>
</tbody>
</table>

The Kindergarten teacher can designate one afternoon per week when the parents are allowed to decide whether or not their children will attend. The teacher must consult with parents before designating that specific afternoon.

3.10. Curriculum, Types of Activity, Number of Hours

Kindergarten content has been subdivided into individual subjects in the curriculum in order to make them more transparent for presentation. The subjects "People and their environment", "Art, music and physical education" and "Mathematics", which are encountered at all school forms throughout the curriculum, are tightly intertwined in practical work. This is to reflect children's abilities to understand and learn new material holistically. Social and personal development training are also very important.
Nursery, primary and secondary schools all pursue different aims and objectives. Yet the central ideas, conditions and general aims of the common curriculum apply to all types of schools. These commonalities mean that teachers can co-operate and collaborate closely in a sensible manner. Co-operation across the boundaries of the different school types and forms is supported in that the general objectives of the present curriculum seamlessly progress from one stage to the next.

The main objective of Kindergarten is to support children in their development holistically and using all the children’s senses in a manner appropriate to the developmental level in all fields. In order to ensure continuity among the different types of schools, Kindergartens were also included in the process of devising the curriculum.

3.11. Teaching Methods and Materials

The education authorities do not stipulate the teaching method to be used by Kindergarten teachers in their pedagogical efforts, but extended teaching and learning applications should be included. Kindergartens are not to be used as a testing ground for ideological extremes.

Play is an important way for children to experience, learn about and interact with the world. Play is used in pure role play, without a guided teaching objective, and playful forms of learning and working, such as workshop instruction in various groups (small and large groups).

Kindergartens are equipped with suitable educational toys (tables for games and building blocks, role-play props, natural materials, etc.) and with functional teaching aids aimed at specific teaching objectives.

3.12. Evaluation of Children

Kindergarten teachers observe and document the children’s development and progress or work with the aid of an observation sheet.

The curriculum provides key criteria for Kindergarten and primary school teachers for orientation as children are prepared to make the transition from nursery to primary school. Kindergarten teachers use their targeted observations to make the appropriate recommendations.

Evaluating the maturity of children to make the transition occurs primarily with the co-operation of Kindergarten teachers and parents. The school Psychology Service can also be consulted to evaluate the child’s readiness for the transition. The result of this evaluation serves as an additional aid in the decision process.

Children of compulsory school age not considered ready to make the transition to the next school level due to their physical or mental stages of development can spend an additional year in Kindergarten with the approval of the school council; this added year does not count towards the years required for compulsory education. The possibility to attend a type of preschool or introductory class that can be counted towards the compulsory education is also available.

3.13. Support Facilities

Health service assistants and Kindergarten teachers instruct the children in proper nutrition and introduce them to effective basic dental care in the framework of early preventive health care.
Specially trained traffic police also visit the schools annually to train the children in practical and theoretical matters of traffic safety along their daily school routes.

Speech therapists are responsible for advising, diagnosing and treating children of pre-school and primary school with speech problems. Speech therapy screening is conducted at Kindergartens to identify children with speech problems early on so that speech therapists, teachers and parents can take the necessary steps to help children that require assistance, where possible even before they begin attending school. Special day-care centres also provide ambulatory treatment options, such as ideomotion and early special education. Early special education is usually integrated in the Kindergarten.

3.14. Private Sector Provision

Liechtenstein's Rudolf Steiner (or "Waldorf") school also has a Kindergarten. The school is run by the Association for the Waldorf school of Liechtenstein. Over half of the annual costs are paid for by school fees. The rest of the funding comes from state contributions, donations and private contributions.

The centre for special education ("Heilpädagogisches Zentrum") offers a special pre-school education for children who need special training and therapy. The special education day-care facilities are organised according to private law under the Association for Early Special Education in Liechtenstein. This centre is recognised under public law and financed by the state, disability insurance and the association (see chapter 10.).

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

Liechtensteinische Waldorschule

3.15. Organisational Variations and Alternative Structures

Aside from the state Kindergarten and private institutions described above, there are no other alternative Kindergartens in the country.

3.16. Statistics

Nearly all children in Liechtenstein (99%) take advantage of the pre-school programme (Kindergarten).

See statistics chapter 2.

Bildungsstatistik 2008
4. Primary Education

Organisation of the education system in Liechtenstein, 2009/10

- Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)
- Primary – ISCED 1
- Lower secondary general – ISCED 2 (including pre-vocational)
- Upper secondary general – ISCED 3
- Post-secondary non-tertiary – ISCED 4
- Tertiary education – ISCED 5A
- Compulsory full-time education
- Compulsory part-time education
- Part-time or combined school and workplace courses
- Additional year
- Compulsory work experience + its duration
- Study abroad

Source: Eurydice.

Primary school is the common institution for teaching and educating all children. It provides pupils with the elementary knowledge and skills, it aids in their social, emotional and physical development and it prepares them for the challenges of secondary school.

4.1. Historical Overview

The scant record provided in historical documents on the beginnings of the Liechtenstein education system precludes a complete chronology of its early development. It can only be said that prior to 1719, as the counties of Vaduz and Schellenberg were elevated to the Imperial Principality of Liechtenstein, at least a half a dozen village schools existed to provide elementary education.

In the early years of publicly run schools it was often the village clergy or laymen appointed by the parish who provided this elementary instruction. In the period between the end of the eighteenth century and the early part of the nineteenth century, each local political unit had its own elementary school, mostly run as single-class schools for several different school forms. Reports from the period describe only weak faith in these school offerings, where the teachers had no or only little education or training themselves. Added to this mix was the scarcity of teachers, who, when they could be recruited, were confronted with large numbers of pupils in classrooms of multiple school forms.

Starting in the mid-nineteenth century, as sisters from different Catholic orders began teaching, elementary school programmes gradually improved. This change was augmented by the many Liechtenstein teachers in training who were attending teacher training facilities in southern Germany, in neighbouring Switzerland and in the Vorarlberg province in Austria, therefore gaining better expertise in teaching methodologies.
In the early years, elementary school teaching mostly took place in a room in the house of a farmer or in some other private home. Only after an order or threat was issued by the princely governor in the first decades of the nineteenth century did municipalities begin erecting suitable school buildings.

Elementary school was gradually expanded so that pupils of a certain age were kept together in groups, or at least so that two groups were combined to form a school class. Three or four age groups were still kept together in a single class at secondary level, where boys and girls were to be taught separately.

After an edict in 1805 and a school programme of 1806 that served as the initial legal foundation for Liechtenstein's education system, 1827 witnessed the first formal school law that not only described the content and structure of primary schools, but also regulated the progress expected of pupils, the education itself, the pay and the recruitment of teachers and the availability of school rooms.

The following excerpts show how the school and education system in a state the size of Liechtenstein reflects the socio-political, economic and cultural developments of the broader society:

- From the preamble to the school law of 1827, enacted under Prince Johann I., who reigned from 1805 to 1831:

  "As the Principality of Liechtenstein is in large part inhabited by such a class of men, who earn their livelihood purely by exerting their physical strength, we feel that the instruction of the young shall be suited to the needs of our subjects, and order in this respect that the village school shall continue to be offered in future."

- The school law of 1929 describes the purpose of elementary school as follows:

  "The purpose of elementary school is to provide the most comprehensive upbringing and education of the child in religious-moral and general abilities and knowledge to improve its abilities for its future duties and responsibilities."

- The school law of 1971, still in effect today, which describes the restructuring of primary and lower secondary schools, explains the purpose of primary schools in a more familiar manner:

  "Primary school is the common institution for teaching and educating all children. It has the special task of providing pupils with the basic knowledge and skills, with assisting them as their character and disposition develop and with preparing them for secondary school by developing their thought and expression skills."

  The role of primary schools in balancing society is emphasised in today’s school law.

The evolution of the early elementary schools into the present-day primary schools can be more concretely observed by reading the course content and the notes on teaching methodology. Whereas these were part of the school law in the early years, today the curriculum is essentially established in legal directives. These are provided to all primary school teachers in the form of a comprehensive ring-bound file or electronically, as they prepare their lessons in a form that is both more differentiated and better oriented to learning objectives.

The school curriculum of 1822 says that teaching at elementary schools is to be limited to the knowledge a subject of the Principality needs and that the school subjects are limited to four subjects: religion, reading, writing and maths. In the school law of 1859, course content was described in more detail: "Instruction at elementary school shall be practical in every way and conducted according to the established principles of pedagogy and method." The subject matter described in the law leads to the conclusion that educational theorists were in part responsible for formulating the law and the corresponding curriculum; one education expert of the day who was involved in the law, the educationalist, politician and historian Peter Kaiser (1793 – 1864), was a student and colleague of the two renowned Swiss teachers Philipp Emanuel von Fellenberg and Johann Heinrich Pestalozzi in his early years. The curriculum contained a balanced and progressive list of school subjects: religion, German, writing and drawing, maths, song, general knowledge from the fields of...
natural history, natural studies, history, agriculture, fruit-growing and women's needlework. Regular physical education activities were first arranged by law in 1898.

The curriculum for compulsory schooling now in effect was developed by a group representing teachers of all forms and levels, school inspectors, parent representatives and others. The curriculum applies equally to all forms and levels. It is structured with an orientation towards learning objectives, and it describes the responsibilities and aims of schooling precisely, yet not too rigidly: room for manoeuvre within this framework can be used sensibly and with pedagogical responsibility. Current issues such as quality assurance and development as well as networking were also included. The curriculum is a tool for teachers and is not considered immutable. It describes four different fields: "People and their environment"; language; art, music and physical education; and maths. The principle ideas and framework are also formulated.

Primary school is described in the current curriculum as follows: "The tendencies of Kindergarten are taken up, continued and expanded upon in primary school. Children are provided with basic skills in reading, writing and arithmetic and assisted as they acquire working techniques, knowledge and attitudes and these are consolidated as the child gets older. Pupils become increasingly independent and learn to take responsibility for their own learning. Playful forms of learning are succeeded by other forms. Real-life subject matter enables children to explore and discover for themselves while taking the openness children have towards their surroundings into consideration."

One peculiarity in the evolution of Liechtenstein's education system was its government organisation with the national school council as the highest body – which until 1969 was headed by one clergyman of the country, the school superintendent. This person was responsible for leading, administering and organising the entire national school system. At municipal level, local clergy had the function of the local school inspector. Members of the national school council and the local clergy also had the duty of informing themselves about the performance of school classes and certainly also of teachers at the end of each school year on the annual "examination day". The new school law of 1971 resulted in the disappearance of this performance show in favour of a more efficient evaluation system.

Today's timetable for primary schools gives the sense of a basic shift that has unfolded over the past few years at this level of schooling. The basis for this has been the complex project "Pupil evaluation and school development" that was drafted in co-operation with education specialists from Switzerland and the Netherlands and that re-orient this school level in its pedagogical, subject-matter and organisational objectives. The project builds on Project No. 8, "L'innovation dans l'enseignement primaire" (Gather-Thurler/Kopmels 1988), of the Council of Europe.

The project "Pupil evaluation and school development" essentially dealt with a networked form of additional teacher training within schools where the school as a whole was subjected to changes in pedagogy, teaching methods, organisation and inter-personal relationships. The school was conceived as a social institution where objectives and values, relationships, structures and methods are in a mutual and open exchange with their surroundings, school authorities, parents and the political community. The teacher team was supported in this process of development by parent representatives, moderators and methodology consultants. The declared aim in terms of education policy was to give schools more responsibility for their own affairs.

At the same time, efforts are underway to simplify the regulations that have by now become unwieldy (a number of directives and associated amendments) so as to make them more transparent. Several of these have now been implemented. (This refers to the "Schulorganisationsverordnung, SchulOV": the directive of July 6, 2004, on the organisation of state schools.)

Lehrplan für das Fürstentum Liechtenstein

School Law

Regulation on the Organisation of Public Schools
4.2. Ongoing Debates and future developments

Promotion of gifted pupils at primary schools

At the meeting of May 2, 2006, the Government adopted the detailed concept "promotion of gifted pupils in the Principality of Liechtenstein". To the target group of this detailed concept basically belong primary school pupils, especially 15-20% of the particularly gifted ones among them. The detailed concept should support the primary schools in the work regarding the promotion of gifted pupils in the sense of "helping to help yourself." The project for the support of gifted pupils is financially supported by the State (support materials, reduction in hours, etc.). For the four-year project phase (school year 08/09 up to and including 11/12), the number of units per school location has been laid down. Schools are required to develop a concept in the current school year and to submit it by the end of the school year 2008/2009. Its introduction is on a voluntary basis.

Early English instruction at primary schools

According to the Government programme 2005-2009, the lowering of the starting age for early English at primary schools from the third to the first primary level has been examined.

As from school year 2007/08, an additional English lesson has been introduced step by step in the third class. From school year 2008/09, an English lesson is introduced for the second class and an additional English lesson to be spread over various part-areas. As from school year 2010/10 English will be taught from the first year on with one lesson per week.

The "Neues Lernen" workshop received the order to prepare supplementary teaching and learning materials for communication-oriented language instruction appropriate for the age group in question and to carry out additional methodological-didactic instruction of the teaching staff.

Concept "Primary schools with day-school programme"

The concept for the project "Primary schools with day-school programme" considers the following points:

- Reasons and aims
- Educational concept
- General conditions
- School organisation
- Space facilities
- Meals
- Financing

As from school year 2008/09, a day-school programme is offered on an experimental basis at three schools. Children from initially three school forms and in the second year from four school forms will be taught together in a class consisting of several age groups. In a class with several age groups that include two Kindergarten years and the first two school years, instruction can be carried out differently than when work is done with individual boys and girls. In team teaching, the expertise of Kindergarten teachers and primary school teachers can be profitably and equally exploited on. This experimental period is fixed at three years.

4.3. Specific Legislative Framework

In the first main body of school law (No. 7/1972), the framework for primary schools is described in five articles; additional regulations are found in the following laws and directives:
● Schulgesetz Nr. 7/1972 (+ Änderungen) (School Law No. 7/1972 (and amendments))

● Gesetz über das Dienstverhältnis der Lehrer (Lehrerdienstgesetz, Nr. 4/2004) (Law on the Employment of Teachers (Teacher Service Law, No. 4/2004))


● Verordnung über den Eintritt in den Kindergarten und die Schule Nr. 16/1999 (Directive on Admission to Kindergarten and School No. 16/1999)


● Verordnung über die Beurteilung der Kinder und deren Beförderung an der Primarschule Nr. 121/1995 (Directive on Evaluating Children and on their Promotion to Primary School No. 121/1995)

● Verordnung über die Verteilung der Ferien über das Schuljahr Nr. 90/1993 (Directive on School Holiday Distribution and on the School Year No. 90/1993)

● Verordnung über die Schulgesundheitspflege Nr. 27/1981 (+ Änderungen) (Directive on School Health Care No. 27/1981 (and amendments))

● Gesetz über die Schulzahnpflege Nr. 17/1981 (+ Berichtigungen und Änderungen) (Law on School Dental Care No. 17/1981 (and corrections and amendments)

● Verordnung über die besonderen schulischen Maßnahmen, die pädagogisch-therapeutischen Massnahmen, die Sonderschulung und den Schulpsychologischen Dienst Nr. 197/2001 (Directive on Special School Measures, Pedagogic therapeutic Measures, Special Schooling and School Psychiatric Services No. 197/2001)

● Verordnung über die Förderung der Kinder von Wanderarbeitnehmern in der Muttersprache und in heimatlicher Landeskunde Nr. 7/1996 (Directive on Instructing Children of Migrant Workers in the Local Language and in Local Liechtenstein Studies No. 7/1996)

Law on the Employment and Work of Teachers

Law on School Dental Care

School Law

Regulation on Teacher Service Law

Regulation on Admission to Kindergarten and (Primary) School

Regulation on the Kindergarten, primary and secondary school curriculum

Regulation on special school easures, Special Education and School Psychology Services

Regulation on Evaluating Children and on their Promotion to Primary School

Regulation on Instructing Children of Migrant Workers in the Local Language and in Local Liechtenstein Studies

Regulation on the Organisation of Public Schools

Regulation on School Health Care
4.4. General Objectives

"Primary school is the common institution for teaching and educating all children. It provides pupils with the elementary knowledge and skills, aids in forming their personalities and dispositions and it prepares them for the challenges of secondary school." (Article 26 of School Law No. 7/1972). Each pupil in primary school is to be provided with the best possible general education suited to his or her abilities and age.

The general objectives of the school subjects are defined in the curriculum; they form the foundation for distributing materials and for preparing lessons. They are binding and clearly spell out the general aims. The contents also provide several ways of achieving the general objectives. They can be viewed as either binding or as a collection of ideas and examples.

The general aims of the school subjects are also provided. These show higher-level objectives in terms of the key principles oriented in terms of the network as a pattern. These aims explain how each school subject is useful in everyday life and the relationship of the aims to current social and global issues. The general aims describe pedagogical intentions and intended learning experiences. They are formulated as ideal aims that apply to the whole education process or that are conceived as orientation beyond the school system.

Determining the detailed objectives is the responsibility of teachers themselves. The detailed objectives are formulated in terms of the general objectives and serve in planning, networking and conducting the lessons.

The timetable takes the different forms of instruction, such as project lessons, workshops or planned weekly tasks, into consideration while allowing more flexibility in designing class plans. At the same time, it is open enough in its design to allow individual schools to realise their own school development projects.

Lehrplan für das Fürstentum Liechtenstein

4.5. Geographical Accessibility

State schools are funded and operated by the state or municipality – each municipality in Liechtenstein has at least one institution of the state education system at its disposal, meaning at least one primary school. Children are assigned to a primary school in their community of residence.

Transport to and from school is not arranged by national or local government. The way to school is to be made as safe as possible by the municipalities, teachers and parent associations.

An exception applies to the centrally operated pre-schools (see chapter 10.5.), where transport services are provided. There are also exceptions in some municipalities that are very vast topographically (Triesenberg).

4.6. Admission Requirements and Choice of School

Pupils are assigned to a specific school district where they normally attend a state school. The school districts are defined by the government; nursery and primary school districts are defined by the municipal school council. State schools are open to all children under the condition that these children fulfil the admission criteria in education law and reside in the school district where they attend.

Each school year begins in late summer. The government may also issue a directive setting a maximum six-month grace period during which parents may freely decide whether or not their child is ready for compulsory education. The deadline for the start of compulsory education must be in the middle of this period.
Starting in the 1999/2000 school year, children who have turned six by June 30 (deadline) must attend school. The grace period as defined in Article 75, Paragraph 3 of the “Schulgesetz” (Law on Schools) during which parents may freely decide whether or not their children are ready for compulsory education shall be four months. This period begins on May 1 and ends on August 31 each year.

The term "Schulfähigkeit" (readiness for schooling) comprises three criteria:

- Developmental level of the child
- Requirements of the school
- Familial/home environment.

The three criteria are inseparably interwoven. It is therefore only possible to assess a child's readiness for schooling if this inseparability is taken into account; this means that an individual criterion may not be considered as independent from the others. Whether or not a child is ready for school depends not on the child alone, but also on the respective school requirements and demands.

Kindergarten teachers advise parents on the "Schulfähigkeit" of their children based on the teacher’s observations as a way of helping parents and the Schools’ Council arrive at the best possible decision for each child. School psychology services are also provided to help determine a child’s readiness for school.

The consultations also include meetings with parents, which occur at each of the two Kindergarten forms. The aim of the meetings in the second form is to reach agreement on the decision (recommendation of the Kindergarten teacher and decision or wish of the parent or legal guardian) on the future educational options for the child.

The following regulations apply to the beginning of compulsory education:

- Anyone who has turned six between April 30 and August 31 is entitled to begin attending school. Special official approval is not required for these children to start school;
- in other words, parents can decide freely as to whether or not their children are ready to begin compulsory schooling.Anyone who has not turned six by August 31 may begin attending school early.

First, the Schools’ Council must be petitioned in co-ordination with the Kindergarten teacher. The Schools’ Council obtains the files and reports it needs to issue its decision. The decision of the Schools’ Council requires a statement from the Kindergarten teacher and from the school psychology services. One significant criterion for permitting a child to begin compulsory schooling before time is the "Schulfähigkeit" of the child.

A child may also be held back for the first year upon request of the parents or upon official order. The Schools’ Council must be petitioned in co-ordination with the Kindergarten teacher. The Schools’ Council then issues its decision after obtaining the necessary reports it needs to arrive at its decision.

4.7. Financial Support for Pupils’ Families

Attendance at Liechtenstein’s state schools is free of charge. Since 1 January 2008, the no-charge principle applies to pre-schools and the obligatory schools. The no-charge principle requires the free provision to pupils of teaching aids and school materials. Furthermore, the principle also demands that at school events only catering contributions may be charged to the parents. Details of this principle are specified in a new Executive Order.
4.8. Age Levels and Grouping of Pupils

The lower level of primary school contains the first to the third primary school forms; the upper level contains the fourth and fifth forms. Each group of pupils is generally accompanied and attended to by one teacher for each of these primary levels.

The class teacher principle applies at primary school. Class teachers are responsible for the entire education and care of their assigned classes; these teachers provide instruction in all school subjects if possible. Specialised teachers are also available to teach the specific primary school subjects of art/music and physical education, especially where groups are divided. Specialised teachers are specifically relied upon to teach the subject of religion.

At the 14 primary schools in the country, groups of two different school forms are only combined at two small schools; students are otherwise grouped together by school form and age group.

The “school plus” project was introduced at the small school in Planken during the 2006/07 school year. Kindergarten pupils and first graders at the primary level are being taught together. Moreover, the children have the option of using a structured daily schedule, including organised lunch and supervised learning and leisure time. Six children from other municipalities also attend the small school in Planken.

With the holding of a day-school class, there is also instruction with several age groups in one class at Schaan primary school (see 4.2.).

General target figures determine the average, minimum and maximum number of pupils per class (class size). Each school is to attempt to maintain the average class size for all the classes of each form for the school in question. If the minimum class size cannot be achieved, a new class cannot be formed, or if so, only as an exception for a limited time period. On the other hand, the class size may be permitted to fall below the minimum if the types of schools in the municipality would no longer be maintained by observing the minimum limit. If the class size exceeds the maximum, the class may be split.

The current target class sizes for primary school are a minimum of 12, an average of 20 and a maximum of 24. Classes that contain multiple school forms are permitted to deviate from the target class sizes.

When handicapped girls and boys are taught in regular classes of the primary school and not in a special school, the target figures for classes should be reduced as follows: Per integration case, the maximum or average number of 24 or 20 is to be reduced by 2 and the minimum number reduced by 1 respectively. In all, the maximum and average numbers may be reduced by not more than 4 and the minimum number by not more than 2.

4.9. Organisation of School Time

See section 4.9.2.

4.9.1. Organisation of the School Year

The School Act states with effect from 1 August 2007 that the school year lasts for at least 38 and not more than 40 weeks.

The school year is divided into two semesters. The first semester begins on August 17 (or on the following Monday). The second semester begins on February 2. Each semester lasts for approximately 20 school weeks.

The school holidays are oriented towards the general holiday regulations for state schools. These are distributed as follows: six weeks in summer (beginning on the first Saturday in July), two weeks in autumn (beginning on the first Saturday in October), two weeks for Christmas (December 24 to January 6), one week
in February/March (the “skiing holidays”) and two weeks in spring (Easter holiday, beginning on Maundy Thursday).

4.9.2. Weekly and Daily Timetable

Instruction at primary school does not begin before 8:00 a.m. Lunch break lasts at least 75 minutes. Instruction in compulsory school subjects ends by 5:00 p.m. Exceptions can be made with the approval of the Education Authority if these are necessary on organisational grounds, especially due to a lack of classrooms.

The teaching unit for a lesson at all levels is 45 minutes. In the morning, a break of 20 minutes is required after the second lesson; if afternoon teaching at primary level encompasses three lessons, the morning break can be shortened.

Each weekday should have nearly the same number of lessons if possible. The following minimum and maximum numbers of lessons per school week, school day and half school day apply:

<table>
<thead>
<tr>
<th>Primary school</th>
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<tbody>
<tr>
<td>Per school week</td>
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<td>Per morning</td>
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<td>Per afternoon</td>
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Instruction takes place five mornings per week and in the afternoon as follows: at the first and second levels of primary school at least three afternoons; for all other schools: generally four afternoons.

Inasmuch as questions of school organisation require – especially when there is an insufficient number of classrooms – the Education Authority can make an exception to these regulations for a given school year.

There is no instruction on Saturdays or in the afternoon on Wednesdays.

The weekly school teaching time periods for each school form are set as follows:

- First form: 23 weekly lessons or 690 hours annually
- Second form: 26 weekly lessons or 780 hours annually
- Third form: 28 weekly lessons or 840 hours annually
- Fourth form: 30 weekly lessons or 900 hours annually
- Fifth form: 30 weekly lessons or 900 hours annually

A lesson lasts 45 minutes. Pupils are present at school every week for between 15.75 and 22.5 hours.

Thirty weekly lessons result in a timetable schedule from 8:00 to 11:30 a.m. and 1:30 to 3:00 p.m.; of the latter, school lasts once up to around 4:45 p.m. or twice to around 4:00 p.m.

There are no breaks between the individual teaching lessons. The major breaks occur from 9:30 to 10:00 a.m. and 3:00 to 3:15 p.m.

School hours and breaks are managed at all primary schools in Liechtenstein in the manner described in Chapter 4.9. Special education, remedial assistance and German as a second language are not offered during regular school hours.
4.10. Curriculum, Subjects, Number of Hours

The curriculum for the Principality of Liechtenstein is oriented towards learning objectives, and it replaces the framework curriculum of old that was defined by content criteria. Teachers may now design their teaching efforts more freely; the curriculum serves as a teaching instrument. It also serves as an instrument for determining how or whether the learning objectives have been successfully achieved. The necessary interrelation between authorities, teachers and parents is explicitly stated. The curriculum sets out the general education objectives, learning objectives and content for the individual school forms and in the various school subjects and fields along with the total number of chapters to be covered in each form and the amount of lecturing in each individual school subject. Teaching is then evaluated in terms of whether the curriculum has been successfully conveyed. The Education Authority is responsible for supervising school teaching.

At the suggestion of the former "pedagogical committee", lessons at 45 minute intervals were replaced by a more generous rhythm and more flexible time organisation. The school subjects of German, English, maths, facts/knowledge, drawing and music are hence to be arranged in blocks or in projects. The number of hours to be spent on each subject is given as a required amount for the whole year by directive (see timetable).

All fields of teaching are obligatory for all pupils; exemptions from attending individual school subjects must be approved by the Education Authority.

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<tr>
<th>Field</th>
<th>School subjects</th>
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<tbody>
<tr>
<td>People and their environment</td>
<td>Life sciences</td>
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<td>Factual instruction</td>
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<td>Computer science</td>
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<td>Religion</td>
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<td>Cultural reasoning</td>
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<td>Art/music/physical education</td>
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<td>Sports</td>
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### Table of lessons for primary schools, as from school year 2008/2009

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<tr>
<th>Fields and school subjects</th>
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C = Compulsory; A = Offered; KG = *Kindergarten* (Elementary school)

* An additional English lesson to be spread over various part-areas.

### Lehrplan für das Fürstentum Liechtenstein

#### 4.11. Teaching Methods and Materials

As from 1 January 2008, the determination and procurement of the obligatory teaching aids will be handled by the Office of Education. At the same time, schools have the authority to order additional supplementary teaching aids within the scope of their budget.
Teachers are essentially free to choose the teaching methods they would like to use, yet this is mostly determined by the preferred form of instruction. The method used should allow the pupils to complete the given learning objectives, in particular those of promoting independence, responsibility, social competence and knowledge of the subject matter.

Most textbooks are obtained from the Swiss and German textbook market. Local information materials are mainly developed domestically.

4.12. Pupil Assessment

In the autumn of 1994, the parliament approved a set of amendments to the existing law on schools, including a more diverse range of options for evaluating the achievement of pupils:

"Aside from the pupil evaluations in the form of school marks, other evaluation systems are also permissible as long as the evaluation is oriented towards the learning objectives, the system is applied uniformly at all primary schools of the district and at all secondary schools by school type and parents are given uniform criteria as orientation for the evaluations" (Article 9 of the law on amending the school law, No. 74/1994).

At the beginning of the 1995/96 school year, a pupil evaluation system took effect at primary schools that was based entirely on the cumulative and predictive assessment of pupils; primary schools refrain from using school marks to evaluate pupil achievement.

Teachers at primary schools were thoroughly prepared for the introduction of this new pupil evaluation system. They now have support materials at their fingertips for objective evaluations and for applying the new evaluation system correctly. This evaluation system has been pilot-tested over several years at the first and second levels of primary schools and in the project "Pupil evaluation and school development".

The cumulative evaluation is determined using learning or comprehension checks to assess the level of achievement in the individual subjects. These learning checks are to be oriented towards the learning objectives as they are described and established in great detail in the revised curriculum.

An essential part of this pupil evaluation system is the meeting with parents, which is to occur twice annually. Here, parents are informed of the achievement level and learning gains of their children.

Parents or legal guardians are to be given written confirmation that a comprehensive discussion of the various general evaluations of their child's or children's learning, social and work behaviour is to take place. From beginning of the school year 2005/06, parents additionally receive a written supplement to the parent meeting. The basis of this tool is the target-oriented evaluation and performance orientation using an evaluation system. In addition, a manual was compiled that allows teachers to use the new tool effectively. The so-called "supplementary sheet" containing a written supplement for evaluating the learning, work and social behaviour is an additional innovation.

If parents do not attend the meeting despite written invitation, the above information is to be sent to them in writing.

4.13. Progression of Pupils

Due to the more differentiated form of achievement evaluations, the associated individualisation of teaching and the variety of added school offerings, all children of a specific school form are promoted to the next higher school form at the end of the school year. The exceptions here are children who want to repeat a school form on specific grounds. The fifth form can only be repeated under special circumstances.
At the end of the five-year primary school, all pupils are assigned to the appropriate type of lower secondary school (Oberschule, Realschule, Gymnasium), indicated by an entrance process according to their performance and abilities. Corresponding to the following guiding values, 28% of all children participating in the entrance process enter Oberschule, 50% Realschule and 22% Gymnasium.

The school type assignment occurs on the basis of a general evaluation of the child in question. Regulations of the directive on the evaluation and promotion of children at primary school are relevant to the general evaluation.

Before the school year begins, the school council sets the timetable for the entrance process. Parents are informed at an early stage on the course of the entrance process.

During the second semester, the teacher and parents present a joint opinion to the school council. The opinion includes the school assignment recommendation of the teacher and the assignment the parents would most like. If the teacher’s recommendation does not correspond to the parents’ desires, the pupil can participate in an entrance examination. The Schools’ Council decides on all school assignments near the end of the school year.

The government appoints a commission on school transition to monitor the entrance process and to prepare the decisions of the school council. The following institutions are represented on this transition commission: Office of Education (by the head of the department of compulsory school, inspectors, school psychology services) and teacher representatives from the different school types.

### 4.14. Certification


### 4.15. Educational Guidance

The following institutions are available to provide guidance to children, parents and teachers:

- School psychology services
- Office for social services
- Parent-child forum
- Speech therapy services of the special needs day-care centre
- Guidance centre for parents, children and youth
- Other guidance centres in neighbouring countries

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

School Psychology Service

### 4.16. Private Education

There are currently three private schools operating in Liechtenstein requiring the approval of the government, which is also in charge of monitoring them. The relevant passages of the laws governing private schools are found in the school law. According to the constitution, private schools are permitted as long as such schools observe the legal requirements for school time, learning objectives and facilities that apply to state schools. The private school system in Liechtenstein is also used by parents in the neighbouring Swiss canton of St. Gallen and Austrian state of Vorarlberg.

Constitution of the Principality of Liechtenstein
4.16.1. Formatio Bilingual Private School

The private school "Formatio" includes a primary and secondary school, which are both oriented to the official Liechtenstein curriculum. Both schools are bilingual, in German and English.

"Formatio" is a full-time school that teaches children for the whole day. Homework and the daily lessons are dealt with in several study hours under teacher supervision. The bilingual "Formatio" private school is financed by the New Learning Foundation and recognised by public law. Parents pay school fees. The state provides annual subsidies per enrolled pupil.

4.16.2. The Liechtenstein Waldorfschule

The "Waldorfschule" (or Rudolf Steiner school) operates according to the education philosophy of Dr. Rudolf Steiner (anthroposophy). The "Liechtenstein Waldorfschule" has a Kindergarten and provides schooling from the first through the ninth school forms. The content is nearly the same as that taught at state schools, supplemented by exercise or physical activity and therapy. Foreign language teaching begins in the first school years.

The Liechtenstein Rudolf Steiner school is financed by the association for the "Liechtenstein Waldorfschule". Over half of the annual costs are paid for by parents in the form of fees. The school also receives funding from state contributions, donations and private contributions.

4.16.3. Heilpädagogisches Zentrum

The "Heilpädagogische Zentrum" (centre for early special education) is a day-school for children with special pedagogical and therapeutic needs. The school provides care and teaching ranging from early upbringing to vocational occupation with a broad spectrum of therapy, education and support as well as socio-educational assistance. The day-school is financed under private law by the association for special education aid in Liechtenstein. The school is recognised under public law and is financed by the state, disability insurance firms, and the association for special education aid (see also 10.6.).

4.17. Organisational Variations and Alternative Structures

4.17.1. Schools abroad

No other alternative schools are provided in Liechtenstein aside from the state and private primary schools. Some pupils from Liechtenstein attend other schools in the neighbouring regions of St. Gallen in Switzerland and Vorarlberg in Austria. These include the following schools:

- Freie Volksschule Werdenberg (http://www.freieschule.ch)
- International School Rheintal (http://www.isr.ch)
- Übungsvolksschule Feldkirch (http://cms.vobs.at/ues-feldkirch/)
4.17.2. Music school and School of Arts Liechtenstein

Artistic education is provided by the Liechtenstein Music School and the School of Arts Liechtenstein, where children, young people and adults are supported in music and art education.

**Liechtenstein’s Music school**

Liechtenstein’s Music School is part of the public education system. Its range of lessons in instrumental and vocal music as well as music theory complements the schools supported by the country, communities and private institutions. In addition, it strives to promote a genuine interest in music. It plays an important role in both, the general and humanistic education of the students and with the objective of integrative music education aspires as close a collaboration as possible with the ordinary school. For instance, this is shown in the fact that the basic musical education has been incorporated entirely into the curriculum of the primary school.

The music school strives for music promotion on a broad base from which excellence develops naturally. As an educational institution, the school is open to all classes of population without social barriers.

**School of Arts Liechtenstein**

The objective of the School of Arts Liechtenstein is to promote and develop as many creative talents and skills in children and youth as possible in terms of holistic personality development (see 5.20.).

**Liechtenstein Music School**

4.18. Statistics

See statistics chapter 2.

*Bildungsstatistik 2008*
5. Secondary and Post-Secondary Non-Tertiary Education

Organisation of the education system in Liechtenstein, 2009/10

Liechtenstein’s secondary education is divided into a lower and an upper cycle. They include youth between 12 to 15 and 16 to 19 years of age respectively.

Liechtenstein’s secondary education is divided as follows (see also chapter 5.5.):

- Sekundarstufe I (lower cycle) includes Oberschule (lower secondary),
- Realschule (intermediate secondary) and Gymnasium Unterstufe (lower level of grammar school)
- Sekundarstufe II (upper cycle) includes
- Gymnasium Oberstufe (upper level of grammar school), voluntary 10th school year, vocational training
- Berufsmittelschule Liechtenstein (vocational secondary School).

Following the 9 years of compulsory schooling, i.e. the first to fifth forms of the 9 years of compulsory schooling and lower cycle of secondary school (Primarstufe and Sekundarstufe), approximately 70% of Liechtenstein’s youth are pursuing basic vocational training based on a dual/trial education system (see chapter 5.4.). Approximately 20% attend one of the “Maturitätsschulen” (university entrance level school), and a minority either strives to obtain vocational qualities by attending a full-time vocational school or is integrated into the work force as a semiskilled employee.
5.1. Historical Overview

See subsections 5.1.1. and 5.1.2.

5.1.1. General Education

According to the School Law dated 1827, schooling back then corresponded to an unstructured elementary type with quite modest requirements. Only in 1858, when a private initiator and sponsor established a school for further education in Vaduz, the "Landeshauptschule" (Country’s Lower Secondary School) or "Landesrealschule" (Country’s Intermediate Secondary School), was a structured and differentiated schooling system initiated. From there, the "Landesschule" (Country’s School) was developed, which started to admit girls for studying in 1870. Comparing the level of instruction, this centrally managed Landesschule was comparable to Austrian or German Bürgerschulen (public schools) or to Swiss secondary schools.

Initially, the "Landesschule" was staffed by professional teachers from Southern Germany. The first teacher from Liechtenstein assumed the leadership of this new type of schooling in 1872. The first school for further education was opened in 1906 in the Territory "Unterland" and was called "Sekundarschule" (secondary school).

The schools for further education were included for the first time in the School Law dated 1929, with the general designation "Höhere Unterrichtsanstalten" (higher education institutions). They were described as follows:

"Höhere Unterrichtsanstalten" include all currently existing or scheduled to be built education institutions in the country, the objective of which is to provide a higher general or vocational education beyond the purpose and limits of elementary school.

Despite the fact that the School Law would have permitted and facilitated the foundation of a Gymnasium, it was not until 1937 when Marist brothers from Bavaria obtained the permission from Liechtenstein’s authorities to settle in Liechtenstein and to administrate a private secondary school as "Realgymnasium". Prior to this Liechtenstein’s students interested in receiving a higher secondary school education with Maturität usually had to attend either the Gymnasium in Feldkirch, Vorarlberg, which was then lead by Jesuits, or catholic boarding schools in Central Switzerland.

The further development of the above mentioned private Gymnasium in Liechtenstein was not without difficulties because the opponents were worried that this new education course would pose an existential danger to the existing "Landesschulen" or that there was a possibility of “oversupply” of university graduates. Additional factors were a lack of qualified teachers and teaching locations. In addition, Liechtenstein’s government had great difficulty to obtain the recognition of its Matura abroad, especially in Switzerland and Austria. Because of these unpleasant developments the Marist Order decided to only manage an "Untergymnasium" (preparatory course for Gymnasium and a "Wirtschaftliche Mittelschule" (commercial secondary school) after 1952.

Based on the increasing demand by the public, in 1962 the authorities agreed to offer a fully functional Gymnasium again, which would lead to a recognised Matura issued in Liechtenstein. The authorities initiated renewed negotiations with Swiss authorities to speed up the recognition of Liechtenstein’s Matura as a basis for admitting Liechtenstein’s students to Swiss universities. At the same time, the state subsidies for the private Gymnasium were significantly increased, finally leading to the abolishment of tuition fees in 1969. This slow nationalisation process had the following consequences:

The government provided secular teachers und gained more co-determination in managing the schools. From 1968 on the school was called Liechtensteinisches Gymnasium and starting the same year, girls were also admitted for studying at the Gymnasium. The long-term efforts of the government for recognition of Liechtenstein’s Matura by Swiss universities finally bore fruit: an agreement was reached in 1975. Regarding
the equality of "Reifezeugnisse" (school-leaving certificate), an agreement was signed with Austria in 1976 which was amended in 1982. The Ministry of Education Conference of the then Republic of Germany offered a respective recognition as early as 1952.

All these events finally made the Marist Order transfer the management of the school completely to the government in 1981.

It is noteworthy that almost simultaneously with the Marist Brothers, two other orders founded High School Institutions:

Between 1935 and 1939, the La Salette Missionaries maintained a "Progymnasium" (six-form secondary school emphasizing the study of Latin and Greek) in addition to their Gymnasium located in the vicinity of St. Gall. Mainly aspiring priests attended this school. Starting in 1954, the new Lyceum of the La Salette Missionaries was accommodated at "Gutenberg" in Balzers, offering its own Matura. The Lyceum was closed down in 1972. In 1942 the management of a "Realgymnasium" (intermediate high school) for girls was granted to the Order of the Worshippers of the Precious Blood of Jesus Christ. For various reasons, the order decided to modify the objectives of the school and turn it into a "Höhere Töchterschule" (high school for girls) instead. In addition to broad general education, the girls were able to select a profession-oriented education in the field of commerce (diploma in commerce) or housekeeping. The school could be attended either as all-day-school or as boarding school. Increased financial support of the school by the government and decrease of teachers within the order finally led to the school being taken over by the government in 1992. Since 1994, the rooms of this former religious school have been housing a public Realschule for boys and girls with a clearly defined school district.

The School Law from 1971 resulted in major changes for the Sekundarstufe I. For example, the upper primary school cycle was cancelled in favour of a vertically divided upper cycle Oberschule, Realschule and Gymnasium with 4 years in duration. At the same time, 9 years of mandatory schooling were introduced.

School Law

5.1.2. Vocational Education

It is certainly peculiar that education and vocational training have developed almost independent from each other in the small country of Liechtenstein. This is the reason why there is both, a School Law and a separate Vocational Training Law as well as two independent offices which are responsible for the respective administration and organisation. A possible explanation of this phenomenon could be the fact that vocational training in Liechtenstein started developing as late as at the beginning of this century and was only provided with a due legal system after the implementation of the Vocational Training Law in 1976. In addition, the Vocational Training Office established in 1976 provided the necessary infrastructure.

The relatively short history of vocational training and guidance in Liechtenstein is further based on the fact that only very few types of trade and hardly any trade and manufacturing industries had been established in the last century. Arguably, the continuing education school and Saturday school respectively included training-related elements in their programmes, however, public vocational courses for apprentices were only set out in the School Law of 1929. Finally, the Apprenticeship Law of 1936 stipulated for the first time that all apprentices were obligated to participate in vocational training, be it courses, industrial vocational school or vocational college. The dual education system became the basis for vocational training. The dual / trial education system of the basic vocational education (apprenticeship) is based on practical training and theoretical lessons at vocational schools. For a large number of professions it includes introductory and intensive courses (trial system) offered by competent professional associations.

Though around 1920/1930 the establishment of a proper vocational school in Liechtenstein was discussed, today it would no longer be in a position to accommodate responsibly the necessary educational basis for some 900 students being trained in more than 100 professions. Parallel with the enormous economic
upswing in the years 1950 to 1970, vocational training gained a great deal in importance. At the same time, the authorities were trying to reach agreements with vocational training institutions in neighbouring Switzerland to secure training places for apprentices from Liechtenstein. The partnership developed over many years between Switzerland and Liechtenstein on civil and official levels with respect to vocational training has proven successful and now provides Liechtenstein with the necessary co-determination.

Since 1980, students have the possibility to attend a voluntary 10th school year after completion of compulsory schooling. Initially, this class was mostly of interest for youth who were unable to find a firm for an apprenticeship or who were too young to start a social work career. Today, this additional school year is used for expanding general knowledge and for increasing the career choice opportunities. The school model reformed in August 2000 shall be re-examined every three years.

A preparatory course for the acquisition of the "Fachhochschulreife" (Admission Requirements for Vocational Colleges) was introduced at the secondary school level. It was providing apprentices with a broader general education and prepared them for their studies at a vocational college. By transforming the Engineering School Liechtenstein into a university (see chapter 6.5.) in 1991, it became necessary to offer a course of studies to professionals the completion of which would grant them access to the university. The preparatory course for the acquisition of the "Fachhochschulreife" was initially designed as a course consisting of three terms. Participation in the Leonardo Project EURO-BAC, collaboration with the University Liechtenstein and the recognition by the Austrian government led to a reorganisation of this educational sector. Based on the Parliament's resolution passed December 14, 2000, the preparatory course for the acquisition of the Fachhochschulreife was cancelled and replaced by the course of studies to obtain the Berufsmatura at Berufsmittelschule (BMS) Liechtenstein (Secondary Vocational School). The duration of the course was raised to four terms and the content of the lessons in each subject were revised. In addition to the two core subjects technology and economy, two new core subjects were introduced: form design (since 2001/2002) and information- and communication technologies (since 2002/2003). The legal revision also stipulates that the course of studies not only be offered as compact course, i.e. where the students are studying all subjects simultaneously. Every subject may also be studied as an individual course and the students are provided with a recognised certificate for every successfully completed module. The course choices not only reflect the requirements of continuing university-level institutions but also take into consideration labour market expectations and the needs of students.

Due to its small size, Liechtenstein does not dispose of its own vocational education system. Therefore, it has endeavoured from the beginnings of organised vocational training to secure participation in the different categories of vocational education with its neighbouring countries. In Switzerland, the Federal Office for Industry, Trade and Labour (BIGA) oversees and coordinates the vocational education system on behalf of the Federal Economy Department, whereas the cantons are responsible for the funding. Therefore, Liechtenstein has concluded agreements with individual cantons or certain educational institutions in the vicinity to secure admission to vocational training. To some extent, similar agreements are also in place with vocational institutions in Vorarlberg. These agreements ensure that participants from Liechtenstein have equal opportunities to participate in basic vocational training and continuing education as local course participants. To this end, Liechtenstein is usually required to make a proportional contribution to cover operational costs according to the number of participating students. In some cases, Liechtenstein takes part in sharing the cost of building new vocational schools and introductory course centers, thereby gaining rights of co-determination with respect to administration and management of the school and representation in the school and examination board. As a result, Liechtenstein does not dispose of an educational institution for vocational school teachers. Aspiring candidates from Liechtenstein may attend respective Swiss educational institutions.

Vocational education in Liechtenstein can only to a limited degree gain its own momentum because it is, as mentioned previously, closely related to the economic and educational developments in Switzerland. It was therefore also logical in the complete revision of the Vocational Training Act of 2007 to follow the provisions
of law of Switzerland as regards an analogous terminology in vocational training and the alignment with economic and social developments and requirements of Switzerland so that the good collaboration in the areas of basic and advanced vocational training with the neighbouring country of Switzerland is maintained. The revision of the Act was to meet the requirements of the principles of equal opportunity and increased access to stages of education. The standard basic model of the stages of education previously applicable was dropped. The development and chronological division of vocational training is now to be determined by the requirements of the vocational activity in question. For the persons concerned, this creates the necessary personal freedom within which different paths are possible for obtaining qualifications that are as close as possible to those needed. A new legal feature is that in addition to classic vocational training as before there will be basic training over two years with a vocational certificate. The classic basic training is likewise to be retained.

Higher vocational training and advanced, trade-oriented training is also being revised. The draft of the act specifies a separation from adult education since this is expressly excluded from the scope of this draft.

5.2. Ongoing Debates and future developments

**Education and profile formation on the Lower secondary level ("Sekundarstufe I")**

The project for “School and profile development at the Lower Secondary Level I” (SPES I) was initiated to move the early selection time for the further scholastic career of the pupils to the 8th school year, to achieve a more individual support for the adolescents and through this to improve the chances of education for all pupils. For this, the strict division of the school system into three areas is to be abolished (see Chapters 5.4.1., 5.5.). School profiles and the corresponding models have been elaborated at the individual school locations. This education reform was passed by the Government in August and adopted by the Diet in November. Following a popular initiative, the changes to the law needed for the SPES I project were put before the people in a referendum in March 2009. The project was rejected with 52.9% of the votes.

Proponents and opponents were very largely in agreement about problems in the present school system at Lower Secondary Level I. For this reason, the Government Coalition pleaded for the continuation of the reform efforts. After an analysis of the referendum and stakeholder analysis, the Government will decide on further measures.

**Introduction of a second foreign language at the 6th level**

In conjunction with the introduction of Early English at the first primary school level (see chapter 4.2.) and in consideration of the education and profile formation process in lower secondary education (SPES I, see above), the Office of Education is instructed to identify the options for the introduction of French as second foreign language from the start of lower secondary education (6th year). Until now French is being taught from for 7th year on.

**Development of performance standards**

Additional commissions for standard development of the subjects German, science and English as well as French (Gymnasium and Realschule) have been appointed on secondary school level I. The method and approach are based on experiences and results of the standard commission for mathematics (see 2.2.) and will be implemented in accordance with current insights of the HARMOS project by the Education Directors’ Conference (EDK - Schweizerische Erziehungsdirektorenkonferenz).

**Establishment of an upper level gymnasium at the "Formatio" private school**

With an amendment of the School Act of 14 March 2007, authorized private schools hold the right to prepare their students for the upper secondary final examinations leading to the Matura or Berufsmatura.
The Liechtenstein government has given the go-ahead to the management of the "Formatio" school: starting in the 2007/2008 school year, students will have the option of entering the upper level Gymnasium of the bilingual private school "Formatio" (see 4.16.) to prepare for the officially recognized Matura during four years. The students are instructed by qualified teachers who are recognized by the Office of Education. The language stream at the new high school includes an introduction to Latin as well as foreign language instruction taught exclusively by native speakers. Some other subjects such as geography are taught in English to familiarise the students with the foreign language.

On 24 March 2009, the Government issued the Executive Order concerning the Matura examination for pupils at private schools. This governs in detail the preparation and holding of the State Matura for pupils at private schools.

**Continuation of the "Sportschule" (school for physical education) at the upper secondary school level**

Based on the Parliament’s resolution dated 31 January 2007, the government has entrusted the high school with the design of a project concept for the continuation of the school for physical education at the upper secondary school level. It is intended to reduce the number of lessons per week in certain subjects as well as compulsory electives by a maximum of six lessons for students participating in competitive sports.

**Formatio Bilinguale Privatschule**

**School Law**

**5.3. Specific Legislative Framework**

The School Law no. 7/1972 and the corresponding amendment, initially no. 74/1994, later no. 29/2001, determine structure and organisation of the secondary education and paraphrase the objectives of the individual types of school and course choices at that level. More detailed regulations on the types of school at the secondary school level can be found in the following relevant decrees:

- School Law dated December 15, 1971 (no. 7/1972)
- Regulation dated July 6, 2004 on the organisation of public schools (Schulorganisationsverordnung, SchulOV; no. 154/2004)
- Regulation dated April 6, 2004 on the employment status of teachers (Lehrerdienstverordnung, LdV; no. 92/2004)
- Regulation dated October 19, 1999 on the guiding value of students per class (no. 205/1999) including amendments
- Regulation dated August 31, 1993 on the distribution of holidays during the course of the academic year (no. 90/1993) including amendment
- Regulation dated August 14, 2001 on the admission to as well as promotion and transfer at the Sekundarstufe I (no. 140/2001)
- Regulation dated February 10, 1981 on school healthcare (no. 27/1981) including amendments
- Law dated December 18, 1980 on school dental care (no. 17/1981) (+ revisions and amendments); regulations
5.4. General Objectives

Within the structured Sekundarbereich I, students may take classes at the Oberschule (Lower Secondary), Realschule (Intermediate Secondary) or Gymnasium depending on the performance requirements. With the completion of Sekundarstufe I, the students also complete compulsory schooling. The objective is to prepare the students for vocational schools or other types of further education, i.e. for a profession or a course of studies: Secondary Schools continue the elementary learning process started in primary school, emphasising a broad general education and promotion of independence. The search for one’s own ego constitutes the basis for planning the continuous education process. The teachers provide guidance, support and systematic advice in this process. The choice of subjects increasingly enables students to design their own educational focus. Most choices are offered at level 9, to provide students with the appropriate combination and focus on the subjects required with respect to the impending vocational training or further education.

In connection with the term equal opportunities, one key objective of the lower secondary school level is to provide for and improve the permeability between the individual school levels (see 5.2.).

5.4.1. Lower Secondary Education

Oberschule is a general education institution based on different challenge levels and includes levels six to nine. It prepares the students for both, the professional life or the transition to the Realschule. Within the scope of special educational measures, weaker students are provided with systematic promotion including supplementary classes or instruction in small groups. To accommodate intellectually gifted students in a similar fashion, advanced placement is offered in mathematics and English. With excellent performance in advanced placement level A “mathematics”, it is possible to achieve the Realschule level which will be
specified in the report card. Assistance and development programmes as well as monitoring of the educational progress further promote the students' improvement. Students with foreign mother tongues are provided with additional German instruction by specially trained teachers. Strong emphasis is placed on experience and action-based learning with the focus on positive attitude towards learning, reliability, gaining more independence and improving self-esteem. Transfer to the Oberschule occurs after completion of the fifth Primary School level.

The Realschule provides expanded in-depth basic education and prepares students for demanding apprenticeships, schools for further education such as Upper Level Gymnasium as well as Secondary Vocational Schools. It includes grades six to nine.

The "Sportschule" (College of Physical Education; Realschule) promotes young talents by offering customised, professional training. The "Sportschule" started its operation in August 2004. Its objective is to provide students with the possibility of promoting both, their educational and sports-oriented careers to an equal degree.

The "gymnasiale Langform" (extended Higher Secondary School) starts after the fifth grade of Primary School. It takes seven years to reach the Matura (university entrance level). In this approach, the first three years are part of Sekundarstufe I. The Higher Secondary School's objective and duties are to educate the students in a scientific spirit, to promote their independent thinking and judgment, introduce them to the methods of intellectual work and prepare them for studying at a university.

5.4.2. Upper Secondary Education

An important requirement at the Higher Secondary School's upper level is the students' responsibility for their own learning process. Therefore, they are provided with the possibility to shape their educational career by selecting the subjects they like to study in depth as well as the mandatory optional subjects and optional subjects. Five different profiles are offered at the Higher Secondary School. They all lead to the Matura. The choice of the profile is no decision for a certain branch of study but a conscious orientation based on personal aptitudes and skills:

- The profile "Lingua" is suggested for students preferring languages and who are planning to create an excellent base for learning more languages by studying Latin. It is suitable for students interested in a culture which shaped our world with regard to literature, arts, philosophy and language. This profile is also recommended for students planning to choose a course of studies for which Latin is a prerequisite. To select the profile «Lingua», successful attendance of Latin classes at the Sekundarstufe I (Gymnasium or Realschule) is required.

- By offering Spanish as a third living language, the profile "Modern Languages" is intended for students who are convinced that it is important to be fluent in several languages in today's world. It is also suitable for students who would like to keep the option open to study Latin at a level recognised by the universities.

- The profile "arts, music and pedagogy" is suitable for students with skills and interests in the areas of arts and music. It is irrelevant whether they prefer music or arts. The students are expected to like singing and / or playing an instrument as well as being interested in drawing, painting and modeling. "Arts, music and pedagogy" addresses students who are interested in the human development, communication and life in the community or who intend to choose a teaching or socially-oriented career.

- The profile "economy and law" is designed for students interested in economic, legal and social aspects. They should enjoy thorough and proper analyses of issues related to these topics.

- The profile "mathematics and sciences" is especially designed for students who are interested in nature and technology and wish to expand their knowledge in these areas. They enjoy abstract thinking, exact systematic work as well as observation and experimentation.

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Education at the Gymnasium concludes with the Matura which in Switzerland and in Austria provides access to universities without having to take an entrance examination; practical experience is required in some cases (for universities in Switzerland).

The voluntary 10th school year prepares students for their further personal and vocational life. It is usually attended upon successful completion of Sekundarstufe I. To a large extent, it is designed according to the criteria for adult education. Youth commit to responsible learning techniques by signing a school attendance and study contract. More specialised, in-depth general knowledge is taught which shall provide and facilitate the transfer to schools for further education or vocational schools respectively.

For decades, the vocational training in the Principality of Liechtenstein has been relying on the dual and trial systems respectively for providing basic education (apprenticeship). "Dual" education consists of practical training in a firm, complemented by theoretical lessons at the vocational school. The education is called “trial” if it is complemented by intensive and introductory courses offered by professional associations where the necessary practical skills are taught. Even though the trend toward education at Gymnasien increased rapidly in the past, approximately 70 % of the 350 to 400 students leaving school every year start a 3 or 4 year apprenticeship. Some 700 firms from industry, trade, commerce, agriculture, forestry and housekeeping as well as service and administration where apprentices are trained can offer attractive educational opportunities in more than roughly 100 different professions. In addition to the practical training in the firm, the apprentice attends a vocational school one to two days a week to gain the required theoretical knowledge.

The apprenticeship is considered completed when the period of training (apprenticeship contract) is concluded and the apprentice has successfully passed the final examination. The final examination consists of both a practical and a theoretical part. After passing the final examination, each graduate is presented a Certificate of Competency as skilled professional. Currently, some 1100 apprenticeships are registered and approximately 350 young professionals complete their training every year.

The Anlehre (training for a semi-skilled job providing individual basic education in certain aspects of a given profession) was created as an alternative for students with weaker educational abilities. Youth with a foreign mother tongue may attend the "Vorlehrjahr" (pre-apprenticeship) where instruction of the German language with respect to vocational training is especially emphasised.

Apprentices with stronger educational abilities may opt to obtain a Berufsmatura (final examination taken at secondary vocational schools) in Switzerland during the apprenticeship. In Liechtenstein, part-time courses of study for the Berufsmatura are offered at the Berufsmittelschule. The Berufsmatura provides admission without admission examination to vocational colleges or universities.

The Berufsmittelschule Liechtenstein offers the possibility to achieve the Berufsmatura to all persons who have successfully completed vocational training. The courses of studies start every year and usually last four terms. Based on their interests and professional goals, students immerse themselves into a subject of their choice and expand their knowledge and skills acquired during the vocational training. Course choices include the four core subjects technology, commerce, design and information and communication technology. Liechtenstein's Berufsmatura provides admission to study at all universities in Liechtenstein and Austria as well as all vocational colleges in Switzerland.

5.5. Types of Institution

Lower secondary education

Sekundarstufe is divided into three separately managed schooltypes: Oberschule, Realschule and lower level of Gymnasium (see chapter 5.4.). All schools in Liechtenstein on the Sekundarstufe are general education institutions with the exception of the "Sportschule" (Realschule) which started its operation in August 2004 and offers its students customised, professional sports instruction.
**Upper secondary education (Sekundarstufe II)**

General education institutions at the Sekundarstufe II include Gymnasium (upper level) as well as the voluntary 10th school year (see chapter 5.4.2.).

**Vocational secondary education includes the following:**

- Vocational training: Basic vocational training with apprenticeship: subject-specific and general education at vocational schools/Berufsmittelschule (Switzerland), experience-oriented education in the firm (Liechtenstein/CH).
- College (CH): Full-time vocational schools complemented by professional experience (examples: housekeeping, agriculture, forestry, medical, teaching and design professions).
- Anlehre: Introduction into professional activities (individual education programme for youth who have completed compulsory schooling but are unable to fulfill the requirements for a regular apprenticeship because of health problems, their intellectual development or other reasons).
- Berufsmittelschule Liechtenstein: Acquisition of Liechtenstein’s Berufsmatura.

**5.6. Geographical Accessibility**

**Lower secondary education (Sekundarstufe I)**

The educational institutions for the secondary level are accommodated in purpose-built facilities which are separated from the primary schools.

The following secondary schools are currently available:

- Education Centre Mühleholz I and II (Vaduz)
- Education Center Unterland (Eschen)
- Realschule Schaan and the voluntary 10th school year
- Education Center Triesen
- Realschule Balzers

School buses are deployed in the mornings, at lunch and afternoons/evenings to transport students who live in communities other than where the school is located. Students attending school at the Convent St. Elisabeth use public transportation (buses).

For schools supported by the government, the "Liechtenstein Bus Institution" is organising shuttle services for students in agreement with the Office of Education. The students are eligible for transportation if their residence is more than two kilometers away from the school.

**Upper secondary education (Sekundarstufe II)**

The voluntary 10th school year is administered centrally in Schaan (former convent St. Elisabeth). Students mainly arrive by public transport (buses).

The Gymnasium and the Berufsmittelschule Liechtenstein are located in Vaduz, at the "Schulzentrum Mühleholz I". Students attending the Berufsmittelschule arrive either by car, car pool or public transportation.

Vocational schools and colleges attended by Liechtenstein's students are located in Switzerland. Students are responsible for their own transportation.
5.7. Admission Requirements and Choice of School

**Lower secondary education Sekundarstufe I**

The transfer process at the end of grade 5 of the primary school is the basis for assigning students to the respective secondary school level (see chapter 4.13.) According to the guiding values, 28% of students of the same age-group attend Oberschule, 50% are assigned to Realschule and 22% of students are admitted to “gymnasiale Langform”. However, taking into account the students transferring from the Realschule (see chapter 5.16.) or the ones attending Gymnasium abroad (chapter 5.20.) the number of students attending Gymnasium is approximately 25%.

Admission requirements for the Sports School: The criteria for admission have been elaborated by the Liechtenstein Olympic Sport Association in collaboration with the sports clubs. These criteria do not only describe the requirements for students, but also for their sports clubs. Therefore, a previous clarifying colloquy with the coaches or the heads of the sports club is recommended for interested young people before sending an application. After being recommended by a sports club, an interested person can make a request to be admitted at the Sports School Liechtenstein, housed at the Realschule Schaan.

**Upper secondary education (Sekundarstufe II)**

Transfer to the upper level of the Gymnasium occurs after successful completion of level 3 (lower level) with promotion to level 4 (upper level). Students can transfer after completing Realschule levels 3 and 4 with a grade average of at least 5.0 (A-stream in mathematics and first foreign language) and the recommendation of the teacher’s conference or upon successful admission examination.

After completion of the 9th school year either at Oberschule, Realschule or Gymnasium all youth have access to the voluntary 10th school year.

Students who have successfully completed at least the 9th school year and can produce proof of an apprenticeship placement, may be admitted to the vocational school.

The apprenticeship is attested with an apprenticeship contract issued by the Office for Vocational Training stating the following: firm where the apprentice is being trained, name of training institution, duration of training, working hours, apprentice’s salary, attendance of vocational school and insurance conditions.

Prerequisite for definitive admission to schools for further education is a successful admission examination and an apprenticeship contract for Berufsmittelschule. The extra-occupational Berufsmittelschule Liechtenstein may be attended upon completion of the apprenticeship.

After completion of a Berufsmittelschule or other school for further education, additional educational possibilities are available. The Berufsmatura for example enables graduates to transfer to a university. Additionally, the Berufsmittelschule in Vaduz offers admission to Austrian universities.

5.8. Registration and/or Tuition Fees

**Lower secondary education Sekundarstufe I**

All Sekundarstufe I school types is free to attend for all students. Some teaching aids may be purchased at discounted costs.

**Upper secondary education (Sekundarstufe II)**

- Gymnasium upper level: see Sekundarstufe I
- Voluntary 10th school year: see Sekundarstufe I
5.9. Financial Support for Pupils

Please refer to chapter 5.8. regarding Sekundarstufe I education and Sekundarstufe II general education.

The country is promoting basic vocational training of youth by fully paying the costs for the services offered by vocational schools (with the exception of the Berufsmittelschule Liechtenstein) and by providing other contributions and subsidies. Should additional expenses arise in connection with the vocational training (teaching aids, travel and meal expenses etc.), students are eligible for scholarships according to the Law on National Financial Support for Students.

Law on National Financial Support (Scholarship law)

5.10. Age Levels and Grouping of Pupils

Sekundarstufe I includes 4 levels for both Realschule and Oberschule. In the case of the Gymnasium the lower level (Sekundarstufe I) is comprised of 3 years, the upper level (Sekundarstufe II) of 4 years. Most students are twelve years old when they enter "Stufe I" and they will have reached age 15 when they complete compulsory schooling.

As a matter of principle, classes are divided according to age levels. The guide numbers are as follows: at Realschule and Gymnasium minimum number: 12 students, average: 20, maximum: 24; at Oberschule classes may be divided as follows:

- a maximum of two classes for up to 30 students;
- a maximum of three classes for up to 48 students;
- maximum of four classes for 49 and more students.

For educational reasons, the principle of having a form teacher remains in place for the Oberschule usually, the form teacher is in charge of the same class for two years, i.e. during levels 1 and 2 or levels 3 and 4 respectively.

Lessons at Realschule and Gymnasium are strictly taught by subject teachers, one of which assumes the role of form teacher to provide care and management to the respective class. In addition, this teacher also serves as contact point for class-related or personal issues. For all school types, an introduction to life skills such as physical education, addiction prevention and career / education counseling is included in this support mandate.

In addition, special educational measures in small groups are offered at the Oberschule for the promotion and care of students.

As the Realschule student clusters are more homogeneous in terms of scholastic performances and intellectual prerequisites compared to the Oberschule students, a greater emphasis is placed on the internal differentiation. External differentiation is only used to a limited degree: in levels 2 through 4, streams A and B are offered for some subjects (mathematics, English and French).

Stream A has higher requirements in terms of learning ability, pace of work and ability of abstract thinking. The curriculum is geared towards the transfer to diverse intermediate schools such as Berufsmittelschule, School for Trade and Commerce as well as "Diplommittelschulen" (colleges of further education) and to the upper level at the Gymnasium.
Stream B is based on standard requirements: More opportunities for practicing are provided, the lessons are designed in a more descriptive fashion and abstract thinking is required to a lesser extent. This stream is designed to facilitate the transfer to apprenticeships in trade and industry or office professions.

The duration of the lower level at the Gymnasium is three years, the upper level four years. Compulsory weekly workload is 34 lessons. Levels 4 – 7 at the Gymnasium are divided into four different types of subjects and courses:

- The basic subjects cover basic knowledge and are compulsory for all students.
- Profile subjects provide systematic expansion and/or consolidation of the requirements.
- Compulsory optional subjects comprise specific topics not requiring previous knowledge as it is specified in a certain profile. They are listed and graded in the report card.
- Apart from the compulsory work load, optional subjects are an additional educational choice open to all students at the Gymnasium: The respective choices are made in the previous term (see chapter 5.13. and corresponding subsections).

5.11. Specialisation of Studies

See chapter 5.13. and corresponding subsections.

With the exception of the Sportschule, all Sekundarstufe I schools are general education institutions. "Sportschule" is a new educational institution in Liechtenstein geared towards youth talented in sports. They graduate from Realschule (compulsory subjects) while at the same time being provided with intensive support for their sports discipline.

5.12. Organisation of School Time

See sub-sections 5.12.2.

5.12.1. Organisation of the School Year

See also chapter 4.9.1.

The school year is divided into two semesters. The first semester begins on August 17 (or on the following Monday). The second semester begins on February 2. Each semester lasts for approximately 20 school weeks.

The school holidays are oriented towards the general holiday regulations for state schools. These are distributed as follows: six weeks in summer (beginning on the first Saturday in July), two weeks in autumn (beginning on the first Saturday in October), two weeks for Christmas (December 24 to January 6), one week in February/March (the "skiing holidays") and two weeks in spring (Easter holiday, beginning on Maundy Thursday).

The vocational and technical schools are located in Switzerland and are based on Swiss regulations with respect to the organisation of the school year.

5.12.2. Weekly and Daily Timetable

Lessons for all Sekundarstufe I school types take place Mondays through Fridays. Usually, no lessons are scheduled for Wednesday afternoons.

Lessons at secondary schools do not start earlier than 7:30 a.m. Lunch break is at least 75 minutes and may be shortened to 40 minutes in favour of optional subjects in school centres with a cafeteria. Compulsory classes or compulsory optional subjects may not be taught during lunch break, with the exception of housekeeping...
if lunch is served during the lesson. Compulsory classes and compulsory optional classes end at 5:00 pm the latest.

The lessons at every level are 45 minutes in length. A 20 minute break is to be provided in the mornings between the second and third lessons and a 15 minute break in the afternoons after the second lesson.

The goal is to spread out the lessons evenly over the weekdays. At most 38 lessons per week and no more than 9 per day are permitted at secondary level. Subject to permission, these numbers may be exceeded for a short time.

Lessons are taught five mornings as well as usually four afternoons. No lessons take place Saturdays and Wednesday afternoons with the exception of the upper level Gymnasium. As an exception, Wednesday afternoon could be switched with another afternoon and elective subjects may be taught in the evening of a school day no later than 9:00 pm or on Saturday morning.

The above mentioned general framework is applicable for the upper level Gymnasium, as well as the voluntary 10th school year.

In addition to special training in the firm, vocational education trainees also attend a vocational school or vocational college respectively for 1 to 2 days per week. See chapter 5.12.1.

Since it is an extra-occupational institution, the lessons at the Berufsmittelschule Liechtenstein are taught Mondays to Thursdays from 5:15 pm to 9:20 pm.

5.13. Curriculum, Subjects, Number of Hours

A common curriculum is in place for the complete compulsory education, i.e. from Kindergarten up to and including Sekundarstufe I (lower secondary level). It includes the education mandate, learning target and contents at the various school levels and for different subjects as well as the overall number of hours for each subject.

The objective of the common curriculum is to provide transparency and permeance between the various school types. It serves as basis for designing instruction and performance assessment based on the learning targets. The individual school types are provided with a large amount of freedom to design their school.

The optional 10th school year is a transitional year and shall prepare youth in as favourable a manner as possible for the further vocational and personal way of life. In the three educational choices the following three basic pillars are weighted differently: systematic personality development, preparation for personal career choice, enhanced educational competence.

Within the scope of compulsory optional and promotional choices, the students are able to consider individual aspirations and needs. The voluntary 10th school year consists of three different specific educational offers:

- Pro Lingua (languages); preparation for social, commercial and medical professions
- Cyber class/optional year (information technology, form design); preparation for technical professions
- Link to the future; educational and social range of learning as well as practical application
- "Crafts class": a very practice-oriented learning experience, offered since the 2006/07 school year

The time-table includes: languages, mathematics and geometrical design, form design, human and environment, information technology, sports, weekly planning (looking back and planning ahead), tutoring.
Students are involved in the planning and implementation of the lessons. Responsibility and independence, nurturing of social skills as well as other key qualifications are the basis for the personal learning agreement between school and student during the 10th school year. Seven project or work weeks complement or replace the regular instruction. The curriculum is based on the compulsory curriculum on one hand and on the objectives and requirements of future schools according to the choice of profession on the other hand.

Both a subject specific and a general education curriculum are in place for the whole duration of the vocational training. The contents of the curriculum are established in training regulations legislated by the Swiss Federal Office for Training and Technology, BBT. They have been adopted by Liechtenstein. The division into theoretical and practical aspects varies according to the profession and is prescribed in respective training regulations.

Lehrplan für das Fürstentum Liechtenstein
### 5.13.1. Time-table "Oberschule" (Lower Secondary Level)

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<thead>
<tr>
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*P*=compulsory subject; *WP*=compulsory optional subject; *W*=optional subject; *A*=offer

Profile 1: languages
Profile 2: mathematics, sciences
Profile 3: arts, music and sports

* one of the three languages or sub areas respectively must be selected
## 5.13.2. Timetable "Realschule" (Lower Secondary Level)

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<tr>
<td>Geom. drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional offer</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offered by the school</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Support / promotion courses tutoring</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lessons per week</strong></td>
<td>32</td>
<td>2</td>
<td>32</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

*P* = compulsory subject; *WP* = compulsory optional subject; *W* = optional subject; *A* = offer

* one of the sub areas must be selected

** minimum 4 lessons compulsory optional subject, 1st area

*** offers with different general objectives
5.13.3. Time-table lower level Gymnasium (Lower Secondary Level)

The compulsory education curriculum is applicable for levels 1 and 2 (grade 6 and 7) of the Liechtensteinisches Gymnasium. Some differences with respect to time-table and learning targets are occurring at the 3rd level. But the top premise is not to impact the permeance between Realschule and Gymnasium.

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human and environment</strong></td>
<td>11</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Life skills (class hour)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Realities I (Geography/History)</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Realities II (Natural Sciences)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Inf. technology</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>8</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>German</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>German as a 2nd language</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Design, music, sports</strong></td>
<td>10</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Technical and textile design</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Sculptural design</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Lessons per week</td>
<td>34</td>
<td>34</td>
<td>36</td>
</tr>
</tbody>
</table>

Additional electives are offered in the various areas of studies. If necessary, students will receive remedial instruction in the subareas German, English and mathematics during the first two years at the lower level.

Lehrplan des Liechtensteinischen Gymnasiums

5.13.4. Time-table upper level "Gymnasium" (Upper Secondary Level II)

As a consequence of the reforms (introduction of five profiles and shortening the total years of schooling until Matura from 13 to 12), a new curriculum was developed for the upper level of the Gymnasium (levels 4 through 7).

The new curriculum serves the learning target oriented assessment of the students. It is a binding basis for the lesson design and an important measure for the authorities to gauge the quality of instruction. It serves as orientation guide for parents and students.

The agreements concluded with Switzerland, Austria and some German Federal States regarding the recognition of Liechtenstein’s Matura by these countries, are based on conditions which have been addressed with the new design of the curriculum.
A key requirement for the upper level Gymnasium is for the students to assume responsibility for their own learning. Therefore, they are provided with the possibility to design their school career by selecting a specialist area (profile) and compulsory optional subjects as well as optional subjects.

The following profiles are offered at the Liechtensteinisches Gymnasium:

- Lingua
- Modern languages
- Arts, music and paedagogy
- Economy and law
- Mathematics and sciences

During the final two school years, students have the possibility to immerse themselves into subjects outside their profile area by attending compulsory optional subjects. Additionally, optional subjects are offered during all four years of the upper level. The upper level is divided into four different types of subjects and courses:

- Basic subjects cover basic knowledge and are therefore compulsory for all students. They are taught collectively. All basic subjects are subject to promotion. The grades achieved for the subjects German, English, French and mathematics are doubled.

- Profile subjects allow for systematic extension and/or consolidation of the requirements. They are usually taught collectively except if the profile group sizes require a different organisational structure. All profile subjects are subject to promotion. The grades in one respective profile subject according to the regulation on the curriculum as well as the promotion from the upper level of the Liechtensteinisches Gymnasium are doubled.

- Compulsory optional courses are dedicated to special topics not requiring specific previous knowledge as specified in a certain profile. These are usually courses of either 4 lessons a week over one term or two lessons a week over one year. They are open to all students at levels 6 and 7 at the Gymnasium.

- Optional subjects are an additional educational choice beyond the compulsory workload. They are open to all students at the Gymnasium.

The compulsory upper level workload is comprised of 35 weekly lessons. Subjects and courses as weekly lessons:

<table>
<thead>
<tr>
<th>Levels at &quot;Gymnasium&quot;</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
<th>7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic subjects</td>
<td>28</td>
<td>28</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Profile subjects</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Compulsory optional subjects</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Optional subjects</td>
<td>0-3</td>
<td>0-3</td>
<td>0-3</td>
<td>0-3</td>
</tr>
</tbody>
</table>
Basic subjects are compulsory for all students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Levels at &quot;Gymnasium&quot;</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>German</td>
<td></td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Economics/law or Statistics*</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Arts or music</td>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Religion and culture or denominational religious education</td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Phys ed.</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>28</td>
<td>28</td>
<td>25</td>
<td>27</td>
<td>108</td>
</tr>
</tbody>
</table>

* Within the profile "Economics and law", the subject "Economics and law" is replaced by statistics

Music and arts

At level 4 at the Gymnasium students receive instruction in music and arts. Following this, they select special instruction in one of the subjects.

Religion and culture

Within the basic subject religion and culture at levels 4 and 7, transdenominational instruction is offered in the sub area religion. Students preferring denominational instruction may select catholic or evangelic religion lessons if the legally required minimum class sizes are available. At the 5th level, students are instructed in the subject ethics.

Biology, chemistry and music

At the end of level 6, the subjects biology, chemistry and arts or music respectively are completed. Respective assessments are included in the Matura certificate.

Latin

Latin lessons in the amount of approximately 12 lessons during the last four years at the Gymnasium are a prerequisite for a number of study fields. Persons lacking this "small latinum" may make up for it and are subject to an examination. At most universities this is done during the first study section. Two profiles offering Latin are available at the Liechtensteinisches Gymnasium: The profile Lingua includes 14 lessons providing students with the prerequisites for all study fields. Latin may be selected when choosing the profile modern languages which includes 8 lessons. To fulfill the conditions required for the "small latinum",
students usually need to take additional lessons selected either from the compulsory optional courses or the optional courses.

### Profile subjects for the Lingua profile

<table>
<thead>
<tr>
<th>Levels at the &quot;Gymnasium&quot;</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Compulsory optional subjects</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

### Profile subjects for the modern languages profile

<table>
<thead>
<tr>
<th>Levels at the &quot;Gymnasium&quot;</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Latin or Italian</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Compulsory optional subjects</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

### Profile subjects for the arts, music and paedagogy profile

<table>
<thead>
<tr>
<th>Levels at the &quot;Gymnasium&quot;</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sculptural design and / or music</td>
<td>2+2</td>
<td>2+2</td>
<td>3 or 3</td>
<td>3 or 3</td>
</tr>
<tr>
<td>Paedagogy / psychology</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Compulsory optional courses</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

### Profile subjects for the economics and law profile

<table>
<thead>
<tr>
<th>Levels at the &quot;Gymnasium&quot;</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Political Economy</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Integrative subject Economics and Business Studies</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Compulsory optional courses</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

### Profile subjects for the mathematics and science profile

<table>
<thead>
<tr>
<th>Levels at the &quot;Gymnasium&quot;</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics*</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Physics*</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Biology*</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Information technology</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geography*</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Compulsory optional courses</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

*at the same time basic and profile subjects

### Project weeks

Project weeks are special school weeks where the students expand their knowledge in groups of different levels either at the school or during excursions inside the country or abroad as well as during vocational and
social placements. The project weeks are geared towards the curriculum and enhance technical, social and methodical competence. Participation is mandatory.

Lehrplan des Liechtensteinischen Gymnasiums

5.13.5. Time-table "Vocation Middle School (Berufsmittelschule)" ("Upper Secondary Level II - Sekundarstufe II")

The following basic subjects are taught at the Berufsmittelschule: German and communication, English, mathematics and applied mathematics, history as well as law and economics. In addition, the students select one of four majors: Economics, Technology, Art and Design, Information and Communication Technology or Health and Social Sciences. The objective is to achieve the Berufsmatura and in connection with it, unrestricted admission to all higher education institutions in Liechtenstein and Austria and to all Universities of Applied Sciences in Switzerland.

The curriculum of the Berufsmittelschule Liechtenstein consists of a limited framework. General objectives and some defined instructional contents are binding, whereas other contents are optional. On the one hand, the curriculum prescribes specific goals and contents with respect to the instruction. On the other hand, teachers are required to provide conscious choices, emphasis and connections of the optional contents with respect to the core subjects selected by the students.

The overall educational objective of the curriculum is a subject-spanning design of the courses for a meaningful and effective coordination of the various subjects by taking advantage of all possible cross-links.
### Basic subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st term</th>
<th>2nd term</th>
<th>3rd term</th>
<th>4th term</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>German and Communication</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Interdisciplinary project work*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics and applied mathematics</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>History and politics**</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Law and economics***/law****</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Majors

**Arts and Design**

- Sculptural design 2 2 2 2 8
- Visual media design 2 2 2 2 8

**Health and Social Sciences**

- Medical and Health Sciences 2 2 2 2 8
- Social Sciences 2 2 2 2 8

**Information and Communication Technology**

- Computer systems and networks 2 2 2 2 8
- Data bases and programme construction 2 2 2 2 8

**Technology**

- Ecology 2 2 2 2 8
- Physics 2 2 2 2 8

**Economics**

- Accounting 2 2 2 2 8
- Business studies and economics 2 2 2 2 8

**Lessons per week**

20 20 20 20

**Optional subjects**

-  -  -  -

* extracurricular

** partly offered as "block courses"

*** for all majors except "economics"

**** for the "economics" major

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**Lehrplan für die Berufsmittelschule Liechtenstein**

### 5.14. Teaching Methods and Materials

During their instruction, teachers are required to create learning situations which promote the willingness to achieve and enhance the learning progress on all levels. They provide the students with the necessary advice by offering their own learning experiences.

With individually designed instruction and personal choice of methods, teachers provide learning experiences which stimulate the students spiritually, emotionally and physically to an equal degree. This system strengthens the students’ individual learning abilities and willingness to achieve.
As Oberschule teachers accompany a group of students with different educational issues, they are especially challenged in terms of their methodical, didactical skills and the organisation of their lessons. They often work with core and project instruction requiring a flexible organisation of the time-table which is benefiting from the form teacher principle (see chapter 5.10.). In various subject areas, the basic psychological concept of learning is based on elements of superlearning and self-controlled learning. Furthermore, group work and individualised learning methods are used more often. Suitable computer learning programmes also teach the students to use the computer as a means for individual advancement.

Students are taught learning methods which provide them with the possibility to design their learning process increasingly on their own. Homework is another means to increase independence and serves as preparation for or wrap-up of lessons. Homework is designed by the teacher in cooperation with the students.

Realschule teachers (similar to all other teachers included in the curriculum) are free to choose their teaching and study methods. In section "duties and responsibilities for teaching", the School Law only stipulates that instruction shall be prepared carefully and delivered according to the stipulated curriculum and educational principles and that the envisioned learning goals shall be achieved. At Realschulen, a great interest in new forms of instruction and learning methods exists. The possibility of subject-specific project weeks is utilised with great dedication and new psychological insights in terms of teaching are implemented especially in the foreign language instruction.

Based on the curricula, networking is a main focus in terms of lesson design. This includes numerous educational areas, in particular the design of lessons.

Scope for development is needed to accommodate interconnection which will appear differently depending on the persons and subjects involved. The curriculum takes this fact into consideration by providing sufficient scope for development to realise interconnections in the framework conditions as well as in the subject area schedules. The actual implementation at the schools therefore provides various courses of action and balance points.

By refraining from establishing binding contents whenever possible, freedom of choice of contents was aimed for. Exemplary keywords complement specific contents, allowing for the implementation of the basic objectives while utilising self-selected topics.

The general objectives of the subject areas are determined in such way that one should be able to achieve them within approximately three quarters of the instruction time specified in the time-table. The remaining time is used to work on the school’s higher level objectives. The composition of the interaction between structured and open lesson time is at the discretion of the teacher.

As a basic principle, the freedom of choice of methods and teaching aids is respected in the curriculum. To achieve interconnected objectives, open and proactive approaches are required.

### 5.15. Pupil Assessment

The assessment contributes to the design of the learning processes during class in such a way that every child may achieve its learning objectives. It provides information regarding the level of knowledge of each individual student as well as the whole class or group in order to assess the effectiveness of the instruction.

The report renders account on performances, learning and work habits as well as behaviour of the student. It is the basis for a decision regarding a transfer to a higher level as well as an additional information for the transfer to a school for further education or the professional life.

At the end of the term, the form teacher is responsible for providing a signed report to every student in his class.
Scholastic performances are graded with the numbers 6 to 1, whereby

- 6 = excellent
- 5 = good
- 4 = sufficient
- 3 = insufficient
- 2 = weak
- 1 = very weak

The respective grades are determined by means of written and oral tests and examinations. Behaviour is graded with words in the following nuances: "good", "objection", "severe objection".

Attendance of performance streams is noted with letters A or B. A stands for standard requirements, B for basic requirements.

A complaint may be lodged with the schools inspector regarding grading and promotion adjudication.

At Oberschulen and Realschulen, additional German instruction may be provided to students with foreign mother tongues, if necessary. Supplementary instruction and special support classes are also available to students experiencing difficulties at the Oberschulen. Another possibility at the Oberschule is the formation of small classes with 6 to 10 students to provide additional individual support and care.

Students with learning deficits (dyslexia, dyscalculia) whose intellectual capabilities fully enable them to attend Oberschule or Realschule, may request the support of school Psychology Services and special measures (e.g. remedial education).

If necessary, students also receive supporting instruction in German, English and mathematics at the lower level of the Gymnasium.

Students at the Sekundarstufe II are responsible for their own learning as stipulated in the curriculum for the upper level of the Gymnasium: "An important requirement of Gymnasium levels 4 through 7 is the responsibility of the students for their own learning."

5.16. Progression of Pupils

5.16.1. Lower secondary education ("Sekundarstufe I")

Students with a minimum average of 3.5 at the Oberschule and 4.0 (assessment scale see 5.15.) at the Realschule in their second term certificate will be promoted to the next higher level by the class conference.

Transferring from "Oberschule" to "Realschule"

Students in the first or second forms of the Oberschule who have fulfilled the requirements by the deadline defined by the Schools’ Council are permitted by the council to transfer to the Realschule without examination at the formal request of the parents as follows:

- from the first form of Oberschule to the first form of Realschule;
- from the first form of Oberschule to the second form of Realschule;
- from the second form of Oberschule to the second form of Realschule.

The following conditions must first be met:
average marks of at least 5.0 in courses leading to promotion,

- a recommendation for transfer from the class conference in the framework of a general evaluation.

The student can sit a transfer examination if no recommendation for transfer has been made.

**Transferring from "Realschule" to the lower secondary level of "Gymnasium"**

Students in the first, second, third or fourth forms of the Realschule who have fulfilled the requirements by the deadline defined by the Schools’ Council are permitted by the council to transfer to the Gymnasium without examination at the formal request of the parents as follows:

- from the first form of Realschule to the second form of Gymnasium;
- from the second form of Realschule to the third form of Gymnasium;
- from the third of fourth forms of Realschule to the fourth form of Gymnasium.

The following conditions must first be met:

- average marks of at least 5.0 in courses leading to promotion,
- a recommendation for transfer from the class conference in the framework of a general evaluation.

The student can sit a transfer examination if no recommendation for transfer has been made.

**Promotion at Gymnasium**

Students at the Gymnasium will be promoted to the next level if the promotion average is at least 4.0, provided no more than one minus point has been scored at the first level and the number of failing grades is no more than two; or no more than 1.5 minus points have been scored at the second level and the number of failing grades is no more than two; or no more than 2 minus points have been scored at the third level and the number of failing grades is no more than three.

**Demotion from Gymnasium to Realschule**

Students can be demoted from Gymnasium to Realschule under the following conditions:

- Students in the first form in Gymnasium who have average marks in promotion courses lower than 4.0 at the end of the first semester can be sent to the first form of Realschule in the next semester by order of the class conference.
- Students in the first, second or third form in Gymnasium who have average marks in promotion courses lower than 4.0 at the end of the second semester can be sent to the second, third or fourth forms of Realschule by order of the class conference.

Students who do not achieve the promotion average, need to repeat the level. Each level may only be repeated once. The class conference may promote a student despite nonachievement of the promotion average if the insufficient performances can be attributed to special circumstances such as a learning disability which is currently being treated, irregular previous education, prolonged illness, unfavourable family circumstances, change of schools, language difficulties etc.; or if repetition of a level at the Oberschule is objectionable or futile. The decision is based on an overall assessment taking into consideration the actual performance status, the learning progress and a prognosis regarding the possible further educational development of the student.

The promotion average is calculated from the grade averages of the promotion subjects. Relevant are exclusively performances within the compulsory subjects according to the curriculum.
Due to the different objectives of both school types and the different programmes, permeance between Oberschule and Realschule is limited to the end of the 1st and 2nd levels; in addition, it is usually connected to the loss of a school year. With a promotion grade of 5.5, transfer after the 1st level is possible without loosing a year. Permeance is improved with support and remedial courses as well as systematic tutoring.

Students at the Realschule may transfer to the Gymnasium after any school year, without losing a school year after the 1st, 2nd and 3rd level. For transfer after the 4th level, one level needs to be repeated. Similar to the students at the lower level of the Gymnasium, students transferring from the Realschule may choose from all five Matura profiles. Prerequisite for admission to the Gymnasium without admission examination is a promotion grade of at least 5.0 together with the respective recommendation issued by the class conference.

5.16.2. Upper secondary education ("Sekundarstufe II")

At the upper level of the Gymnasium, students are automatically promoted to the next level at the end of the year provided their promotion average is at least 4.0, no more than 2.5 minus points have been scored and the number of failing grades is no more than four.

Students are promoted tentatively, if the promotion average is at least 3.9 and / or no more than 3 minus points have been scored, but the number of failing grades is no more than four. In all other cases, they will not be promoted.

5.16.3. Vocational upper secondary education

The Berufsmatura will be issued from the Berufsmittelschule Liechtenstein upon completion of the course of studies provided the following conditions have been met:

- Final grades after completion of final examinations in German and communication, English, mathematics and applied mathematics as well as final grades of core subjects of at least 4.0.
- Certificates of experience with a grade of at least 4.0 in all other subjects not requiring a final examination
- A grade of at least 4.0 for the project thesis in German and communication.

In addition, students must prove that they have completed vocational training.

5.17. Certification

5.17.1. Lower secondary education ("Sekundarstufe I"):

Upon completion of compulsory schooling, graduates from Oberschule and Realschule are provided with a certificate folder containing all term report cards. In addition, a school leaving diploma is issued, but only if the promotion grade is not lower than 4.0.

The grades in the school leaving diploma are calculated as follows: two thirds are based on each of the two term grades and one third is based on the results of the final examination. In the case of a subject where no final examination is taken, the grade of the second term report card makes up for two thirds of the grade calculation.

At the Oberschulen, a final examination can be administered for the promotion subjects. The class conference will make the decision regarding its implementation. At the Realschule, a final examination for the subjects German, English and mathematics is to be administered and the class conference will decide whether a final examination should be administered for French as well.

Youth who successfully complete their compulsory schooling at the Oberschule or Realschule will be awarded a nationally recognised diploma.
Students at the lower level of the Gymnasium usually continue their studies at the upper level of the Gymnasium. Compulsory schooling of nine years must be fulfilled even if they leave the Gymnasium early. Therefore, the "gymnasiale Kurzform" lasts four years in any case.

5.17.2. Upper secondary education ("Sekundarstufe II")

"Gymnasium"

Admission criteria for the Matura are the completion of levels 6 and 7 of the Gymnasium and a positive assessment of two subject theses written in levels 6 and 7. The topics of these theses are included in the Matura certificate.

The written part of the Matura consists of five individual examinations in the subjects German, English, French, mathematics and the profile subject according to the Matura regulations.

Instead of a written examination, a practical examination is administered in the profile subject music or sculptural design for the profile arts, music and paedagogy.

The oral part of the Matura consists of four individual examinations: one basic subject from the humanities (German, philosophy, religion and culture, ethics or history and Latin), one basic subject from the natural or social sciences (mathematics, biology, physics, chemistry, geography or economics/law), a foreign language (English, French, Italian or Spanish) and a profile subject of choice (topics already examined within the scope of the Matura may not be selected).

Voluntary 10th school year

Performances during the first two terms as well as the final examinations in German, mathematics and English constitute the basis for the diploma.

5.17.3. Vocational upper secondary education

Vocational training

At the end of the vocational training, both a theoretical and practical examination have to be taken before the board of examiners. After successful examinations, the Office for Vocational Training will issue an apprenticeship certificate (Lehrbrief) along with a regular certificate detailing the grades.

"Berufsmittelschule Liechtenstein"

Students showing proof of completed vocational training, successful attendance of the course of studies as well as having passed the Berufsmatura examinations, will be issued the Berufsmatura diploma. According to the regulations on examination procedures for the Berufsmittelschule, both a written and oral examination will be administered for the subjects German and communication, English, mathematics as well as the core subjects. Additionally, assessments for history and politics, law and economics as well as the project thesis written during one of the courses have to be positive.

The Berufsmatura provides admission to all universities in Liechtenstein. Based on bilateral agreements, graduates are also admitted to Austrian universities without admission examinations and to Swiss vocational colleges.
5.18. Educational/Vocational Guidance, Education/Employment Links

5.18.1. Lower secondary education ("Sekundarstufe I"):

One of the Principality of Liechtenstein's guiding objectives for the curriculum within the sub area of life skills is as follows: "Vocational orientation: students assess their own needs, abilities and skills in comparison with the requirements and characteristics of the professional world. This will enable them to plan ahead in terms of their education and vocational goals."

In addition to contents relating to life skills in the narrower sense, the sub area of life skills also includes career choice preparation.

General objectives for levels 6 and 7 of the secondary school are as follows:

- Recognising aptitudes, strengths, weaknesses, needs, interests and measures of value through questioning of your own personality.
- Gaining knowledge on behaviours, attitudes and skills which are important for all professions (contents such as team work, work ethics, flexibility as well as discussions with apprentices and professionals)
- Learning about the main professional groups based on different models and gain an overview of the professional world (visiting and experiencing companies)
- Comparing certain professions by means of profession profiles and requirements (documentation, investigations, guessing professions)
- Recognising and evaluating commonalities and differences by contrasting different personality and profession profiles (work environment, work hours, work methods etc.)

General objectives for levels 8 and 9 include among others:

- Reviewing, questioning and updating your own personality profile on a regular basis
- Understanding why certain behaviours, attitudes and skills are important for all professions and reviewing and expanding one's own prerequisites accordingly.
- Becoming familiar with the professional requirements and the constant changes occurring in the professional world by obtaining and processing information on professions, training possibilities and continuable schools.
- Preparing and evaluating practical investigations about professions and strengthening the contrast between personality and profession profile.
- Taking a decision and pursuing a determined approach regarding the choice of a future career based on all relevant criteria (application for employment, curriculum vitae, job interviews).

While studying at the Sekundarstufe I, the vocational guidance office is available to the students for advice about career choices. The vocational guidance office is also responsible for psychological counselling of apprentices during their vocational training and guidance in terms of further vocational education and retraining in cooperation with the Office for Vocational Training.

Vocational guidance counsellors attend to students, youth, students at the Gymnasium, university students, adults and persons who need to retrain for health reasons (inability to work) by providing general advice / information and individual counselling regarding all education-related issues. They inform and provide advice to all persons involved in the career choice process.
Apprenticeship taster days ("Schnupperlehre") should provide the youth with the opportunity to review their vision of a certain profession through practical work and own experience before committing to a certain choice. Apprenticeship taster days should last approximately 2-5 days which should suffice to provide the youth with an adequate overview of the profession.

Taster days apprentices should be given both a comprehensive and objective impression of the profession, experience the positive aspects but also the difficulties which may arise. Youth at the compulsory schooling age may be employed and entrusted with light work on a short-term basis in the calendar year in which they will have reached the age of 14. Career class graduates remain under the supervision of their form teacher during the apprenticeship taster days.

Lehrplan für das Fürstentum Liechtenstein

5.18.2. Upper general secondary education ("Sekundarstufe II"):

An important requirement of levels 4 through 7 at the Gymnasium is the responsibility of the students for their own learning. Therefore, they are provided with the opportunity to select an immersion stream (profile) and to attend compulsory optional courses and optional subjects. (Curriculum of the Liechtensteinisches Gymnasium, upper level).

In this context, the 10th school year is especially noteworthy, because it serves almost exclusively the vocational preparation (cf. LGBl. no. 190/1995). The curriculum is geared towards the requirements of the professions for which the 10th school year is preparing the students. Additionally, it offers sufficient choices to help the students prepare for their intended professional choice according to their individual needs.

Lehrplan des Liechtensteinischen Gymnasiums

5.18.3. Vocational upper secondary education

The law on vocational training stipulates the management of healthcare during the basic vocational training. A medical examination with special consideration of occupational medicine is to be carried out for all apprentices prior to the start of the apprenticeship. Furthermore, the government may order surveys or medical monitoring for the duration of the apprenticeship for occupations where the health of the apprentices may be at risk or endangered.

In connection with healthcare, it is noteworthy that vocational schools are required to offer weekly physical education classes during the basic vocational training.

Law on vocational training

5.19. Private Education

See chapter 4.16. and 5.2.

5.20. Organisational Variations and Alternative Structures

5.20.1. Schools abroad:

The choices of private schools in Liechtenstein with different teaching concepts in some cases, is dealt with elsewhere. It shall be mentioned that especially in terms of education at the Gymnasium, a significant number of students is attending either a boarding school or a day school in neighbouring Switzerland or Austria.

Examples of "Gymnasien" attended abroad:

- Institute Sonnenberg, Vilters (CH)
5.20.2. School of Arts Liechtenstein:

See also 4.17.

The area "education" includes a broader range of courses geared towards professional applications. The School of Arts is offering a "Vorkurs" (introductory course) to teenagers designed as basis and prerequisite for numerous artistic professions. The participant's performance is evaluated with number grades (see 5.15.). The School of Arts' "Vorkurs" is concluded with a portfolio and a certificate.

Lietchensteins School of Arts

5.21. Statistics

<table>
<thead>
<tr>
<th>Educational options pupils follow after completing compulsory education</th>
<th>Apprenticeship</th>
<th>Gymnasium</th>
<th>Voluntary 10th school year</th>
<th>Work placement</th>
<th>professional colleges</th>
<th>no education/training</th>
</tr>
</thead>
<tbody>
<tr>
<td>from lower level Gymnasium</td>
<td>0</td>
<td>104</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>from Realschule</td>
<td>163</td>
<td>39</td>
<td>23</td>
<td>18</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>from Oberschule</td>
<td>46</td>
<td>0</td>
<td>45</td>
<td>7</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Education statistics 2009, Office of Statistics
6. Tertiary Education

The Principality of Liechtenstein has a tertiary education area, although limited, that received a new legal regulation based on the University Law of November 25, 2004.

However, more than 90% of students awarded a general qualification for university entrance from Liechtenstein are attending a tertiary education institution outside the country (see tables 11.7.). Access to universities in Switzerland and Austria has been secured through agreements which also include the mutual recognition of “Maturität” (university entrance qualifications). An additional agreement guarantees the acceptance at the Tübingen University in Baden-Württemberg. See chapter 6.1.

6.1. Historical Overview

First endeavours to establish a university in Liechtenstein came from external initiators during the 1930s. Some were German scientists who hoped to found university institutions in Liechtenstein based on the apparent foreshadowing of then-political developments in Germany.

Formally, Liechtenstein only established its own size-compatible university institutions in the tertiary education system in the mid nineteen eighties and introduced a respective law regulating the issues concerning universities of applied sciences, university and research institutions in 1992.

Indeed, the existing universities and university institutions offer a very limited range of studies and study places for Liechtenstein’s youth which is far short of meeting the needs. Therefore, Liechtenstein is heavily dependent on the understanding and goodwill of its neighbouring countries. In connection with the efforts regarding the recognition of university entrance certificates issued in Liechtenstein Matura, agreements to
grant Liechtenstein’s students free acceptance to Swiss and Austrian universities have been concluded with Switzerland and Austria.

Of the approximately 700 university students, about 500 students are actually completing their studies at a Swiss university or college. This figure justifies the important step in terms of educational policy taken by the Principality of Liechtenstein to sign the inter-cantonal agreement regarding university-funding in Switzerland (agreement of 1981 and 1992 respectively). As a contract partner, Liechtenstein now has the same rights as the non-university cantons. This university-related agreement grants Liechtenstein’s students free access to all cantonal universities and Swiss institutes of technology.

According to the university agreement, Liechtenstein makes an annual contribution to Swiss universities of applied sciences and universities for every student studying in Switzerland in the overall amount of approximately 3 million Swiss francs per year, similar to Swiss non-university cantons.

Since 1976, several agreements have been in place between the Austrian Republic and the Principality of Liechtenstein. Among other things they guarantee the equal acceptance of students from Liechtenstein to Austrian universities. In the study year 2006/07, 184 students from Liechtenstein studied at an Austrian University. Austria does not require Liechtenstein to make contribution payments towards the running costs. In return, the Principality is supporting the fund for scientific research in Vienna with an annual contribution of 250’000 CHF and is participating in sharing the costs of research projects carried out in Austrian universities if required. Since Liechtenstein established its own higher education institution governed by public law, equal rights apply to Austrian students. Approximately 280 Austrian students (2006/07 winter term) are currently enrolled at the Liechtenstein University of Applied Sciences (40 – 50 percent of the total student population).

A similar agreement has been in existence with the federal state Bavaria since 1971. In addition, an agreement has been in place between the Tübingen university (Baden-Württemberg) and the Principality of Liechtenstein since 1988. According to the preamble, the common objectives are as follows: "In trying to foster and deepen the mutual knowledge and understanding of legal, political and cultural establishments in both neighbouring countries, the government of the Principality of Liechtenstein and the Eberhard-Karls-University have agreed to conclude the declaration on hand regarding the scientific collaboration and the admission regulations for studying."

The law concerning "Fachhochschulen, university and research institutions" from 1992 has been repealed and replaced by the framework law concerning "Higher Education Institutions" from November 25, 2004. It has become the legal basis for the tertiary education system and regulates the tasks and the position of universities, their approval, study paths, access conditions, students’ rights and duties, questions concerning teaching staff, quality assurance and national supervision. Liechtenstein is hereby implementing the Bologna process guidelines on a legislative level. As a small country, it welcomed these guidelines from the start and has partially implemented them.

6.2. Ongoing Debates and future developments

Science location project in Liechtenstein

The "Science location project Liechtenstein" was launched by the Government at the end of 2007. Since the possibilities of a small state are limited, the aim of the project was to elaborate principles for the future alignment of the country in this question and to form a basis for a sustained development of Liechtenstein’s science and higher education policy.

Doctorate Courses at Graduate Schools

As an implementation measure following the policy report on Liechtenstein as a research and science location, the Government has decided in a fundamental resolution that in future all doctorate studies offered
at higher education institutions in Liechtenstein are to take place at institutions in the form of Graduate Schools. These are to contribute to the optimal positioning of the science location of Liechtenstein within the context of the partly revision of the Higher Education Act, Graduate Schools have been anchored in the Act and transitional provisions have been formulated for doctorate courses authorized under previous legislation.

**Elaboration of a national qualification framework for the area of higher education**

With the signing of the Bologna Declaration of 1999, the Principality of Liechtenstein undertook to participate to 2010 in the joint process to create a uniform European higher education area. At the Bergen Conference in 200, one measure adopted by the Ministers was the resolution to prepare national qualification frameworks for the higher education area (NQF-HE).

A study group was appointed to prepare the elaboration of this qualification framework. On completion of various preliminary tasks and with its decree of 1 July 2008, the Government formally decided on the elaboration of a national qualification framework for the area of higher education in the Principality of Liechtenstein.

As part of the previous preliminary work, qualification frameworks of other countries which had already been elaborated were analyzed and, with this information, possible contents of the Liechtenstein qualification framework were defined. In view of the close proximity of Switzerland in the geographical sense and in respect of education policy, the Liechtenstein NQF-HE – with account taken of qualification frameworks of other European nations that are already available – is oriented to a very marked extent on the draft of the Swiss NQF-HE. This likewise ensures the compatibility of the Liechtenstein qualification framework with the general European qualification framework for the system of higher education. A first draft paper is to be submitted in the Autumn 2010.

For the elaboration of the draft for a qualification framework, the collaboration of interested circles ("Stakeholders") on the national level is of eminent importance.

**6.3. Specific legal framework**

The law relating to the system of higher education has been in effect since 2004 and is a framework law regulating in 56 articles the requirements of the institutions of higher education in the country. The 1st part – General Provisions – sets out the subject of the legal considerations. The 2nd part contains the provisions for the institutions of higher education (tasks, permits, courses, students, faculty staff, academic degrees and honorary titles, quality management and supervision, financing) are described in detail. Part 3 refers to entities similar to institutions of higher education, Part 4 to the Liechtenstein Association of Institutes of Higher Education. Part 5 deals with punitive provisions and legal remedies, Part 6 regional and international collaboration, Part 7 transitional and concluding provisions.

**Law on higher education**

**6.4. General Objectives**

The objective of the education in Liechtenstein’s higher education system is to convey to the graduates the ability to utilise the theoretical, methodical knowledge for solving genuine occupational problems. This transfer ability is systematically taught during the course of studies. The practical application is also supported by the fact that most university lecturers are experienced specialists and have close connections to the industry.
6.5. Types of Institution

Liechtenstein has only introduced its own higher education system in the mid nineteen eighties. Corresponding to the size of the country, this system is very small including only three nationally recognised university institutions. These are the Liechtenstein public University of Applied Sciences (Hochschule Liechtenstein, HL) and the both small public higher education institutions, the International Academy of Philosophy ("Internationale Akademie für Philosophie", IAP) and the University of Human Sciences ("Universität für Humanwissenschaften", UFL).

Indirectly, the (Hochschule) Interstate University of Technology Buchs (NTB) located close-by in Switzerland can be considered part of Liechtenstein’s higher education system. It was founded by the current patrons of this educational institution, the two Swiss cantons St. Gall and Grisons and the Principality of Liechtenstein.

Liechtenstein does not have any vocational schools and therefore relies on the corresponding institutions available in Switzerland.

International Academy of Philosophy
Interstate University of Applied Sciences of Technology Buchs NTB
Liechtenstein University of Applied Sciences
Liechtenstein-Institut

Private University in the Principality Liechtenstein

6.6. Admission Requirements

Admission requirements are a Matura respectively a Berufsmatura certification or completed vocational training in the field corresponding to the course of studies together with a successful entrance examination (required only for the Interstate University of Technology Buchs). In principle, there are no admission restrictions. However, the number of students can be limited if the demand for study places exceeds the total number of available study places. In case of admission restrictions at the Liechtenstein University of Applied Sciences, the university’s council will specify the admission conditions of students based on factual and consistent criteria.

Law on Higher Education

6.7. Registration and/or Tuition Fees

Regular tuition fees for a degree at the (Hochschule) Liechtenstein University of Applied Sciences are CHF 750 per term, at the (Hochschule) Interstate University of Applied Sciences of Technology CHF 600 per term. Study fees at the two private institutions of higher education are considerably higher, depending on the type of course.

Liechtenstein University of Applied Sciences
Interstate University of Applied Sciences of Technology Buchs NTB

6.8. Financial Support for Students

The award of financial support for students by the country of Liechtenstein is regulated by the law on national financial support for education (Scholarship Act), LGBl. (Federal Law Gazette) 2004 no. 262 and LGBl. 2005 no. 41. The government provides financial support in the form of scholarships and interest-free loans.

The following parties are entitled to financial support for education:
persons residing in Liechtenstein who can provide evidence of having had their regular domicile in Liechtenstein for at least three years without interruption or a total of at least five years at the time of the application;

persons residing in Liechtenstein with at least one of their parents having their regular domicile in Liechtenstein at the time of the application;

Liechtenstein nationals living abroad who had their regular domicile in Liechtenstein for at least five of the past ten years prior to the application, provided the state where they now reside does not provide an equal support.

The entitlement to financial support for education is not only dependent on the domicile, but on income and assets. For example, the education has to be self-funded, if the student or his/her parents have available a sufficient amount of own financial means. The scholarship office will determine the extent of reasonable own support of the applicant and his/her parents, based on fiscal data.

Support will be provided for initial and secondary educational and professional training leading to a designation recognised by Liechtenstein as well as for further training.

Initial training includes the education up to the completion of professional training or a degree.

Secondary training is the aspiration of a second diploma following the completion of the initial training, which could have been obtained as initial training as well.

The following is considered further training:

any training that requires the completion of a certain training and is intended to supplement, expand or enhance the acquired knowledge;

education for professional re-orientation;

courses to learn foreign languages, including a stay abroad.

Education at foreign schools of secondary school level II is only supported if it significantly differs from the objectives and contents of domestic training. The government will determine the type of training that is eligible for support upon hearing the scholarship commission. The scholarship office maintains a corresponding register.

Secondary school level II includes education that follows the compulsory education and leads to Matura, Berufsmatura, "Fachmittelschuldiplom" or a professional certificate.

Placements will be supported to the extent they are mandatory components of supported training.

The amount of financial support for education will be calculated by the scholarship office and depends on the following:

recognised costs

reasonable own support by the applicant or his/her parents based on income and assets

support by third parties (e. g. employer)

The financial support for education is provided in the form of scholarships and loans.

Law on National Financial Support (Scholarship law)
6.9. organisation of the Academic Year

There are no provisions of law defining the academic year. The institutions of higher education base their schedules on Swiss or Austrian directives.

The academic year is divided into two terms, the winter term and the summer term, and includes approximately 34 weeks of term time. It starts around September and February and ends in January, respectively August.

6.10. Branches of Study, Specialisation

The Liechtenstein University of Applied Sciences offers bachelor and master courses in architecture and economic sciences. The courses for bachelor’s degrees in Architecture, Commercial Informatics and Business Administration last for at least six semesters. In Business Administration studies, elective courses in International Management and Entrepreneurship and International Financial Services are available. The courses for master’s degrees in Architecture, Business Process Engineering, Banking and Financial Management and Entrepreneurship take four semesters. During studies for bachelor degrees in Business Administration and Commercial Informatics, students are required to complete a period of practical training. For the master’s degree courses, specialist professional experience is a precondition in some cases.

On the basis of a fundamental decree (see Chapter 6.2.) and with conditions relating to an implementation in the form of a Graduate School for "Economy and Finances", the Government has authorized the higher education institutions to arrange doctorate courses. Students with a very good record now have the opportunity to take not only a Bachelor’s and Master’s degree but also to study for a doctor’s degree at the University of Applied Sciences in Liechtenstein. Up to now, doctorate studies were only possible within the scope of a "cooperative doctorate" in conjunction with a partner university.

The Liechtenstein University of Applied Sciences also offers options for advanced studies in the form of Executive Master courses, post-graduate studies and short university courses and seminars, symposia, lecture cycles and lectures. In the Executive Master courses and in postgraduate studies, graduates can acquire further qualifications in in-service programmes lasting three or four semesters in the areas of Wealth Management, Entrepreneurial Management, Business Process Management, Private Banking, Trusteeship, International Management and Industrial Engineering.

Since the autumn of 2005, the Interstate University for Technology Buchs (NTB) has been offering the fully modularised bachelor’s course of study in Systems Technology. This new course of study is a logical further development of the recognised systems technology diploma course of study developed by NTB in 1996. It offers the opportunity for personal and professional development in the profiles technology and processes, mechanics and production, electronics and control engineering, engineering information technology, innovation management and product development. With the start of the academic year 2008/09, a Master’s course will also be offered. The Master of Science in Engineering (MSE) is a course developed jointly with the Swiss institutions of higher technical education by which students can take their Master’s degree at a university of applied sciences of their choice.

The Buchs site offers both the full time and the part time courses of study including all profiles and application majors. The full time course of study is three years in length. (www.ntb.ch)

Please refer to chapter 6.17. for the course offers of the International Academy of Philosophy (IAP) and the University of Human Sciences (UFL).
6.11. Curriculum

At the Liechtenstein University of Applied Sciences, all the curriculums of the Bachelor and Master courses are arranged in accordance with the qualification framework for the whole of the university which is based on the general European directives (Bologna, Life-Long-Learning). These directives concern form and content. The "learning outcome" approach characterizes the curriculums and the promotion of action competence (professional, methodical, social and self-competence) is of pre-eminent importance. Knowledge, understanding and ability are categories which assure the promotion of "employability" to a high degree. All courses are in a completely modular form.

Special importance is attached to the furtherance of internationality and foreign language competence. Parts of courses or complete courses are held in English and academic staff from partner universities from all over the world are involved in the research-based teaching activity. For Bachelor studies in architecture, all students must have an adequate basic knowledge of English at FCE Cambridge or TOEFL Score Card level or acquire this knowledge in the course of their studies. This certificates are a precondition for starting the Master’s course. Bachelor studies in the economic sciences require the submission of a BEC Vantage Certificate by the start of the 5th semester. A knowledge of English at this level as a minimum is the precondition for starting studies for a Master's degree. The following foreign languages are offered as electives at various levels (beginner, intermediate, advanced) in addition to English:

- Chinese
- Russian
- Spanish

6.12. Teaching Methods

The instruction at the Liechtenstein University of Applied Sciences, at the Interstate University for Technology Buchs as well as at the International Academy of Philosophy is based on lectures and seminars (usually no more than 25 students per lecture). Integral parts of the practice- and application-oriented education are exercises, case studies, project studies and excursions as well as term papers, bachelor and master theses.

6.13. Student Assessment

The performance evaluation is based on study and examination regulations that have been made available to the individual universities within the scope of legal provisions.

6.14. Progression of Students

The grading system of study-related performances is based on the number grades used in Switzerland and Liechtenstein.
Study-related performances for successfully completed modules at the Liechtenstein University of Applied Sciences, the International Academy of Philosophy, the Private University in the Principality of Liechtenstein and the Interstate University for technology 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.

International Academy of Philosophy

Interstate University of Applied Sciences of Technology Buchs NTB

Liechtenstein University of Applied Sciences

Private University in the Principality Liechtenstein

6.15. Certification

Degrees issued by the Liechtenstein University of Applied Sciences are nationally recognised. Architecture degrees are notified by the EU and comply with the EU directives regarding the mutual recognition of diplomas, report cards and other certificates of qualification.

According to the regulations of the 1st 89/48 EEC general directive, the academic degrees awarded by the University of Applied Sciences are recognised all over Europe. A bilateral agreement with Austria regulates the recognition of study-related performances and academic degrees awarded by the University of Applied Sciences.

Depending on the field, the graduates of the Liechtenstein University of Applied Sciences will be awarded the academic following titles:

- Bachelor of Science in Architecture
- Bachelor of Business Administration
- Bachelor of Science in Business Information Systems
- Master of Science in Architecture
- Master of Business Administration in Entrepreneurship
- Master of Science in Process Engineering
- Master of Science in Banking and Financial Management

Successful completion of the master of architecture programmes entitles the bearer to work as an architect in all EU/EEA states.

NTB graduates are awarded the bachelor title (Bachelor of Science) and the master title (Master of Science in Engineering). Degrees in the courses of studies offered at the NTB college are recognised in Switzerland, Baden-Württemberg and Liechtenstein. Diplomas of the Interstate University for Technology Buchs (NTB) are also recognised in Austria. Recognition of the courses of studies by the EU member states is dependent on the outcome of bilateral negotiations between Switzerland and the EU.

Interstate University of Applied Sciences of Technology Buchs NTB
6.16. Educational/Vocational Guidance, Education/Employment Links

The "Central Service Office" of the Liechtenstein University of Applied Sciences is considered the initial contact point for obtaining general information as well as information about courses of study at the university.

With its "International Office", the Liechtenstein University of Applied Sciences supports students who wish to complete part of their studies at a university abroad. Since 1992, it has been involved in various educational and research programmes of the European Union. Both students and teachers have the opportunity to complete courses of study within the scope of Erasmus and da Vinci as well as professional placements in companies within the EEA. In addition, the University participates in pilot projects for the development of new courses of study. The International Office provides information about the possibility to participate in these pilot projects.

The International Office is also the contact point for any new students requiring information about the entry, stay, insurance and scholarships.

At the small private higher education institutions, consultations are provided directly by the administration or the vice-chancellorship.

Liechtenstein University of Applied Sciences

6.17. Private Education

International Academy of Philosophy

The International Academy of Philosophy (IAP) has the legal form of a private foundation according to the Persons and Company Law in Liechtenstein. It is a university institution offering students doctorate studies in philosophy.

The curriculum is equivalent to the one used in Austrian universities. The courses of studies offered by IAP also include advanced and continuing education within the scope of philosophy and psychology.

Based on the 1997 agreement between the Principality of Liechtenstein and the Republic of Austria concerning equivalencies for university entrance qualifications and university education, Austria recognizes credits and academic degrees awarded by IAP.

Liechtenstein Institute

As scientific research institution, the Liechtenstein-Institute is carrying out Liechtenstein-related research in the faculties of law, political science, economics and social science as well as history. Research results are presented to the public by means of publications, lectures, seminars and courses.

The Liechtenstein-Institute is a private, independent nonprofit association. It is financed through state, communities and scientific support funds. The bodies of the Liechtenstein-Institute are the general meeting, the institute advisory board, the scientific council, the extended scientific council, the management and the control office.

Since the opening of the Liechtenstein-Institute in 1987, the scientific council has awarded more than a dozen research contracts to applicants holding a doctorate or habilitation respectively.

Classes relating to current, Liechtenstein-relevant topics are organised as lecture series. Currently, students participating in lectures and courses only receive a confirmation of participation.
Private University in the Principality of Liechtenstein

The Private University in the Principality of Liechtenstein (UFL) which was granted permission to teach in autumn of 2000 by the Liechtenstein government, was approved tentatively in 2003 and definitely in January 2007.

UFL offers a three to four term postgraduate "Dr. scient. med." (scientific medicine) course of studies. This postdoctoral course of studies is intended for medical doctors and scientists who wish to obtain or expand their research skills within the scope of their current or future activities, providing them with a significantly improved professional outlook, in particular in the academic-scientific area. The postgraduate medical-scientific course of studies is designed as a part-time course of studies; i.e. employment at a relevant institution is possible while pursuing postdoctoral studies. However, employment is not a prerequisite for admission. The study objective is the conveyance of scientific research and work. The postdoctoral studies offer an ideal supplement to the traditional main course of studies in the area of medicine which in most countries is based primarily on preparatory and practice-oriented knowledge. The postdoctoral studies at the University for Human Sciences are therefore an ideal prerequisite for the professional development in research as well as for academia.

The UFL has been offering an executive master’s course of studies in mediation (Executive Master in Mediation) with emphasis on practical applications since the 2005/06 academic year. Upon completion, the participants, mostly specialists and managers in the fields of law, human resources, psychology and social work will have a well-founded theoretical knowledge and practical skills which are applied and deepened during the training in the form of role plays as well as during a one-week placement in the USA (see also chapter 7.5.).

Starting in the 2006/07 academic year, the UFL has been offering a three-term executive master’s course of studies in property law (Executive Master in property law LL.M) and a post-graduate doctorate "Dr. jur."

International Academy of Philosophy
Liechtenstein-Institut

Private University in the Principality Liechtenstein

6.18. Organisational Variations, Alternative Structures

No information available.
6.19. Statistics

Students with residence in Liechtenstein at Universities according to sex and country of study
Wintersemester 2007/08

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>male</th>
<th>% m</th>
<th>female</th>
<th>% f</th>
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<td>44%</td>
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<td>56%</td>
</tr>
</tbody>
</table>

Students with residence in Liechtenstein at Universities of Applied Sciences according to sex and country of study
Wintersemester 2007/08

<table>
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<tr>
<th></th>
<th>Total</th>
<th>male</th>
<th>% m</th>
<th>female</th>
<th>% f</th>
</tr>
</thead>
<tbody>
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<td>Liechtenstein</td>
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<td>64%</td>
<td>36%</td>
</tr>
<tr>
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<tr>
<td>Austria</td>
<td>7</td>
<td>3</td>
<td>43%</td>
<td>4</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: Education statistics 2009, Office of Statistics

Bildungsstatistik 2008
7. Continuing Education and Training for Young School Leavers and Adults

Liechtenstein’s adult education is divided into general adult education and continuing vocational education. Both types of adult education formulate their offers aimed at the necessity for lifelong continuing instruction in a rapidly changing societal and economic environment. Both forms are based mainly on the European information society defined by the European Commission. Its focus is the dynamic knowledge society and economy which helps Europe’s economic area maintain its competitiveness through ever increasing emphasis on knowledge. What is true globally in terms of Europe is especially true for a small state like Liechtenstein within Europe, because Liechtenstein’s basis of existence and capital are mainly based on the know-how of its population.

Compared to the relatively small catchment area of Liechtenstein and its adjacent regions with a maximum of 50'000 persons, a large range of adult education is available. In addition, Liechtenstein offers a wide variety of special-interest groups and clubs. Besides, Liechtenstein boasts a first-class Conservatory of Music and a very innovative School of Arts. The main objective of general adult education shall be a balanced supply of courses for mastering the daily routines of professional, societal, political and ethical questions in the everyday life of Liechtenstein’s population.

7.1. Historical Overview

Occasional and rather unsystematical attempts to provide training for adults have been undertaken by the administrative bodies of Liechtenstein since the second half of the nineteenth century. In most cases, they were a by-product of other measures. The School of Applied Arts and Crafts established by decree in 1861 as well as the supplementary drawing courses (1865 – 1872) for example, were expressly available not only to students subject to compulsory vocational training but also to "older youth and grown men".

First evidence of courses geared mainly towards the general education of adults dates back to 1923. Teachers of both training schools offered night classes for different subjects at the expense of the government. However, this type of courses was only mentioned once, they were apparently discontinued. For a while, the newly opened Collegium Marianum in Vaduz taught night classes in short hand writing and languages at the end of the 1930s.

It was only in 1957/58 that Liechtenstein’s authorities introduced organised vocational training for adults. These establishments were highly popular. In the 1960s, the number of participants was usually beyond 200; by 1970 it increased to 350; in the first half of the 1970s it was between 33 and 400; 500 participants (for 40 different courses) were registered in 1978 and in 1980 the number was 580. Vaduz was the main centre for these courses. They were organised by the vocational guidance office and had no connection to the actual school board. The national vocational guidance office widened its coordination role in the adult education in 1974 by compiling and issuing a course programme which not only included its own course choices but also listed events organised by the hobby courses as well as other organisations such as the Employees Association and the REFA Institute (Institute for Vocational Training in Liechtenstein). Moreover, the Trade Cooperative, the Employees Association as well as the Country Women’s Association offered their members different courses with technical and personality-forming content. Several larger industrial enterprises organise in-house or business to business training sessions of mostly technical nature. Most companies also support the external course participation of their employees.

Liechtenstein experienced its first boom in the general adult education with the foundation of the "Adult Education Programme" ("Volkshochschule") in 1948. It was established by the pastor of Schaan, Canon Johannes Tschuor. For two decades, the Adult Education Programme was one of the main supporters of cultural events in Liechtenstein. Its final event was held in 1976.
Around 1960, the "Liechtenstein Educational Institution - Association for Adult Education (1961 – 1966), the "Catholic Educational Institution Liechtenstein Lower Land" (1961; it also contributed to the vocational training and guidance; the final event was held in 1969) as well as the "Stefanus Circle Liechtenstein" followed. Some of these institutions were closed down after several years of successful operation, and in other cases, new sponsors were appointed.

First endeavours to establish a structured and institutionalised adult education system were initiated mainly from clerical circles. During the 1970s, the Roman-Catholic church gained ever more influence not only as patron, but as supporter of the adult education. Besides, the individual catholic vicarages of the country as well as the evangelical communities organised numerous events related to religious and general adult education.

In 1963, Liechtenstein joined the "European Federation of Catholic Adult Education". In order to strengthen the connection to the westerly neighbour, Liechtenstein joined several Swiss organisations to form a "Catholic Work Group for Adult Education in Switzerland and the Principality of Liechtenstein" (KAGEB). The creation of a Culture and Youth Advisory Council by the government in 1964 only had a limited effect on adult education: the transfer of the hobby course patronage which was introduced in 1966 with the hobby exhibition organised by the Culture and Youth Advisory Council contributed to adult education. Initially, the courses were organised by the Culture and Youth Advisory council. Later, they were privately maintained, at times centrally for the whole country and at times regionally, for individual larger communities; finally, the administration was transferred back to the government when it was taken on by the vocational guidance office in the mid-1970s.

In connection with the preparatory work regarding the Educational Legislation passed in 1971, legal regulation of general and vocational adult education and vocational education was considered, but these intentions failed for various reasons. Reglementation of vocational education and vocational training for adults was not introduced until 1976, regulation and promotion of general adult education was even shelved until 1979. Organisational, structural and financial regulation of adult education was urgently needed because the number of supporters and their offers continued to grow.

The National Adult Education Commission was constituted in 1979. Additionally, an office for adult education was created which also opened in 1979. As early as in the autumn of the same year, the office issued its first programme of events. In the following years, it continued to develop its activities offering an ever more differentiated range of courses.

The vocational and semi-vocational training was now separate from the well developed general adult education. However, some important proven arrangements such as the continuing education courses organised by the vocational guidance office were in place. According to the Vocational Education Law of 1976, the office for vocational education is explicitly authorised not only to recognise vocational training courses but also to organise them if necessary. Apart from events taking place inside the country, the authorities also announce regional training offers.

Law on vocational training

School Law

7.2. Ongoing Debates and future developments

In the area of non-formal adult education, the Foundation for Adult Education of Liechtenstein has compiled a position paper about illiteracy. If the figures found are compared with past results from the neighbouring countries, similar figures will be seen. On the initiative of the Liechtenstein Adult Education Foundation
7.3. Specific Legislative Framework

The law on the promotion of general adult education no. 45/1979 has intentionally been established as a framework law to prevent national tutelage of adult education and to curb possible national monopoly. Therefore, it only includes twelve articles. The regulation required for executing the law has not been enacted; the government has passed individual resolutions whenever it became necessary.

Following an amendment to the law with effect from January 2008, organizers of non-profit organisations with registered office in this country are those recognized as such by the Liechtenstein Tax Authority, the Roman Catholic Church, other religious communities recognized by the Government and the local authorities.

The law on vocational education dated July 7, 1976 in which a main part is dedicated to the vocational training is the legal framework for vocational training. Even though this law is not of newer origin, it still includes the significant elements of vocational training in terms of life-long learning. The purpose of vocational training is described as follows: "Vocational training shall offer the possibilities to maintain, enhance, adjust professional knowledge and skills to new developments or to move up the career ladder."

According to the law, vocational training is provided in:

- Higher full-time "Berufsschulen" (vocational schools), which require "Maturität" (university entrance qualification) or completed apprenticeship and are comprised of a course lasting several years;
- Higher part-time "Berufsschulen", which either require "Maturität" or a completed apprenticeship and are comprised of an extra occupational course lasting several years;
- Courses with an overall duration of less than one academic year which comply with certain legal criteria. For example they shall be accessible to the general public and may not be managed for profit.

At the present time, no continuing education institutions of the first type are available in Liechtenstein. However, the country recognises this type of institutions abroad and supports them for the purpose of securing spaces for Liechtenstein’s population.

Continuing education possibilities of the second and third type are offered inside Liechtenstein as well as secured abroad.

In practice, adults are granted paid leave for study purposes, but such a procedure is not based on legal entitlements. Various approvals are required for the right to further education. Pursuant to the provision dated April 6, 2004 regarding the Teacher’s Act, teachers are entitled to paid leave for study purposes under certain conditions, such as within the scope of intensive further training.

7.4. General Objectives

The objectives of adult education are to gain knowledge and skills and to stimulate the spiritual development of every individual, especially the personality development and to increase the interest of the population in current issues.

Because Liechtenstein disposes over a limited tertiary education system, vocational adult education is very important. Employees shall have the possibility to improve and expand their technical qualifications through comprehensive training measures.
7.5. Types of Institution

7.5.1. Formal adult education

"Berufsmittelschule Liechtenstein" (BMS) (Vocational Secondary School)

The objective of Berufsmittelschule is to provide graduates of professional training with expanded general knowledge and to prepare them for a course of studies at university level. The subjects taught at the Berufsmittelschule include languages, mathematics, economics, history, society, technology and sciences.

"Interstaatliche Maturitätsschule für Erwachsene" (ISME) (Interstate School for "Maturität" for adults)

The "Interstaatliche Maturitätsschule" for adults is a national institution under public law with domicile in St. Gall. Based on an agreement, it is managed and financially supported by the cantons of Appenzell Ausserrhoden, Appenzell Innerrhoden, St. Gall, Grisons as well as the Principality of Liechtenstein.

The combination of self-study with in-class instruction at the sites of St. Gall and Sargans (CH) allows the participants to complete their education irrespective of their place of residence and with reduced hours of employment.

Second-chance education is mainly intended for adults who have completed an apprenticeship and / or dispose of several years of knowledge and experience in a profession, who are subsequently interested in acquiring a more theoretical, scientific general knowledge.

Liechtenstein University of Applied Sciences

The Liechtenstein University of Applied Sciences offers a wide range of training possibilities such as lectures, forums, seminars, university classes and courses, executive master training courses as well as post secondary studies ("Nachdiplomstudien"). Most events consist of different modules allowing individual and flexible design of the continuing education according to the personal needs. All post secondary studies and university courses are extra occupational (higher part-time vocational school) and are offered in the fields of architecture, banking, business forum, management, trust economics and computer science in economics (see chapter 6.10.). Since autumn of 2006, the Liechtenstein University of Applied Sciences has been offering part-time executive master’s courses of studies in the following fields:

- Entrepreneurial Management
- Wealth Management
- Business Process Integration

Private University in the Principality of Liechtenstein (UFL)

The executive master’s course of studies in mediation at UFL has a strong emphasis on practical applications. Upon completion, the participants, mostly specialists and managers from the areas law, human resources, psychology and social work will dispose of well founded theoretical knowledge and practical skills which are applied and deepened both during the training in the form of role plays as well as during a one week placement in the USA (see chapter 6.17.).

The executive master’s course of studies in property law offered at the UFL is particularly suitable for graduates of law and economics who are about to enter the professional practice and are looking to acquire the corresponding specialisation or who are currently working and wish to focus on advising and representing physical persons or legal entities involved in the development of assets (see chapter 6.17.)
"Interstaatliche Hochschule für Technik Buchs" (Interstate University for Technology Buchs):

The Interstate University for Technology Buchs (NTB) is also offering post secondary studies, post graduate courses (NDK) and continuing education such as lectures, workshops, congresses, public and internal company events. The NDS are extra occupational and consist of different modules. They are offered to graduate engineers in the following exclusively technical areas of specialisation: systems technology, automation systems, energy conservation systems, integrated micro systems, medical technology systems and optical systems (see chapter 6.10.).

International Academy of Philosophy

Interstate University of Applied Sciences of Technology Buchs NTB

Liechtenstein University of Applied Sciences

Liechtenstein Vocational Secondary School

Private University in the Principality Liechtenstein

7.5.2. Non formal adult education

See section 7.16.

7.6. Geographical Accessibility

The educational institutions are distributed all over the country and partly outside the national borders (see chapters 7.5. and 7.16.).

7.7. Admission Requirements

7.7.1. Formal adult education

"Berufsmittelschule Liechtenstein"(BMS) (Vocational Secondary School)

Training at the Berufsmittelschule is open to anyone who has completed a professional education. Partial examinations can be taken as early as during the apprenticeship. Participation in certificate courses does not require the completion of professional education. The successful completion of training and professional education is a prerequisite to obtain the Berufsmatura certificate.

Interstate School for "Maturität" for adults (ISME)

Candidates must be adults (18 years of age) and provide proof of completed apprenticeship or three years of professional occupation. There is no upper age limit. Entrance into term one does not require an examination. However, adequate knowledge of the German language is required; a corresponding entrance test may be mandated. Suitable qualification includes three years of secondary school as well as knowledge of French. As a rule, students can complete the first and second terms of the course part-time. Later, the possible reduction of the professional workload needs to be assessed based on personal experience.

Liechtenstein University of Applied Sciences

The university specifies the admission criteria for the respective courses of studies as follows:

All three executive master’s courses of studies (Entrepreneurial Management, Wealth Management, Business Process Integration) are geared toward graduates of universities of applied sciences or universities who have at least three years of professional experience or graduates with equivalent education and at least three years of professional or management experience.
Basic economic training and expert knowledge in the field of IT are a good foundation for those wishing to enrol in the executive master’s course of studies in Business Process Integration. Moreover, excellent command of the German as well as good spoken and written command of the English language is essential.

Graduate Private Banking Expert: the following candidates are admitted to the postgraduate course of studies:

- graduates of university studies, majoring in economics
- graduates of other university studies with corresponding experience and management responsibilities in the financial services industry
- graduates of special courses of studies in the area of financial services
- graduates of the Private Banking course of studies with additional adequate professional experience.

The postgraduate diploma course of studies in International Management or Master of Business Administration (MBA) is intended for graduates of HTL (polytechnics), HAK (commercial colleges), HWV (colleges for management and administration) with solid professional experience, professionals with a minimum of 5 years of professional experience in a senior management position as well as entrepreneurs and university graduates of technical and economic / scientific programmes with relevant experience. Good written and oral knowledge of the English language is required because the complete course of studies will be conducted in English. In addition, basic knowledge of business administration, marketing and accounting is required. The corresponding basic courses will be offered and recommended, if necessary. A maximum of 30 students is admitted to this course of studies.

Graduate industrial engineer NDS: the postgraduate course of studies for industrial engineers is intended for:

- graduates of vocational schools and universities, mainly from technical programmes;
- graduates of engineering schools;
- graduates with equivalent education and at least two years of management experience.

Graduate trust expert: the following candidates can be admitted to this postgraduate course of studies:

- graduates of university studies in law or economics;
- graduates of university studies in trusteeship;
- graduates of specific courses of studies such as trust experts, accountants, tax specialists, bankers professionals with equivalent, relevant professional experience.

**Private University in the Principality of Liechtenstein (UFL)**

The master’s course of studies in mediation requires the completion of a tertiary level of education (university, university of applied sciences).

The admission requirements for the executive master’s course of studies in property law are a degree in law or economics. Graduates with professional experience are preferred for both courses of studies. Moreover, good spoken and written command of the English language is required.

**7.7.2. Non formal adult education**

The population participating in general adult education varies depending on the course and the topic. Generally, courses shall appeal to everyone; therefore, no admission requirements or age restrictions are in place. At most, recommendations regarding prerequisites are mentioned in the description.
Admission requirements for informal vocational training are often limited to professional experience and interests respectively or certain previous knowledge is required which shall be specified in the offer.

7.8. Registration and/or Tuition Fees

7.8.1. Formal adult education

"Berufsmittelschule Liechtenstein (BMS)" (Vocational Secondary School)

The tuition fee is CHF 390.- (Euro 260.-) per term, excluding costs for books.

Interstate School for "Maturität" for adults (ISME)

Tuition fee per term (including Compendio school materials) is CHF 900 for the first three terms, CHF 700 for terms four and five and CHF 500 for terms six and seven. The sponsorship fee for students outside the sponsorship area is CHF 2500 per term.

Liechtenstein University of Applied Sciences

Following are the tuition fees for the various postgraduate courses of studies:

- EMBA Entrepreneurial Management: CHF 19'000.-
- EMBA Wealth Management: CHF 32'000.-
- EMBA Business Process Administration: CHF 22'500.-
- Graduate Private Banking Expert: CHF 12'500.-
- International Management (Postgraduate studies or Master of Business Administration, MBA): EUR 11'800 (corresponds to CHF 18'350.-)
- Graduate industrial engineer NDS: CHF 11'400.-
- Graduate trust expert: CHF 18'300.-

Private University in the Principality of Liechtenstein (UFL)

The tuition fee for the executive master’s in mediation course of studies is CHF 18'500.-

These costs include instruction, course materials, placements in the USA as well as accommodation in the hotel where the seminar is held, including meals and snacks.

The tuition fees for the executive master in property law are CHF 23'500.00. The tuition fees include the tuition including any company visits, course documents, refreshments, corrections and examinations.

7.8.2. Non formal adult education

The adult education system is subject to tuition fees. They are dependent on the training measure and content, duration and completion of course / training course. The fees range from minor contributions towards expenses to higher course / study fees.

7.9. Financial Support for Learners

See 6.8.
7.10. Main Areas of Specialisation

See 7.5.

7.11. Teaching Methods

7.11.1. Formal adult education

"Berufsmittelschule Liechtenstein" (BMS) (Vocational Secondary School)

Instruction at Berufsmittelschule is designed with modules. One module includes one or more subjects. Instruction takes place in class.

Consolidated course: the training can be concluded in a consolidated course of studies of four terms and completed with the final professional examination.

Certificate courses: all subjects can also be studied individually, allowing a flexible design of both personal and professional continuous education.

Partial completion of individual subjects is confirmed with a certificate and is recognised as a module for the Berufsmatura.

Interstate School for "Maturität" for adults (ISME)

Training consists of a combination of self-study and in-class instruction. Self-study allows independent learning and working. Place, time, duration, content and intensity of learning can be adjusted to individual requirements.

University of Applied Sciences Liechtenstein

The various courses of studies of regular and continuous education programmes are designed with modules. Individual modules of university studies, postdoctoral, bachelor's and master's courses of studies can be attended, provided space is available and under consideration of special entrance prerequisites.

Private University in the Principality of Liechtenstein (UFL)

The complete programme of courses is divided into various, thematically defined modules that are taught as a block, usually including one Saturday.

7.11.2. Non formal adult education

Generally, teaching methods and teaching materials are not regulated, but are subject to the course instructor's / lecturer's choice.

7.12. Trainers

7.12.1. Formal adult education

Berufsmittelschule (BMS) / Interstate School for "Maturität" for adults (ISME)

Teachers at Berufsmittelschule and ISME are qualified specialist teachers or grammar school teachers.

Liechtenstein University of Applied Sciences

The teaching staff of the university consists of both university professors and other teachers.
Private University in the Principality of Liechtenstein (UFL)

The university features a host of internationally accomplished teachers who guarantee excellent quality in the area of vocational training and research.

7.12.2. Non formal adult education

In principle, the adult education institutions are free to choose their lecturers / trainers / employees. The requirements for promoting adult education are "appropriate didactics and methodology for adult education" and "qualified management and support of the presentation".

Instructors of adult education classes therefore have respective qualifications and relevant experience.

7.13. Learner Assessment/ Progression

7.13.1. Formal adult education

Formal vocational training performance evaluation is usually based on tests and examinations graded according to the number system which is also applied in secondary schools in Liechtenstein (see 5.15.).

"Berufsmittelschule Liechtenstein" (BMS) (Vocational Secondary School)

Students are continuously evaluated in all subjects in the form of written or oral examinations, speeches or theses. The performances are evaluated by the teacher using the number grading system.

The so-called term certificate renders account of the performances achieved in the individual subjects during the term. It contains one number grade for every subject. Only half and full marks may be used. The term certificate is issued and signed by the school management.

Interstate School for "Maturität" for adults (ISME)

Performances are graded using both full and half marks as well as achievement reports. Examination performances are graded with marks from 1 – 6. Promotion marks are performance assessments determining the promotion to the next term. Subject marks will be awarded by the subject teacher of the respective subject.

Liechtenstein University of Applied Sciences

In accordance with the "European Credit Transfer System" (ECTS), credit points are awarded for study performance in continuous education. 60 credit points are awarded for postgraduate studies and 30 credit points for the master's studies and the master's thesis.

Private University in the Principality of Liechtenstein (UFL)

The study performances are recognised within the meaning of the "European Credit Transfer System" (ECTS).

7.13.2. Non formal adult education

Learner assessment varies depending on the training measure. Assessment is often inapplicable in the area of general and artistic adult education as well as for informal vocational training. It is the participant’s own responsibility to decide whether and to which extent they wish to benefit from the training measure.
7.14. Certification

7.14.1. Formal adult education

Depending on the institution, participants are awarded "Fachausweise" (academic subject certificates), "Nachdiplome" (post secondary education diplomas) or "Kursausweise" (course certificates) upon successful completion of formal vocational training.

Any certificates obtained in formal adult education are nationally recognised.

"Berufsmittelschule Liechtenstein" (BMS) (Vocational Secondary School)

The Berufsmaturität diploma entitles the holder to study at any academic institution (vocational schools, colleges and universities) in Liechtenstein and Austria as well as vocational schools in Switzerland.

Interstate School for "Maturität" for adults (ISME)

The Matura certificate awarded by ISME is nationally recognised pursuant to the Matura recognition regulation MAR and entitles the holder to study at any academic institution.

Liechtenstein University of Applied Sciences / Private University in the Principality of Liechtenstein (UFL)

Graduates of postgraduate studies will be awarded a postgraduate degree and a postgraduate certificate. They will also be awarded the title of "executive master" including the corresponding subject major.

7.14.2. Non formal adult education

No nationally recognised certificates or final examinations are awarded by the institutions of general adult education in Liechtenstein and for informal vocational training. In collaboration with Switzerland a certificate booklet, the so-called education passport is issued where the participation of courses is recorded and confirmed with the signature of the course instructor. Confirmation regarding participation in a course or lessons is often issued upon completion or upon request.

7.15. Education/Employment Links

The vocational guidance service has the following duties and responsibilities:

- Vocational guidance counsellors advise pupils, youth, higher secondary school pupils, students, adults and persons who need to adjust their professional life for health-related reasons (disability) by means of general information and individual guidance of all training and continuing education possibilities.

- They provide information and advice to all persons involved in the career choice process.

7.16. Private Education

In 1999, the "Adult Education Foundation Liechtenstein" has been legally designated the sole supporter of adult education. The organisers are "private persons, private institutions and associations with head quarters or residence in Liechtenstein, the Roman-Catholic church and other religious communities recognised by the government as well as the communities". The previous supporters and organisers of adult education were the "Catholic Church and other Christian communities as well as communities and private non-profit institutions and associations with head quarters or residence in Liechtenstein."

The Adult Education Commission has been dismissed. The foundation is co-ordinating itself under the government’s supervision.
In 2006, 12 private organisers offered a total of 811 courses with an overall number of 11,953 lessons. 10,567 persons attended these courses.

The objective of the general adult education is to offer a balanced choice of courses for coping with everyday issues of professional, societal, political and ethical nature.

Two organisations shall be showcased which in their function as a link between employees and employers also entertain possibilities for continuing education.

**Continuing education offered by the Liechtenstein Economic Chamber**

Based on the articles of the Liechtenstein Economic Chamber, the promotion and support of vocational training and continuing education as well as the promotion of apprentices is an important task. For this reason, the Institute for Professional Continuing Education of the Chamber of Industry and Commerce was founded in 1995. Due to the growing professionalism of this institution, the Foundation of the Institute for Professional Continuing Education in the Principality of Liechtenstein (BWl) was founded on 1 July 2006.

The purpose of the foundation is to offer training and continuing education in the extra-tertiary area and to organise corresponding courses for an open circle of interested participants without any limitations. Since 1995, the range of courses offered has been growing and was adjusted to meet the demands of the industry. More than 70 different courses are currently being offered. (http://www.gwk.li)

**Continuing education offered by the Liechtenstein Employee Association (LANV)**

LANV is a politically independent federation of trade unions with approximately 1200 members. As an all-industry federation of trade unions, it represents all industries and professions in Liechtenstein. The purpose of the federation is to maintain and promote the mental, social and material interests of its members as well as of all employees in Liechtenstein.

In addition to many other activities, LANV offers courses and seminars in collaboration with neighbouring Swiss and Austrian trade unions, tailored to the needs of the employees, in particular the members of the federation. (http://www.lanv.li)

**Liechtenstein Adult Education Foundation**

### 7.17. Statistics

**Courses subsidised by the Liechtenstein adult education foundation**

<table>
<thead>
<tr>
<th>subject areas</th>
<th>number of courses</th>
<th>number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>811</td>
<td>1012</td>
</tr>
<tr>
<td>adult education</td>
<td>295</td>
<td>319</td>
</tr>
<tr>
<td>arts</td>
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<tr>
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</tr>
<tr>
<td>life sciences</td>
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<td>leisure</td>
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<td>447</td>
</tr>
</tbody>
</table>

**Source:** Office of Statistics, 2009

**Bildungsstatistik 2008**

Office of Statistics
8. Teachers and Other Education Staff

Considered as teachers are:

- Kindergarten teachers
- Primary school teachers
- Special school teachers
- Supplementary education teachers (at Primary school and Oberschule)
- Secondary school teachers (at Oberschule, at Realschule)
- Grammar school teachers (at Gymnasium, at Vocational secondary school)

8.1. Initial Training of Teachers

Anyone wishing to teach at a public or private school in Liechtenstein must have a qualification. The qualification varies depending on the type of school and the subject area. Because it is such a small country, Liechtenstein cannot provide its own teacher training programmes for different types of school and subject area, so teachers are trained in the neighbouring countries (Switzerland/Austria). Liechtenstein has contracts with the Swiss institutions and authorities in particular, assuring access for its students to teacher training programmes. These contracts also govern Liechtenstein's contribution to the training costs.

In the Teacher Employment Act of the state of Liechtenstein the training requirements are stated as follows: "Candidates must have successfully completed a course of training at a university appropriate to the requirements of the post to be filled, of at least three years in duration and conferring a diploma certificate. For the post of Kindergarten teacher successful completion of a diploma training course of at least three years at a university or other nationally recognised training institute for Kindergarten teachers is required. The government prescribes by decree the training standards required for the individual educational levels and special subject areas".

Training programmes must also meet the requirements laid down by the Swiss Conference of Educational Directors or the equivalent requirements of Austria. If there are significant differences between the standards of the two systems, the Government will decide on the required training criteria. The Government has therefore ruled for supplementary and pre-school teachers that the assessment of an access qualification should be determined by the Swiss training profile. Other qualifications are therefore judged by whether they meet this profile. If this is not the case, adjustment measures must be taken within the intendment of of the European Directive 2005/36 on the recognition of professional qualifications.

For new entrants to the profession the Office of Education or an institution appointed by the government conducts professional development courses for probationary teachers. The training programmes consist of block sessions of 10 to 15 days duration and are held during the school holidays or in non-contact teaching time. They include courses on Liechtenstein's history, civic affairs and education legislation, and topics such as mentoring, the education system, timetables, special needs teaching and educational therapy, quality assurance and development, the schools inspectorate and staff communications, pupil assessment and parent-teacher discussions, the school intranet, computers and information technology and the didactic media centre.
8.1.1. Historical Overview

Organised forms of teacher training did not appear in Europe until the end of the 18th century and several decades of the 19th century passed before it was normal for candidates for the teaching profession to attend a teacher training institute. As Liechtenstein never had its own teacher training institute, in view of its close connections with Austria at the time it is appropriate to look at the relevant developments there. As part of the educational reforms introduced by Empress Maria Theresia in 1774 it was decreed that all teachers should be tested before taking up an appointment, but the only training course for elementary teachers available at the time lasted a mere 6 weeks. The governmental education ordinance of 1814 introduced a three-month teacher training course; in 1848 this was extended to 1 year and in the eighteen-fifties to 2 years. According to regulations dating from 1874, introduced following the Imperial Primary School Act of 1869, teacher training institutions were established in all the crown lands of Austria. These now featured a four-year course, which combined general education and specialist training and were therefore comparable with the teacher training seminars to be found in Germany and Switzerland.

The earliest available evidence of training for teachers for village schools in Liechtenstein is a petition of 1779 from the schoolmaster of Vaduz to Prince Franz Josef I in which he appealed for financial support for his grandson to enable him to go to Vienna to be trained as a teacher. The royal chancellery, however, declined the request on the grounds that the training offered in the "Musterschule" (a school of "exemplary status") in Rankweil was quite adequate. It was common practice at the time to send young boys to be taught by experienced teachers known as "Musterlehrer".

In the early decades of the 19th century the training of Liechtenstein's teachers followed a clear pattern. Gradually the Bregenz District Secondary School emerged as the preferred training establishment for the Liechtenstein students. As standards of teacher training in Austria began to decline, however, in the 1860s Liechtenstein turned its attention to other possibilities in southern Germany. However, since the mid-Seventies the newly established teacher training institute in Bregenz also offered a more advanced course. Despite the fluctuations in demand for the various training establishments in the three countries at that time, teachers in Liechtenstein's elementary schools generally undertook the same form of basic training. It was based on the seminar model, which consists of a course at upper secondary level preceded by a Realschule or secondary modern education. Until the Sixties this form of education prevailed in both neighbouring countries and thus applied to Liechtenstein too. In any case, until the system changed in Austria, teacher training in Liechtenstein tended mainly to follow the Swiss pattern. Today this has changed and in Switzerland and Austria there is an academic route for trainee teachers in the form of the teacher training colleges (see Section 8.1.4.). In this case the teacher trainee first completes a secondary level course at a general secondary school or passes a diploma examination ("Reifeprüfung") before embarking on the teacher training.

The distinction made today between the various categories of teacher (see Section 8.2.11.) differs widely from the situation at the time of the last major education act of 1929, which only distinguishes between "teaching staff at elementary schools" and "teaching staff at higher educational establishments". Before then the terms "teacher" or "teaching staff" referred purely to teachers at elementary schools.

In the early educational provisions of the Principality, the decree of 1805, it simply states that the teacher to be appointed in every district was to be "suitable and competent". At that time there were few formal training and practical opportunities at the lower levels of the teaching profession and most teachers, when applying for a post, had to take an examination administered by the appointing authority. In the following decades an increasing number of teacher training courses were offered in the German-speaking countries and the 1827 education act stipulated that candidates for a teaching post in Liechtenstein must submit a "reliable testimonial" and prove that they had passed an Austrian teaching examination, otherwise they had to sit an equivalent examination in the Principality under a special examining commission. In 1843 the regulations were tightened up by a decree of Prince Alois II.
"His Excellency has decreed by the esteemed resolution of the 16th ult. No. 9029 that from now on students wishing to enter the teaching profession will only be regarded as competent to do so if they have been trained in the federal states of Germany and have obtained adequate certificates of performance."

The education act of 1859 stated, on the other hand:

● "Teachers wishing to devote themselves to the profession of schoolteacher should normally undertake their training in a public teacher training seminar in Germany. The government and the Office of Education may, however, authorise individual academics or school teachers who are appropriately qualified to deliver this instruction."

Teaching examinations were prescribed for this purpose.

The act of 1900 governing the legal status of the teaching profession at the public elementary schools formulated the regulations in more precise terms. The act states that a teacher will only be eligible for final appointment if he has passed the diploma examination of a recognised teaching institution and passed the Liechtenstein practical teaching examination after completing the prescribed probation period. In 1916 a similar act was passed in respect of teachers at "establishments of higher education" (i.e. the secondary schools). These teachers had to have passed the examination for teaching posts at Gymnasien or Realschulen.

The 1929 education act deals very briefly with basic level teacher training:

● "For an appointment at a primary school or the higher educational establishments a diploma certificate of a special training course approved by the national schools inspectorate is required."

In the meantime the structure of the training profession in Liechtenstein has become much more complex. This is evident from the wide variety of possible routes into the profession. The 1971 education act stated: Kindergarten and primary school teachers must have the relevant certificate; teachers at remedial schools and upper secondary schools must have the primary teacher’s certificate and the relevant additional training; teachers at special needs schools must, as well as the primary teacher’s certificate or other suitable training, submit evidence of remedial teacher’s training; and teachers at Realschulen must have the advanced teaching certificate from a university or special teacher training institute. Teachers at “Gymnasien” must have an academic degree (doctorate, licentiate or teacher training diploma) and a Gymnasium teacher’s certificate. Finally, specialist teachers must have the advanced teacher training diploma for the respective educational level.

School Law

8.1.2. Ongoing Debates and future development

NA.

8.1.3. Specific Legislative Framework

The Teacher Employment Act of 2003 - the various training programmes have since been adapted with changes in educational policy – has the following to say about teacher training: "Candidates must have successfully completed a course of training at a university appropriate to the requirements of the post to be filled, of at least three years in duration and conferring a diploma certificate. For the post of Kindergarten teacher successful completion of a diploma training course of at least three years at a university or other nationally recognised training institute for Kindergarten teachers is required." In addition, the teaching profession ordinance on the recognition of training programmes (including those for other qualified teachers). "To obtain a teaching post in a specific type of school or for a special subject area, candidates must have completed a training course that meets the requirements for recognition of the Swiss Conference of Educational Directors or the training requirements prescribed in Austria. If there are significant differences
between the standards of the two training systems, the government will determine the required training criteria. If a training course fails to meet the requirements, either wholly or partially, its recognition will be determined according to the provisions of the law governing the recognition of professional qualifications. However, Liechtenstein still has its own specific vocational entry qualification, which is obtained by examination.

- Ordinance of 6 April 2004 on the Teacher Employment Act (Teacher Employment Ordinance) No. 92/2004
- Education Act of 15 December 1971 (No. 7/1972) and amendments
- Law of 13th December 2007 on Recognition of Professional Qualifications

Law on the Employment and Work of Teachers

School Law

Regulation on Teacher Service Law

8.1.4. Institutions, Level and Models of Training

Teacher Training Colleges in Switzerland

Different teacher training options at teacher training colleges have been offered in the German-speaking part of Switzerland since the 2003 winter semester. They are replacing the existing training offered at various teacher training institutes. Anyone interested in becoming a primary school or Kindergarten teacher now completes a general education programme, normally the Matura. The theoretical and practical vocational training is obtained at the tertiary level at the teacher training college, corresponding to the simultaneous training model. Aspiring Kindergarten, primary or secondary school teachers from Liechtenstein are often enrolled at one of the following teacher training colleges in Eastern Switzerland:

- Teacher Training College Rorschach/SG
- Teacher Training College Graubünden
- Teacher Training College Thurgau
- Teacher Training College St.Gallen
- Teacher Training College in Central Switzerland
- Teacher Training College Zurich

Teacher Training at Universities in Switzerland (secondary level II)

Teacher training for the secondary level II is offered in nine Swiss cantons (Zurich, St. Gall, Basel, Berne, Fribourg, Lucerne, Jura, Neuchâtel, Vaude) as well as at the Federal Technical University of Zurich (ETHZ). In eight cantons, the qualification to teach is valid for grammar school classes at the secondary level I and for the secondary level II. Secondary level II teachers are trained at universities. In a minority of cantons, extra-university teaching institutions are responsible for the pedagogical and methodical / didactical, but not the theoretical training. If the teacher training is in addition to a course of professional studies, it lasts 1 to 2 years, otherwise 4 to 7 years.

(cf. EURYBASE Schweiz: http://www.edk.ch/PDF_Downloads/Bildungswesen_CH/Eurydice_08d.pdf)
This applies analogously also to Austrian training courses which are similarly recognized as equivalent in Liechtenstein and have recently gained in importance.

8.1.5. Admission Requirements

The admission requirements are not uniform in Switzerland, neither with respect to the individual school levels nor for all cantons. Generally, the Matura certificate is required for training at the tertiary level which in turn entitles to teach at the secondary levels I and II. The grammar school leaving certificate Matura is generally required for admission to all teaching professions. However, some exceptions are possible: it is intended to create admission options for graduates of vocational colleges and holders of the Berufsmatura as well as professionals.


8.1.6. Curriculum, Special Skills, Specialisation

Training courses for teachers at Teacher Training Colleges/Universities in Switzerland comprise the following:

- general education segments (pre-school level, primary level, partly secondary level I)
- special education segments (mostly secondary level I, secondary level II)
- vocational segments (at least pedagogy, didactics and special didactics)
- (school) internships

(cf. EURYBASE Schweiz, http://www.edk.ch/PDF_Downloads/Bildungswesen_CH/Eurydice_08d.pdf)

8.1.7. Evaluation, Certificates

Study performances at teacher colleges and universities in Switzerland are awarded ECTS credits.

The following degrees are possible:

- Bachelor of Arts / Science in Pre-Primary and Primary Education (Kindergarten and grades 1 to 3 of the primary school level)
- Bachelor of Arts / Science in Primary Education (Grades 1 to 6 of the primary school level)
- Master of Arts / Science Secondary Education (secondary level I)
- Master of Advanced Studies in Secondary and Higher Education (secondary level II)

8.1.8. Alternative Training Pathways

8.1.5.

8.2. Conditions of Service of Teachers

The state is primarily responsible for education in Liechtenstein. Under the state constitution all aspects of teaching and education, including private schooling, come under state supervision. It is compulsory for children to attend school and the state is responsible for ensuring that the mandatory instruction in elementary subjects is adequately delivered in public schools free of charge. As the municipal authorities bear some responsibility for their primary schools and Kindergartens, they also contribute financially and to the upkeep of school buildings.

Individual schools are nearly always decentralised administrative bodies, so-called "devolved institutions of public law". Schools are responsible for their own day-to-day management and create their own structures
within the given constraints. To fulfil their educational development responsibilities, individual schools can co-opt the support of local authorities and other institutions. The authorities lay down the main objectives and general conditions for the schools and various types of school, giving them a degree of freedom to allow them to discharge their educational responsibilities in a flexible, efficient and pedagogically appropriate way.

8.2.1. Historical Overview

In the course of the Seventies the two main parties, "Fortschrittliche Bürgerpartei" (FBP) and "Vaterländische Union" (VU) succeeded each other in one parliamentary election after the other.

The last educational reform movement started during a period when the FBP was in power under Dr. Gerard Batliner. The main element of it, the 1971 Education Act, was finally completed just after the Fatherland Union had won a majority in the 1970 election and had appointed a new prime minister in Dr. Alfred Hilbe.

Whereas the main concern during the Seventies was to implement the reforms introduced by the Education Act of 15 December 1971, a paper published by the government in 1984 called "Schule Wohin?" (The Way Ahead for Education?) prompted wide-ranging discussion on various aspects of educational reform. In 1987 the results were summarised in a report published by a special commission entitled "Schule Wohin? 2. Teil - Leitideen für das liechtensteinische Schulwesen" (Guiding Principles for Liechtenstein’s Education System) and circulated among interested parties for their comments. The outcome of this second survey of opinion demonstrated that the reforms the commission aspired to could not be realised without changes in the law. Consequently, a revised education bill was drafted, which essentially provided for the following amendments:

- The introduction of a new schools structure
- Approval for different forms of pupil assessment
- Introduction of special needs teaching to promote educational integration
- The establishment of new types of school
- Closer co-operation between school and home
- Reorganisation of the local authority structure
- Reformulation of outdated pedagogical terms

The various responses obtained from the opinion-finding exercise did not come up with any clear idea for what the proposed new educational structure should be. So in 1992 the government appointed a commission to prepare a structural model for secondary level education that would be acceptable to all parties.

In 1994 the commission presented a report to the government recommending that it "appoint a project group to consider the development of Secondary Level I, which would include the requirement to reach a consensus on a two-year co-operative secondary level model that would guarantee transparency (at all times)". In 1994 itself the government put various new proposals to Parliament - independent of the question of structure - with a draft bill on amendments to the Education Act. These amendments were approved by Parliament in September 1994. They include approval for different forms of pupil assessment and the establishment of special needs education, especially the introduction of integrated support teaching instead of separate remedial schools. The formal introduction of the voluntary 10th school year was also welcomed, as was the preparatory course for the polytechnic leaving certificate (in the meantime: Berufsmaturität at the vocational secondary school).
From the start of the 1992/93 academic year Saturday was declared a non-school day at all levels. After heated discussion and a referendum on the subject, required because it was a people’s initiative, free Saturdays were rapidly adopted in all types of school.

School Law

8.2.2. Ongoing Debates and future developments

Revision of teacher’s salaries

Up to 1 January 2004, there was a uniform salary law for civil servants and teachers. After that date, the civil servants received their remuneration according to a new salary law while teaching personnel continued to be paid under the previous salary law as a provisional arrangement. This temporary ruling was to remain in force until a special law for the payment of teachers took. From the legislative viewpoint, it was therefore clear that a new salary law for Liechtenstein teaching personnel had to be drawn up.

To comply with this instruction of the legislative body, the Government had begun work on the “Reform of Teachers’ Salaries” project. In the course of this work, it became apparent that it was expedient to determine the regular payment of teachers according to the same system as for civil servants. For this purpose, representative teaching positions were assessed according to objective criteria whereby the scheme applicable also for civil servants was always followed.

It was also apparent in the course of the project that it was no longer possible to maintain the previous automatic fixed increases of a salary career. Instead of such fixed increases, it is once again expedient to adopt the mechanism for salary adjustments that applies for civil servants. However, the development of the fixed part of the payment should be regulated in a teacher-specific manner with due account taken of the performance aspect and the assessment resources. The basis for this are specific assessment instruments and periods. An important instrument is the staff discussion which was introduced some years ago and should be developed further in the sense of teacher support. Unlike the situation for civil servants, a salary-relevant assessment should not take place every year but in view of the different management structures and the limited assessment resources (on average 90 teachers per inspector), at longer intervals of time (“performance milestones”). Increases in salary take place within the framework of the credit granted by the Diet for the adjustment of the fixed part of the payment and based on the distribution directives of the Government. These directives can provide, for example, that teachers further away from the maximum salary receive more as a percentage than teachers close to the maximum salary. At certain intervals of time, the rise in the salary can be interrupted if personal discussions and target agreements have not resulted in the improvements in quality considered necessary with reference to the achievement of the requirements of the position. For exceptional motivation, teacher teams in particular should be able to profit from the same bonus system as civil servants. In the integration of teachers’ salaries in the salary law, the current salary status is guaranteed.

The new law on teacher’s salaries has come into effect on January 1st, 2009.

8.2.3. Specific Legislative Framework

- The law dated November 26, 2003 on the employment of teachers (Teacher’s Employment Act) regulates the employment of teachers at public schools (pursuant to article 3 of the School Act).
- The regulation dated April 6, 2004 on the employment of teachers (Teacher’s Employment Act) applies to any teacher, the employment of which is regulated by the Teachers’ Employment Act.
Executive Order of 7 September 2004 on the remuneration of civil servants (Executive Order – Remuneration; BesV), LGBL. 2004 No. 198, in the current version.

Law on the Employment and Work of Teachers

Executive Order Regulation on the payment of teachers

Executive Order on the remuneration of civil servants Verordnung über die Besoldung der Staatsangestellten (Besoldungsverordnung; BesV),

8.2.4. Planning Policy

Teachers at public schools are contracted as employees under public law. Their employment contract may be for an indefinite period of time or for a period of up to three years. If a short-term contract is extended by common consent, it is regarded as extended by the term of the original period. Through a position plan and on the application of the Education Authority, the Government determines the total number of permanent positions for each school year and for each public school. In the case of public schools financed by the municipalities, the Government must obtain for every municipality the agreement of the municipal council. Non-permanent posts may be created as required, provided the necessary financial resources are available. Again, in the case of locally funded schools, the approval of the local council must be obtained first.

A teaching appointment may be made if there is a need and an established permanent post is vacant. An appointment may be made outside the staffing establishment if required, provided the financial resources are included in the initial proposal. Where public schools are funded by the municipalities, the government must obtain the approval of the municipal council before creating a post. After three years have elapsed, the contract can be extended, provided an established permanent post is vacant.

Newly created posts and existing posts to be re-advertised are advertised by the government on the open job market in the official publications, giving details of the conditions of appointment. If the appointment is not for an established post, the number of hours is fairly small, it is for less than a year or is a relocation, it is not necessary to advertise it publicly. If an appointment is extended after expiry of the original period, it need not be advertised provided it was publicly advertised before the original period commenced.

8.2.5. Entry to the Profession

Pursuant to the Teaching Profession Act, the qualifications required to teach at a certain type of school or a certain type of subject must meet the approval conditions specified by the Swiss Conference of Education Ministers or the professional qualification requirements of Austria. If the professional levels between the two countries vary significantly, the respective government will specify the relevant qualification requirements. If the training does not meet or only partially meets the conditions outlined above, the approval will be subject to the legal conditions concerning the recognition of degrees and professional certificates.

Qualification as Kindergarten teachers

In Switzerland, Kindergarten teachers are trained during a three-year full-time study course with a bachelor’s degree. In Austria, a five-year training at the secondary level II ("Reife- und Diplomzeugnis") is required to be able to work as a Kindergarten teacher.

As of 1 January 2006, the training profile established in the "Regulation of the Swiss Conference of Cantonal Education Directors" on the recognition of university diplomas of teachers for the pre-school level and primary level shall be the only relevant training level for Kindergarten teachers.

From the beginning of the school year 2006/07, individual examinations and compensation measures take place for Kindergarten teachers who acquired their qualification in Austria and who intend to work in Liechtenstein.
Qualification as primary school teachers

The appointment as primary school teacher requires a three-year full-time study course (bachelor’s degree) at a Swiss or Austrian teacher training college.

Qualification as teachers for special needs teaching programmes

For special needs teachers the following conditions of appointment apply. Special needs teaching programmes include:

- a. Primary school supplementary teaching
- b. Special support teaching
- c. Secondary school supplementary teaching
- d. German as a second language
- e. Special primary school preparation

For a) and b) the primary teacher diploma, combined with a training as educational therapist is required, for c) the secondary teacher’s diploma combined with the same additional training or qualification as primary school teacher combined with a training as educational therapist in accordance with the decision by the government dated 22 November 06 (see 8.1.2.). For d) and e) candidates require the teaching diploma for the type of school or subject area in question.

The special educational therapy training may be done in Switzerland. It lasts 3 years part-time or 2 years full-time. Of equal standing with educational therapists are teachers who have gained a standard primary or secondary school diploma plus a qualification in special needs teaching. Teachers at special schools need a special needs qualification from a recognised training institute in Switzerland or Austria.

In Liechtenstein there is only one private special school with public law status but it is supported largely by public funds. As special needs teaching is privately funded, the teachers are employed under private law. However, by virtue of a performance agreement the government requires the private special school to comply with training requirements when appointing special needs teachers and therapists. These are as follows:

- A degree for the corresponding level (not applicable to the secondary school where the primary school teacher qualification is sufficient) plus a specialist degree from a recognised teacher’s college or university of applied sciences is required to be appointed as remedial teacher (supplementary teacher and / or for special needs teaching programmes at regular schools or as teacher at a special needs school);
- In the field of pedagogic/therapeutic procedures (PTM), PTM teachers, such as speech therapists, psychomotor therapists and early childhood educators are appointed. The corresponding qualification is a specialist degree from a recognised remedial teacher’s college or university of applied sciences.

Qualification as teachers at secondary level I

For appointment as a teacher at upper secondary or Realschulen the corresponding teaching diploma from a recognised training establishment is required. All Swiss and Austrian training colleges are recognised automatically provided they themselves are nationally recognised. Both the Austrian and Swiss teacher training courses require a Matura certificate and last at least three or four years.

Qualification as teachers at secondary level II

For appointment as Gymnasium teacher, the completion of relevant specialist studies at a university and the Advanced Teaching Certificate (referred to as “Master of Advanced Sciences in Secondary and Higher
Education MAS SHE\textsuperscript{a} since the 2006/07 academic year) of a recognised teacher training institute (university) are required. All Swiss, Austrian and German training colleges are recognised automatically, provided they themselves are nationally recognised. Both the Austrian and the Swiss Gymnasium teacher training require a Matura certificate, a University diploma in a special study field and a pedagogical-didactical training at University and lasts at least six years.

Candidates from Liechtenstein holding a certificate from either a teacher training college or the University must pass examinations in various aspects of Liechtenstein’s education system, some of which were previously covered in courses (see section 8.1.). The examinations include Liechtenstein history, civic affairs, legislation and institutions, Liechtenstein’s education legislation, the principles of the Education Act, the Teacher Employment Act and the Youth Act including the relevant ordinances.

The government appoints all teachers employed either on permanent contracts or short-term contracts for one to three years. In the case of short-term contracts of less than 100% full time, the government may leave it, by decree, to the Office of Education to make the appointment itself. The Office of Education appoints teachers whose appointment is for less than one year. If the post is for a school supported by the municipality, the approval of the municipal schools inspectorate must be obtained if the appointment is for at least one year and for at least 40% full-time-equivalent. Newly created posts and existing posts to be re-advertised are advertised by the government on the open job market. All new entrants to the teaching profession are appointed for a probationary period of three years in the first instance. For the duration of this period the appointment is made for one year at a time.

The conditions of appointment are:

- Competence for the post
- Unimpeachable character reference
- No illnesses or physical infirmities that would significantly impair satisfactory performance
- Liechtenstein citizenship or citizenship of another country provided it is of equal status with Liechtenstein citizenship according to international agreements or reciprocal law.
- Proof of the required training
- Mastery of the German language

Depending on the requirements of the post to be filled, the appointing authority may specify other conditions for the post such as professional experience, experience in project work or management experience.

8.2.6. Professional Status

Teachers are civil servants and employed on a public-law basis. All new entrants to the teaching profession are appointed for a probationary period in the first instance. This lasts three years and may, in certain cases, be extended or curtailed by the government by one year. For the duration of this period the appointment is made for one year at a time.

At the end of the probationary period teachers have to demonstrate:

- Satisfactory fulfilment of the employment contract
- Adequate knowledge of Liechtenstein public affairs, especially history and national affairs, and Liechtenstein educational legislation.
- The ability to meet the conditions of appointment in full
Teachers on at least 40 per cent full-time equivalent, after taking the oath of office, are appointed for an indefinite period if they meet the above conditions and provided a permanent post is vacant and the need exists. Otherwise a short-term appointment continues to apply.

8.2.7. Replacement Measures

The school administration prepares a procedural and staffing plan to ensure that as far as possible lessons are not interrupted if a teacher is absent. Where the absence is only brief, lessons are taken by other staff. Staff can be obliged by the school administration to make up lost lessons for this purpose and in addition to give a certain number of unpaid lessons per academic year depending on their full-time equivalent percentage.

In the case of more extended absence the school administration requests the Office of Education to look for a relief teacher.

In case of sickness and accident the teacher must inform the school administration immediately of the reason for absence. If the teacher is absent for more than three days, the Office of Education must be informed and a doctor’s certificate submitted.

8.2.8. Supporting Measures for Teachers

The school inspectors for the individual school types or subject areas are responsible for teacher supervision and care. It includes periodical classroom visits followed by a detailed assessment and discussion, the content of which is recorded in writing and available for access by the teacher. If necessary, the teacher and the inspector agree other more searching measures to be taken.

At the Gymnasium control and support for teachers are the responsibility of members of a teachers’ commission.

In the first year of service a novice teacher may ask for a tutor to give him or her assistance with teaching practice and during this period they will have their mandatory hours reduced.

Teachers at different types of school and in different subject areas belong to organised associations, which concern themselves with educational policy and trade union affairs. The various associations belong to a General Association of Liechtenstein Teachers.

8.2.9. Evaluation of Teachers

See 8.2.8.

8.2.10. In-service Training

Teachers are obliged to undertake regular further training in order to consolidate their professional skills. The Office of Education offers professional development events on educational topics in a program of courses that is publicly advertised. The education inspector can prescribe specific further training courses as mandatory for certain categories of teacher. Attendance at further training events is free of charge. A contribution may be levied to cover the cost of materials.

The course program is based on a broad consensus of the needs of teaching staff, schools inspectors and pedagogical commissions and also reflects current reform efforts and educational development projects. The inspectorates are responsible for approving the in-service training applications from teachers, work groups or teaching teams and are also responsible for monitoring whether teachers fulfil the number of further training days stipulated annually by the inspector. Every teacher keeps a record booklet confirming the further training activities they have attended.

The education inspector determines the course programs for the various professional development objectives, the mandatory number of training course days and the mandatory courses. Courses are normally
6 days a year, which the teacher must attend at his own discretion or on the recommendation of the inspector.

About CHF 480'000 were allocated to professional development for teachers in 2008.

In the case of permanent teachers who have been employed in public schools for at least 10 years, of which the last five have been uninterrupted, and who are not more than 55 years old, the government may approve a request for intensive further training. The purpose of intensive further training is to promote personal and professional development, especially in the candidate’s own subjects and in the field of pedagogy and didactics. The paid teaching time varies between 5 and 20 teaching weeks depending on the average full-time-equivalent percentage of the last seven years.

8.2.11. Salaries

Salaries are based on the national Civil Service Salaries Act and the related ordinance on the payment of teachers and its amendments.

- Men and women are entitled to the same pay for similar qualifications, comparable responsibilities and performance;
- The individual teachers are each assigned to an indicative position. The indicative positions are based on workplace assessments.

The salary is increased annually, without a guarantee, provided that the Diet makes the corresponding funds available. In the event of an unsatisfactory performance, the increase in salary is canceled. There is basically no guarantee of an increase in level. However, for the compensation of the previously granted increase in level which has been eliminated by the salary reform, an experience component of max. 12% of the basic salary, depending on age, is granted.

A bonus thirteenth monthly salary is paid annually. Teachers are also entitled to claim adjustment of their salaries in line with inflation. This is calculated according to the Swiss national retail price index. If there has been at least 1% inflation since the last salary adjustment, the government applies to Parliament for a salary adjustment.

For the performance of special functions in the school system, the Government can pay bonuses to teachers. Part-time and supply teachers are paid according to the nature and the period of employment.

Teachers at public schools are insured for sickness, accident and disability. Under these terms, if teachers are absent due to sickness or accident, they continue to be paid for six months; if the goodwill period extends beyond six months, then they will be eligible for payments under the state sickness or disability insurance schemes.

Regardless of the appointment and salary, the State pays a family allowance in the form of a child allowance. Total salary deductions for social security benefits and pay-as-you-earn (PAYE) taxation, which ranges from 4% to 9% depending on the salary grade, is between 16% and 21%.
<table>
<thead>
<tr>
<th>Indicative position</th>
<th>School level</th>
<th>Qualifications</th>
<th>Entry salary in % of basic salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of special areas (LK 8 und 9)</td>
<td></td>
<td></td>
<td>87.5%</td>
</tr>
<tr>
<td>Level teacher m/f (LK 10)</td>
<td>Kindergarten level</td>
<td>with B.A. degree</td>
<td>87.5%</td>
</tr>
<tr>
<td>Level teacher (LK 11)</td>
<td>Primary level</td>
<td>with B.A. degree</td>
<td>87.5%</td>
</tr>
<tr>
<td>Level teacher (LK 12)</td>
<td>Lower Secondary Level (Sekundarstufe 1)</td>
<td>with M.A. degree or Swiss teacher's diploma for the secondary school</td>
<td>87.5%</td>
</tr>
<tr>
<td>Level teacher (LK 13)</td>
<td>Upper Secondary Level (Sekundarstufe 2)</td>
<td>with other previous qualifications</td>
<td>77.5%</td>
</tr>
<tr>
<td>School/remedial teacher m/f (Teachers of special areas, LK 12)</td>
<td>Primary level</td>
<td></td>
<td>83.5%</td>
</tr>
<tr>
<td>Teacher m/f for Textiles Arrangement /Housekeeping (teacher m/f special areas, LK 11)</td>
<td>Lower Secondary Level (Sekundarstufe 1)</td>
<td>with B.A. or M.A.</td>
<td>83.5%</td>
</tr>
<tr>
<td>Teacher m/f for German as a second language (teacher m/f special areas, LK 10 to 12)</td>
<td>Primary level and Lower Secondary Level (Primar - und Sekundarstufe 1)</td>
<td>with previous qualifications</td>
<td>73.5%</td>
</tr>
<tr>
<td>Sports teacher m/f (LK 10 to 13)</td>
<td></td>
<td>with B.A. or M.A. or other equivalent qualifications</td>
<td>83.5%</td>
</tr>
<tr>
<td>Head teacher m/f (LK 11 to 15)</td>
<td></td>
<td>with other equivalent qualifications</td>
<td>73.5%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Salary class (LK)</th>
<th>Basic salary</th>
<th>73.50%</th>
<th>77.50%</th>
<th>83.50%</th>
<th>87.50%</th>
<th>Maximum</th>
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<tr>
<td>Salary class 8</td>
<td>74'910</td>
<td>55'058.85</td>
<td>58'055.25</td>
<td>62'549.85</td>
<td>65'546.25</td>
<td>112'380.00</td>
</tr>
<tr>
<td>Salary class 9</td>
<td>81'280</td>
<td>59'740.80</td>
<td>62'992.00</td>
<td>67'868.80</td>
<td>71'120.00</td>
<td>121'930.00</td>
</tr>
<tr>
<td>Salary class 10</td>
<td>88'360</td>
<td>64'944.60</td>
<td>68'479.00</td>
<td>73'780.60</td>
<td>77'315.00</td>
<td>132'530.00</td>
</tr>
<tr>
<td>Salary class 11</td>
<td>96'380</td>
<td>70'839.30</td>
<td>74'694.50</td>
<td>80'477.30</td>
<td>84'332.50</td>
<td>144'570.00</td>
</tr>
<tr>
<td>Salary class 12</td>
<td>105'110</td>
<td>77'255.85</td>
<td>81'460.25</td>
<td>87'766.85</td>
<td>91'971.25</td>
<td>157'660.00</td>
</tr>
<tr>
<td>Salary class 13</td>
<td>113'830</td>
<td>83'665.05</td>
<td>88'218.25</td>
<td>95'048.05</td>
<td>99'601.25</td>
<td>170'760.00</td>
</tr>
</tbody>
</table>
8.2.12. Working Time and Holidays

The employment contract covers the following activities:

- Lessons and tuition according to the curriculum;
- Lesson planning, preparation and evaluation;
- Advising pupils and contact with parents, involving specialist advisers where necessary;
- Co-operation with other staff and the educational authorities and participation in community activities in school and the learning environment;
- Personal and professional development.

The scope of duties is based on the following mandatory number of lessons per week:

- Kindergarten: 30 lessons;
- Primary school: 29 lessons;
- Secondary level I: 28 lessons;
- Secondary level II: Sport, Music, Art 25 lessons; Other subjects: 22 lessons.

The mandatory lessons per week is the number of lessons of 45 minutes to be given by a teacher on a 100 % full time (FT) contract. Where the teacher has a part-time appointment, the number of weekly lessons is reduced according to the full-time-equivalent (FTE) percentage. For administrative reasons the teacher may be obliged to do overtime for a certain time, but for one academic year at the most and not exceeding the contracted FTE percentage by more than 15 %. However, the FTE percentage may not exceed 110 %.

Depending on the total number of contractual hours worked, the following activities may count towards them:

- Headship of a public school: from one-half up to four lessons;
- Class teacher (except vocational secondary school) 1 lesson;
- Team work (except vocational secondary schools); up to 1 lesson;
- Novice teachers: up to 2 lessons;
- Advice and support for teachers (e.g. mentoring): up to 1 lesson per teacher;
- Induction time for supplementary teachers: 1 lesson maximum for each class supervised;
- Induction time for working with supplementary teachers and parent contact in connection with supplementary lessons: 1 lesson;
- Management of the school’s IT system at primary and secondary level: from one to about two-and-a-half lessons;
- Work in connection with preparation times for creating block periods in Kindergarten and primary schools and help with homework: counts as lesson time;
- Supervision of midday break and self-study and break supervision in Kindergarten: counts as 50 % of lesson time rounded up to half a lesson respectively;
● Special activities in the interests of the school (e.g. meeting management, supervision of special premises, production of school magazines, assistance with internal projects, convening of special subject groups);

● Additionally:

○ 4 lessons for the voluntary 10th school year for admission discussions and diagnostic tests,

○ organisation of industrial placements and similar;

○ 1/2 a lesson for the Liechtenstein vocational secondary school for each area supervised;

● Extra lessons according to government decree for other activities such as managing school libraries, assistance with building projects and so on;

● Co-ordination of activities for all schools or school types in the interests of education in Liechtenstein generally.

The Office of Education can issue directives on the eligibility of these activities for a reduction in lessons. These include job specifications for each separate activity.

For contact time with co-teachers and the school authorities, participation in community activities in school and the local education scene, plus other activities covered in the employment contract, the teacher must be present in school for a certain number of hours. On-site times for individual teachers are fixed as far as possible by the school administration in an annual staffing plan at the beginning of the school year.

The government determines the conditions for the granting of paid and unpaid leave by decree. In the event of extended absence due to sickness, accident or recuperation teachers may request a confidential doctor’s statement. Leave may not be granted if it would mean scheduled lessons were not held. Exceptions are only permitted in emergencies.

The school holidays are oriented towards the general holiday regulations for state schools.

These are distributed as follows:

● six weeks in summer (beginning on the first Saturday in July),

● two weeks in autumn (beginning on the first Saturday in October),

● two weeks for Christmas (December 24 to January 6),

● one week in February/March (“skiing holiday”) and two weeks in spring (Easter holiday, beginning on Maundy Thursday).

The holiday entitlement on which teachers’ remuneration is based is obtained from the relationship between the number of school weeks and holiday weeks and amounts to 13/52 of the annual salary.

Maternity leave is governed by the statutory provisions. The Office of Education may extend a maternity leave at the request of the teacher for up to twelve weeks, which are unpaid.

In the following cases special paid leave may be granted:

● Sudden illness of a member of the household or a near relative, if there is no other provision for their care: up to 3 days;

● A death in the family: 1 day; in the case of parents, spouse or children: 3 days;

● The birth of a child to a wife or partner: 1 day;
Attendance at meetings due to a public office held if the meeting falls in teaching time;

Exercising the duties of a member of parliament: all meetings;

A court summons: attendance at a hearing;

Participation in cultural events of national significance and sporting events such as Olympic Games, world championships, major tournaments and events either as competitor or official: up to 5 days;

Other unavoidable and pressing engagements: up to 2 days.

Authorisation to grant leave lies with the following:

Up to 1 day: the school administration;

2 to 5 days: the Office of Education;

From 6 days: the government.

Unpaid leave may be granted if it does not cause serious disruption to lessons and the teaching plan and a deputy is available to cover the period. Approval for unpaid leave up to 5 days is granted by the Office of Education, and from 6 days the competent appointing body.

Teachers over age 55 are eligible for a reduced FTE percentage for the same pay. The reduction is calculated on the average FTE percentage for the last ten school years in the Liechtenstein educational service. If it is less than 40%, the claim to qualified citizen’s relief is not sustained.

If the teacher’s 56th birthday falls within two months of the start of the school year or semester, the reduction commences from the start of that year or semester. The amount of the reduction is calculated according to the average FTE percentage for the last ten years of service, as follows:

- 70 to 100% FTE: 2 lessons;
- 40 to 69% FTE: 1 lesson.

When the teacher reaches age 61, the reductions shown in the foregoing paragraph are doubled from the start of the next school year or semester. If the teacher’s 61st birthday falls within two months of the start of the school year or semester, the additional reduction commences from the start of that year or semester.

### 8.2.13. Promotion, Advancement

There are various indirect ways in which teachers can find opportunities for promotion, either by assuming school management duties, by switching to a more advanced type of school, by accepting new duties of staff support and school administration, by undertaking in-service training or by doing pupil support work.

### 8.2.14. Transfers

The appointing authority may transfer a teacher to another post if the staffing schedule requires it or at the teacher’s request, provided it is possible under the staffing schedule.

If a teacher is transferred to a locally funded school, the approval of the municipal education inspector must be obtained if the appointment is for at least one year and the full-time equivalent (FTE) percentage is at least 40%.

### 8.2.15. Dismissal

If the teacher asks to be dismissed, the teacher must be released from the employment contract by the appointing authority at the end of the school year. The dismissal request must be submitted to the
appointing authority giving six months notice. The dismissal may also take place during the school year by mutual agreement.

If the teacher is on short-term contract, the employment terminates when the contract expires.

The appointing authority must dismiss a teacher if a transfer or continued employment is not possible because the post is superfluous to requirements. If the teacher is to be dismissed from a locally funded school, the opinion of the local schools inspector must be sought. For permanent employment contracts that have lasted at least ten years, six months’ notice must be given, and in all other cases four months’ notice to the end of the month respectively.

The appointing authority must dismiss a teacher if it is in the interests of the pupils, the school and the parents not to continue the employment. If the teacher is to be dismissed from a locally funded school, the opinion of the local schools inspector must be sought. A teacher is given notice of dismissal in particular if he or she is no longer meeting the conditions of appointment, is prevented from fulfilling their employment contract either permanently or long-term or for other reasons is no longer capable of discharging their contractual duties.

The government must dismiss a teacher if the disciplinary proceedings find that he or she has committed a serious and irremediable disciplinary offence, or, despite disciplinary action having been taken, has continued to commit disciplinary offences.

8.2.16. Retirement and Pensions

Once a teacher reaches retirement age, the Office of Education gives them notice of retirement. If the teacher reaches pensionable age up to three months after the start of the school year, he or she may be given retirement notice earlier, but should not suffer any financial disadvantage as a result. It is desirable that teachers continue working after reaching pensionable age up to the end of the semester provided they happy to do so. They may continue to be employed beyond the end of the school year if the post cannot otherwise be filled.

Conditions for early retirement are governed by the provisions of the Civil Service Salaries Act and the act governing retirement insurance for civil servants.

Law on civil salaries

Law on the retirement pension insurance for civil servants by December 20, 1988

8.3. School Administrative and/or Management Staff

Headteachers are appointed by the government for a period of four years. In the case of primary schools, which like Kindergartens come under the municipal authority, the candidate is recommended by the local schools inspectorate. The appointment is for one headteacher and, if necessary, a deputy. Headteachers should be teachers who have the skills to manage a team of teaching staff, deal with conflicts, direct school development processes and manage the school organisation and administration.

The Gymnasium is managed by a rectorial board consisting of a qualified rector and two subordinate pro-rectors. Persons serving on the rectorial board appear before the Teachers Conference and are appointed by the government with a permanent mandate. The administration is responsible to the rectorial board. Persons serving on it are appointed by the government as civil servants on behalf of the Office of Personnel and Organisation. The class conference (in secondary schools; ISCED 2) includes all teachers giving class tuition. It is chaired by the class teacher.

The headteacher chairs the teachers conference, which consists of all teachers teaching in the school district. It prepares and prescribes, if necessary in conferences and work groups, the necessary regulations for co-
ordination and co-operation both in school and throughout the school district, according to the dictates of higher law and the overall strategy, the rules of procedure, the internal rules, the regulations on absence and supervision, the annual timetable and the staffing plan to ensure uninterrupted class coverage.

8.3.1. Requirements for Appointment as a School Head

See 8.3.

8.3.2. Working conditions

See 8.3.

8.4. Staff involved in Monitoring Educational Quality

External assessment of schools and teaching staff is carried out by the statutorily appointed inspection service. The inspectors are responsible for external evaluation of schools. Assessors are normally employees in the Office of Education who are appointed as inspectors. There are two types of inspector. Class inspectors are concerned solely with the class levels entrusted to them in the districts assigned by the Office of Education. Apart from them there are specialist inspectors responsible for inspecting specific subject areas.

Each inspectorate has its own job specification, but the objectives and duties are similar in each case. Inspectors are guided in their work by the guidelines on "quality assurance and development" published in November 2000, the provisions of the curriculum and the statutory regulations and directives. They are responsible for the supervision of all schools in their area.

Leitfaden für die Qualitätssicherung und -entwicklung im liechtensteinischen Schulwesen

8.4.1. Requirements for Appointment as an Inspector

There is no specific formal training for the inspectorate. Depending on the candidate’s existing skills, further training requirements are agreed in an appraisal discussion. This may take the form of management skills, conflict resolution, counselling, assessment, facilitation etc. and include one of the training courses run by the Swiss Association of Schools Inspectorates. Candidates for appointment as inspector must hold the relevant teaching certificate for the subjects and levels advertised and provide evidence of practical teaching experience. The candidate should already be employed in a qualified post. Team and project-based work are necessary conditions.

As far as the assessor’s training is concerned, there are no fixed regulations. A Swiss working group for exchanging experience came into being a short while ago, which also organises extended in-service training courses.

8.4.2. Conditions of Service

A hallmark of the revised inspection guidelines is the change away from a monitoring body to a support role in educational development. The activity of the inspectorate assists in the quality assurance function for schools and tuition. By devising general guidelines and objectives and developing a common vision and common goals, it is hoped that the result will be a broad range of good quality and economically run educational options. It is also hoped that external assessment will make individual schools more accountable to the general public. In general there are two distinct objectives. Firstly, to channel information from outside to individual schools, i.e. to provide the external perspective, and secondly to make the assessment, support, control and monitoring of teaching staff more transparent, e.g. by following the requirements of the curriculum.
Schools undergo external assessment about every five years. Additional assessments can be arranged in critical situations. The regulation applies to all primary schools, Oberschulen and Realschulen. The Gymnasium has its own regulations and is assessed independently from other schools.

Inspectors work with the school administration, although the school administration is not responsible for the manner in which the external assessment is carried out and neither are the teachers. Teachers may, however, contribute their own needs and ideas on the subject of assessment. An important element in the assessment process is the feedback from the various stakeholders - teachers, school administration, parents and pupils.

The inspectorate is obliged to hold a formal appraisal interview with each teacher every two years. In the course of a searching interview teacher and the responsible inspector assess the teacher’s performance, thus complementing the teacher’s own perception of his or her performance with the inspector’s objective assessment. The assessment forms the basis on which the objectives and possible action are formulated for the next two years. All compulsory schools in the country apart from the Gymnasium are subject to inspection.

Not only the inspector but the teacher, too, is responsible for the success of the assessment. The teacher must prepare thoroughly for the interview and record his or her work in writing. The documentation includes, among other reports, the form called "Preparation for teaching supervision and the appraisal interview". The teacher is also responsible for implementing the agreed action plan and must submit a report on the outcomes to the inspector.

8.5. Educational Staff responsible for Support and Guidance

The main duties of the school psychology service are as follows:

- Decision-making support: the school psychology service assists parents and guardians, teaching staff at all levels and the authorities to make decisions affecting the general running of the school (support for new starters, integration, support teaching, coaching, instruction or supervision of special needs teaching, transfer to secondary schools, jumping a class).

- Crisis management: the school psychology service assists those involved in crisis situations arising in Kindergarten or at the main school.

- Integration of a disabled child: if a disabled child is to be integrated into a standard Kindergarten or other school, a school psychologist’s report is required by the Education Act. The parents must apply to the schools inspector and the latter obtains the necessary expert opinion before making the decision.

The social work department at Liechtenstein’s schools provides advice and support to pupils (individually and in groups), parents and teachers.

Schools social work is an autonomous youth support activity, which co-operates with the school in a formal and institutionalised form. The aim of the schools social work service is to support children and young people in the process of growing up, assist them in finding a way of life that suits them and encourage development of the life skills they need to solve their personal and social problems. Schools social work achieves this by adapting social work methods and principles to the school system.

School pedagogy and social work combined need to answer the questions about societal changes for pupils and for school in general, and how they are planning to solve the resulting challenges. This issue requires both sides to overcome communication difficulties, methodological issues and prejudices. (http://www.schulsozialarbeit.li).

School Psychology Service
8.6. Other Educational Staff or Staff working with Schools

Children in the second year of Kindergarten and pupils in primary 4 and 9 are examined by the school doctor to ascertain their general state of health. In addition in primary 3 and primary 5 the posture and movement skills of the children are assessed by a physiotherapist. A health record is kept by the "Landesphysikat" (state physician) for every pupil. If exceptional health problems arise, the class teacher can also contact the school doctor.

If the school doctor or dentist discover symptoms requiring treatment or check-ups, the pupil is referred to their general practitioner or family dentist. The costs of dental treatment are largely borne by the state. Pupils with problems requiring special pedagogical or psychological intervention are referred by the school doctor or class teacher to the schools psychology service (see 8.5.).

All children resident in Liechtenstein and entering Kindergarten for the first time are examined by the school dental service. All Kindergarten and primary school children are examined once a year by a prophylactic nursing assistant. Approximately an hour of school time is spent inculcating the principles of caries prevention according to the various age groups. All children are meant to have a dental examination once a year so any teeth problems can be dealt with promptly and appropriate preventive measures discussed with their parents. The school dental service is newly part of the Office for Health.

Starting in the 2006/07 school year, the previously independent areas "department for information technology at schools", "didactical media office" and "educational resource publishers" were combined under one roof in the centre for media didactics and media support (ZeMM). The creation of the centre allows the use of synergies as well as improved coordination between the various media areas. The ZeMM employees attach great importance to a good information and communication exchange. Therefore, they intend to publish the information magazine "ZeMMinformation" three to four times a year.

The schools information technology department keeps close contact with individual schools. It produces practicable solutions for the IT, communications and technology (ICT) curriculum in schools and develops strategic plans accordingly, relying on the assistance and co-operation of super users and headteachers. Their decisions are made as far as possible in consultation with all the various groups of people involved. The schools IT department provides consultancy and support services to all the schools and second-level support in the fields of further education and training, technology and methodology as part of their regular duties. It regards it as part of its responsibility to keep abreast of the latest ideas on the international ICT market and adapt them for use in schools. It initiates, directs and supports various projects associated with computer-aided learning. Where desirable and feasible, forthcoming projects are handed over as soon as possible to the teaching staff involved. It also advises teachers and Office of Education staff promptly about new developments and decisions, preferably by means of the schools network.

The educational resources publishers are responsible for the procurement and sale of all teaching resources used in Liechtenstein schools. Approved and prescribed teaching resources are agreed by the government. There is a list of educational resources, which is published in a new edition every academic year and approved by the government. Teaching resources to be purchased by pupils are sold at a price which is at least 25 per cent lower than cost price. All other teaching resources are procured in class sets. If a new resource is to be purchased, the Office of Education must apply to the government.

The Eschen indoor swimming pool comes under the aegis of the Office of Education and is managed and operated under contract to it.

At the Unterland School Centre there is a library open to the public, which is run in association with the municipality of Eschen.
### 8.7. Statistics

#### Teachers in % according to age at public schools (2008/09)

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>99</td>
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<tr>
<td>Primary schools</td>
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<tr>
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<tr>
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<tr>
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<td>40</td>
<td>60</td>
</tr>
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<td>voluntary 10th school year</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>Vocational upper secondary school</td>
<td>47</td>
<td>53</td>
</tr>
</tbody>
</table>

Source: Education Statistics 2009, Office of Statistics

*Bildungsstatistik 2008*
9. Evaluation of Educational Institutions and the Education System

Evaluation is assessment, inspection and impact monitoring. Evaluations provide an opportunity to examine and reflect on school practice in a critical light. In this sense, evaluations form a central component of the development of schools. On the one hand, they are the starting point for development processes, on the other hand, however, they are also their end point for monitoring the effect of the measures taken.

Internal and external evaluation interact closely, with internal evaluation at the centre. In the first instance, quality awareness must grow from within. Evaluations in schools are concerned with specific aspects immediately affecting the school. External evaluations supplement the internal ones by means of feedback in the sense of an exterior view, or reflection of the latter.

There are two levels of external evaluation. On the one hand, various aspects of the schools are evaluated. In the process, the "Inspektorat" responsible stipulates the topics and methods after consultation with the school. On the other hand, the teachers are evaluated in certain intervals by a inspector on the basis of attendance at a lesson and a staff interview. Internal evaluation also takes place at two levels. At the school level, it is incorporated into the development of the school as part of "Jahresplanung". The school carries out an internal evaluation at least once a year. At a personal level, internal evaluation is recommended as a voluntary option in the sense of self-reflection, or evaluation by means of reflection sheets. Self-evaluation can subsequently be exchanged with a trusted person.

The office of education are responsible for the staff management policy. The "initial evaluation" of teachers takes place as part of an employment interview. At primary school level, this task is the responsibility of the local authority school council. At secondary school level, the office of education is responsible for the appointment, allocation and evaluation of teachers. The "Lehrerteam" (consisting of all the members of staff of a school) is responsible for internal evaluation. Evaluation forms part of "Jahresplanung" in which it is ascertained how the school will organise cooperation with the authorities, parents and the general public. The report is sent to the "Inspektorat" responsible, in the case of primary schools, to the local authority school council.

9.1. Historical Overview

The education system in Liechtenstein has undergone a major transformation in the last 50 years. From the school of order and discipline in which teachers were the all-powerful figures of authority and which was controlled from above by the school commissioner, a school has been developed in which the focus is on the development of children's individual talents. Today cooperation with the school authorities, the "Lehrerteam" and the parents is also important above all.

The discussion about evaluation and improved quality in the Liechtenstein education system only started at the end of the '90s. The traditional form of quality assurance prevalent until then had been essentially input-oriented, with the "Inspektorat" acting as the supervisory authority. Newer forms of evaluation mainly examined the output and the "Inspektorat" grew from being the supervisory authority to the supporting body of school development and quality assurance. At the end of 2000, a concept or "guiding principle for quality assurance and development in the Liechtenstein school system" was developed. The concept is finalized in the curriculum directive of 1999 and comprises internal and external approaches to evaluation. Overall, it can be ascertained that the trend towards formalised evaluation of schools is closely linked to the strengthening of the personal responsibility of the individual schools.

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Regulation on the Kindergarten, primary and secondary school curriculum
9.2. Ongoing Debates and Future Developments

On account of various developments in the Liechtenstein school system, the Office of Education has initiated the organisation of a structured quality assurance and development system within the framework of inspection as well as within the framework of current projects. The most important initiatives were:

- The restructuring of the method of work of the Inspectorate and of the processing of problem cases in respect of teachers.
- The reform of teachers’ remuneration
- The revision (completed in 2004) of Teachers’ Employment Act and re-formulation of the teaching contract.
- Other current school projects, especially “School assessment and school development” on the primary level.
- Demands by parents for more effective supervision.
- Further development of Lower Secondary Level I (since 2006 SPES I: School and profile development on Lower Secondary Level I (Sekundarstufe I))

In the broader context, a whole series of projects must be mentioned:

- Measures for PISA (action areas: standard language, teaching, cooperation with external partners, introduction of standards, school system questions and support payments)
- Reforms in the area of legislation (Teacher Service Act, Education Act, directives)
- Establishment of a system with Content Standards
- School social work
- Sports school
- Pupil assessment: introduction of portfolio systems, etc.
- Guidance services for teachers at the University for Pedagogy Zurich
- Improvement and formation of day structures respectively day schools
- Concept for the promotion of gifted students

The evaluation of the supplementary instruction offered by the Swiss Central Office for therapeutic pedagogy (SZH) in 2004 shows that improvements can be achieved in various areas, such as for example in promotional diagnostics and planning. A task force has been set up to examine and subsequently implement the SZH recommendations.

9.3. Administrative and Legislative Framework

The discussion about quality began in Liechtenstein around the mid-’90’s. Officially, the government approved the setting up of a system for quality assurance and development at Liechtenstein schools on 12 August 1998 and instructed the Office of Education.

At the end of 2000, a concept, or a "guiding principle for quality assurance and development in the Liechtenstein school system" emerged from this.

The laws and provisions bindingly stipulate the rights and obligations of the authorities, teachers and pupils. Additional provisions can be found in regulations and directives issued by the school board in executing the
The most important provisions are: the School Act, School Organisation Provisions, Curriculum Provisions, including curricula, provisions regarding pupil evaluation and promotion, school regulations, holiday calendars, Teacher's Employment Act, Teacher's Employment Provision.

9.4. Evaluation of Schools/Institutions

The evaluation of schools is part of the overall strategy for quality assurance in the school system. As a rule, a large part of quality assurance with regard to the pedagogical and administrative tasks of the individual schools is regulated by input-oriented procedures and laws or directives covering all schools. Examples of instruments of this State control are the terms of reference for minimum standards in relation to the content of curricula or those for the training and further training of teachers. The Office of Education commissions topic-related evaluations of topics concerning the whole school system or individual types of school. Every year a maximum of three topic-related evaluations are conducted. As a rule, these are given to university institutes and specialised agencies. Furthermore, in 2001 the Office of Education endorsed the Liechtenstein State Administration EFQM quality management model.

9.4.1. Internal Evaluation

As in the external evaluation, in the internal evaluation two levels are distinguished. Below the internal evaluation of the "Lehrerteam" and school are compared with the self-evaluation of the teacher:

The internal evaluation of the individual schools is embedded in the overall strategy for quality assurance which also comprises the other approaches to evaluation. The overriding objectives are the assurance of the quality of the school and its organisation, the quality of tuition and the deepening of cooperation with the surrounding area. Over the years, a comprehensive image of the school should emerge through evaluation. The evaluation findings provide the basis for collective further training courses and are starting points for school development processes. The self-evaluation of teachers consists of a specific analysis of their own teaching. Self reflection is a core element of quality assurance and the development of the school and tuition. Unlike the other aforementioned methods of evaluation, it takes place on a voluntary basis. The aims of periodic reflection on one's own activities are to become aware of one's own strengths and weaknesses and to discover personal development potential, to distance oneself from one's work and to reflect on and broaden patterns of behaviour.

The school itself is responsible for the planning and execution of internal evaluation. The school direction together with the "Lehrerteam" determines the topics and methods of evaluation. The internal evaluation itself is integrated in the head teachers training. If necessary, support can be obtained from external advisers.
or the Pedagogical Centre. In self-evaluation, the teacher him/herself is the evaluator. If need be, a trusted colleague is a "co-evaluator".

**9.4.2. External Evaluation**

The reorganisation of inspection is characterised by a move away from being a supervisory authority towards supporting school development. The Inspektorat is responsible for the quality assurance of schools and tuition. By working out general key elements and objectives and developing common visions and guiding principles, educational provision of a diverse, quality-oriented and economically sound nature should emerge. In addition, as a result of external evaluation, individual schools should be called to account to a greater degree with regard to the general public. In principle, a distinction can be drawn between two objectives in the process: On the one hand, individual schools can be supplied with information from the exterior view (external image). On the other hand, external evaluation can be used for the transparent assessment, advice, guidance and monitoring of the teachers (e.g. in adhering to curricular standards).

At school level, the "Inspektorat" employs pedagogical measures which assure quality. These measures include supervision, planning, coordination, advice and crisis management. Over the years the evaluation of schools, or schoolhouses comprises all aspects of the school (school and organisation, tuition, environment, results). The evaluation report contains measures and recommendations for the respective school which are implemented by the corresponding schools within the framework of school development. The second level consists of an external evaluation of the teachers which is carried out by the respective "Inspektoren/Inspektorinnen" for subjects and levels. The findings of the evaluative conversation between the teacher and the "Inspektor/Inspektorin" concerned are recorded in an objectives and rating sheet. In this way, quality is assured and improved further at the teacher level. Here evaluation is primarily a management device for helping teachers to advance and better their skills, but also for being able to respond rapidly to problem cases.

The external evaluation of schools and teachers takes place by way of the school inspection enshrined in law (LGBI. 1972). The "Inspektorate" are responsible for the external evaluation of schools. As a rule, the evaluators are staff of the Office of Education who are appointed as "Inspektoren/Inspektorinnen" there. There are two types of "Inspektor/Inspektorin": level "Inspektoren/Inspektorinnen" only deal with the level entrusted to them in the local authority areas assigned to them by the Office of Education. In addition, there are specialist "Inspektoren/Inspektorinnen" who are entrusted with the specialist inspection of individual schools. Each "Inspektorat" has its own duties record book. However, they all have the same tasks and objectives. In their work, in particular the "Inspektoren/Inspektorinnen" act in accordance with the guiding principle relating to "quality assurance and development" of November 2000, in accordance with the provisions of the curriculum and the statutory requirements and regulations. They are responsible for the supervision of the assigned schools. There is no tailor-made training for the "Inspektorat". Further training requirements are determined at the personnel interview, on the basis of existing skills. These may be, for example, management, conflict advice, advice, evaluation, moderation, etc. and comprise further training provided by the Swiss Association of School Inspektorate. For appointment as an "Inspektor/Inspektorin", teacher training in the appropriate subjects or levels and evidence of practical teaching experience are necessary, in accordance with the respective announcement. The person concerned should already be working in a managerial capacity. Team-oriented and project-oriented work are a prerequisite.

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**9.5. Evaluation of the Education System**

See chapters 9.4.1. and 9.4.2.
9.6. Research into Education linked to evaluation of the Education System

The concept, or the "guiding principle for quality assurance and development in the Liechtenstein school system" is an attempt to establish commitment to objectives, findings and working practices in a transparent manner. The government commissioned the Office of Education ("Inspektorat") to develop the concept. Overall, it can be ascertained that the trend towards formalised evaluation of schools is closely linked to the strengthening of the personal responsibility of the individual schools.

The concept is currently in the introductory phase: After several years of experience with the instrument, teachers will be given the opportunity to express a view within the framework of a topic-related evaluation.

9.7. Statistics

No statistics available.
10. Special Educational Support

The "special educational support" or the "special educational offer" comprises a range of special educational measures which the Liechtenstein education system, through the integration concept, makes available to pupils and other persons wishing to learn who have a special educational need. The integration concept defines the "special educational support" and is divided into low-threshold and high-threshold measures carried out by specially trained teachers. The low-threshold measures include the special school measures (SSM) and the educational therapeutic measures (ETM). A special educational need attested by the School Psychology Services leads to a high-threshold measure, namely to special education in the regular school (SiR) or to special education in a special school (SiS).

The special educational offer consists of the following three groups of measures:

- **besondere schulische Massnahmen**, special school measures (SSM): for short:
  - supplementary instruction, German as second language, special support, special school enrolment (Forms: introductory class and pre-school)

- **educational therapeutic measures**, ETM for short:
  - logopaedia, ideomotion, early education, measures for pupils with a sensory handicap

- **special education in 2 forms**:
  - a) Special education in the regular school (SiR) or Integration = integrated form of special education
  - b) Special education in a special school (SiS) = separated form of special education.

For special educational support, use is made of the services of specialists with the corresponding advanced training in one of the special educational areas of specialization. Teachers who are interested and have a diploma for the corresponding school level (Kindergarten, primary or secondary level) can take the Master's course in special education (SE) or in early remedial training (ERT). Teachers interested in educational therapeutic measures /ETM can choose the Bachelor's course for logopaedia or ideomotion.

The special educational measures available therefore consist of special educational support resources which are also increasingly provided in decentralized form. This also puts the regular schools and Kindergartens in a position to provide pupils having special educational needs with basic special educational support at school and close to where they live. The specialized training also enables remedial and ETM teachers to arrange integrative support settings on an interdisciplinary basis and to carry out support. The competence profile in question allows compatibility and flexibility in regard to the place where special support is made available:

Specialists who have completed a Master's course in Special Education/SE advise, make diagnoses and as a supplement to regular education provide the following support:

- supplementary education and support for special educational and integrative school measures in primary and secondary schools, quota per class of 3 lessons for work by pupils and 1 lesson for the coordination of the measures (coordination = responsibility for support diagnosis, team teaching, evaluation, collaboration with parents, documentation, etc.)

- **SiR-education/Special education in the regular school or in the regular Kindergarten**: special support for pupils with a greater need for support or need for special education = support in integrative education incl. coordination
SiS-education/Special education in a special school: special support in special school classes = support in separated education incl. co-ordination

Special school enrolment (SSM): special educational support and co-ordination work in introductory classes (Upper Country; period: 2 years) or pre-school classes (Lower Country; period: 1 year)

Specialists who have completed the Bachelor’s course in the area of educational therapeutic measures / ETM (early education, logopaedia or ideomotion) counsel, diagnose and support in the following settings:

ETM support in regular schools and Kindergartens:

In addition to the integrative SSM services (special school measures), the educational therapeutic measures (ETM) logopaedia (ambulatory), ideomotion (partially integrative) and early education (integrative; only available for the regular Kindergarten) are available in the regular school area. ETM support is given to pupils with a need for special or increased support (early education), marked speech/language difficulties (logopaedic support) and/or a problem in the ideomotor area. With SiR (special education in the regular school area) any necessary ETM are part of the relevant support settings. While early education and ideomotion teachers participate in integrative forms of education or SiR support settings, support in logopaedia is still largely provided on a separative basis. ETM assignments are largely carried out via a service agreement between the Government and the Executive Committee of the Association for Special Education Aid in Liechtenstein by ETM specialists of the SEC special school (ETM Ambulatory Centre). ETM support assignments are also carried out by private persons (independent) and by ETM specialists and teachers with a teaching assignment via the Office of Education.

ETM support in special schools:

As in the regular school area, ETM at SiS (special education in a special school) are also part of a separative support setting, co-ordinated by the SSE specialist. For pupils in a special school (SiS), the necessary educational therapeutic measures (ETM) are provided directly in the special school.

The above-mentioned special school measures (SSM) (incl. German as a second language) are available only for regular school pupils and ETM early education is only carried out in regular Kindergartens (corresponding to SSM supplementary education).

10.1. Historical Overview

It was only towards the end of the last century but one that separate support for pupils with special educational needs was considered. Until the first special schools were opened, pupils with learning problems attended a public school; pupils with a marked remedial educational need often did not receive adequate help. If they had major problems in cognition, participation and/or mobility (formerly designated as very severe or multiple hindrance) these pupils were kept at home. The School Act of 1859 did not even mention children with mental and physical handicaps; in the Act of von 1925, such children were merely listed in connection with obligatory school attendance: "Children who are handicapped by a professionally confirmed disease or in particular by a permanent physical or mental disability are exempted from obligatory school attendance by law".

It is revealing that it was only in the years after 1925 that the school authorities and especially socially committed private organisations turned their attention to the problem of special educational support for children with special educational needs. In Liechtenstein, this problem was tackled with the opening of a special school of the "Association for Special Educational Aid in Liechtenstein" in 1969 in collaboration with the Office of Education.

Milestones on the way to special educational support in its present form and quality are:
die introduction of a State disability insurance in 1960: it pays a large part of the school and accommodation expenses of children and young people with a handicap.

the founding of the Office for Social Services (1966): with this – in conjunction with the Office of Education Schulamt – the necessary infrastructure was created.

the School Act of 1972: For the first time, this made it possible for specific support to be provided since it recommended the special school as a separate special form of the Pflichtschule obligatory school for the educational support of pupils with a learning problem and created the basis for the special education of pupils with a cognition problem.

the opening of the School Psychology Service: With the School Act, the foundations were laid for the School Psychology Service. The School Psychology Service makes diagnoses and advises parents on school career decisions.

the founding of the Association for Special Educational Aid in Liechtenstein in 1967: This Association set out to provide adequate educational support for pupils with a cognition problem or with a marked speech/language problem. The Association provides additional support for adults in the areas of work, living and care.

the opening of the "special needs day-care centre" in 1969: the Special Education Centre / SEC in Schaan opened a special school in 1969, offers therapy in the educational and medical therapeutic area and provides facilities for vocational integration under one roof.

The possibility of the integrated provision of special needs education in the regular school area / SiR is leading to legal adjustments. Since 2001, the support for special educational needs has been provided by the SEC on behalf of the Government. Special needs education in the SEC special school/ SiS is now being carried out on the basis of a service agreement. Pupils of the SEC special school with an ETM support need are receiving this internally whereas pupils from the regular school area are supported via the ETM Ambulatorium (ETM = educational therapeutic measures). Since then, the financing of special needs education in regular and special schools (SiR and SiS) and of ETM is the responsibility of the Office of Education. The approval of SiR and SiS is handled by the Schools’ Council while the health insurance cover for ETM is the responsibility of the Office of Education. The disability insurance now participates retrospectively in the costs for SiR, SiS and ETM.

In accordance with the Liechtenstein integration concept, adequate account is taken of the special educational needs of pupils with a secondary level problem in specifically organized schools in Switzerland and Austria (problems in the area of behavior, mobility, participation, etc.).

Procedure when the need for special education is suspected: The School Act of 1972 with continuous adjustments in respect of special support options and the relevant Executive Order of 2001 put the special education support options as mentioned on a new basis; competences in respect of assignment and execution have been comprehensively defined. Special needs education can therefore be carried out in an integrated or in a separated form (SiR or SiS). As a rule, a “special needs education requirement” in this connection is attested by the School Psychology Service. By a subsequent clarification of resources, it is then determined whether due account can be taken of a special needs education requirement by integrated educational forms in the regular school area. In a justified case, the special needs education is carried out in a special school. A large part of the separated special needs education is carried out by the special school of the Special Education Centre /SEC in Schaan. In accordance with the performance agreement of the Government and the Executive Committee of the Association for Special Educational Aid in Liechtenstein /SEC, it is primarily pupils with a marked language problem and/or a problem in the cognition area who attend the special school of the SEC. Persons with secondary level difficulties (behaviour, mobility, participation, multiple problems, etc.) usually attend one of the specifically organized special schools over the border.
10.2. Ongoing Debates and Future Developments

Trends, developments in the field of remedial education and the relevant educational structures in the special needs area are the precondition for the envisaged primacy of integrated special education. Special needs education in the familiar residential and school environment – especially in regard to migration problems – is becoming increasingly important according to recent research findings. The resources of the regular school are continuously being strengthened in respect of both personnel and structure (decentralising of remedial support) and create the basis for a "sustainable" regular school of the future. Now that remedial support in the primary schools has already been widened with the "Logopaedia counseling resource", the educational therapeutic measures (ETM) should gradually be brought up to the regular schools and regular Kindergartens. Pupils with a specific ETM support need in the area of logopaedia should be supported locally in this area, too according to special education principles. With this and other steps, the education system of Liechtenstein is steadily moving in the direction of integration / inclusion and the vision of the "School for everybody" in the sense of the Salamanca Declaration of the UNESCO of 1994 and of the Disability Equality Act which came into force in 2006 is coming a little closer.

Time-out Schule FL

The Time-out School FL was opened at the start of the school year 08/09. This is an institution that accepts a maximum of eight adolescents who are excluded from lessons in their regular class for a certain time, provides teaching for them and examines with them their divergent behaviour. Practical instruction and periods of work supplement the school and social educational elements. The aim of this measure is the reintegration of the adolescents in their regular class after twelve weeks at the latest. The social education work plays an important role in this. The project, planned as a three-year school experiment, should show whether and in what form the time-out school could be integrated in the Liechtenstein school system. In conjunction with a time-out for adolescents, a guideline has been elaborated which regulates the procedure for a temporary exclusion from the school and the reintegration.

10.3. Definition and Diagnosis of the Target Group(s)

As presented above, low-threshold support measures can be provided when there is a special educational need. As listed below, the low-threshold support includes special school measures (SSM) and educational therapeutic measures (ETM):

- **SSM**: This group of measures from the area of low-threshold intervention options in the regular school area comprises supplementary instruction, Special Support, German as a second language and Special Enrolment (introductory class or pre-school). Diagnosis and assignment are within the competence of the school or Kindergarten concerned and within the scope of a contingent.

- **ETM**: Other low-threshold and high-threshold support measures are available for pupils with a language or development problem; under the Liechtenstein integration concept, 4 ETMs are available: early education, logopaedia, ideomotion and the measures for pupils with a sensory disability. The assignment is determined by the School Psychology Service, the doctor, teachers and parents. A specific diagnosis in the ETM area in question is the task of the ETM specialist charged with this. The parents or guardian submit a corresponding ETM application. The Office of Education is the competent authority for the approval of the ETM and for the ETM health insurance cover Schulamt CONTROLEER !!!
The remedial support available comprises not only the available low-threshold measures but also high-threshold measures, as they are termed, namely the two forms of "Special Education":

- **SiR** = special education in the regular school regular Kindergarten
- **SiS** = special education in a special school

Where possible, "special education" (i.e., remedial education) is carried out in an integrated form as SiR. Special educational support in a separated form is necessary when the available special education of the regular cannot take adequate account of the need for support in question.

Procedure when the need for special education is suspected.

To begin with, low-threshold measures are available for pupils with special educational needs (low-threshold principle). If the expected success in learning is demonstrably not achieved (documentation), the need for special education is to be considered. The School Psychology Service diagnoses or attests a "need for increased support" after comprehensive clarification (child-environment analysis). The examination of the resources and after consultation with the support officer and the parents leads to the proposal or option as to which support setting can take adequate account of the "need for increased support". In particular, the report of the School Psychology Service, which bears the main responsibility for advising the parents, forms the basis for a balanced educational and psychological support setting. The National School Council has the final say in determining the assignment, form and extent of special education.

**School Psychology Service**

**10.4. Financial Support for Pupils’ Families**

Pedagogical-therapeutic measures are free of charge as long as they are conducted by officially approved institutions or persons or conducted at special education schools with the approval of the Education Authority. The same is true for special education and the pedagogical therapy measures that supplement special needs education. A fee is imposed on parents for room and board at boarding schools (15 Swiss Francs) or a fee for meals at day schools (10 Swiss Francs).

Costs associated with transport to and from school are paid by the state. Only the costs of public transport on the direct school route or the costs of transport arranged by the special education school are covered. In certain exceptions, the costs of other types of transport can be reimbursed with the approval of the Schools’ Council if these are considered necessary. If this transport requires the accompaniment of an assistant, these transport costs and the necessary ancillary costs (except meals) are also reimbursed. There is a lump-sum of a maximum of 40 Swiss Francs for any required overnight stays on the part of the assistant.

Other reimbursements include:

- Tests for the purpose of producing a diagnosis of a maximum of three units;
- The units approved for therapy; one to three units for the requisite co-operation with participating teachers. One unit consists of an hour and is compensated with 105 CHF. Adjustments for inflation are in accordance with the relevant regulations for teaching personnel in their respective countries.

**10.5. Special Provision within Mainstream Education**

The objective of special educational measures (supplementary instruction, German as a second language, etc.) and the special pedagogical programmes (special needs measures and pedagogical / therapeutic measures for children and youth with special educational needs) is to let the pupils remain at the regular school / regular Kindergarten. Integration is considered a basic right. The rehabilitation from a special school into the regular school or society and the development of the largest possible degree of independence as
well as a healthy feeling of self-esteem within the original social environment are the objectives of justified temporary separation. As mentioned above, these objectives are not only achieved with the differentiation of the special needs education system, but with consequent consideration of the integration idea, to the extent the associated environment allows for such an approach. The key idea is: integration if possible, separation if necessary. As, from a systemic point of view, any separation results in social dislocation, it must be justified accordingly to protect the child. The selection of the special needs education form shall be based on the criteria of value-guided remedial teaching, which also takes into consideration systemic / ecological aspects among other things.

Integrative support measures are successful if regular Kindergartens/regular schools are equipped with the corresponding structures. Insofar, children with special needs requirements attending regular school must have access to special pedagogical measures, consisting of SiR (integrated special needs education) and PTM (pedagogical / therapeutic measures) on site, i.e. within the child’s immediate learning environment, analogously to the conditions at special needs schools. Accordingly, the next step will consist of the spatial approximation of the PTM teachers at the HPZ ambulatory clinic. The PTM offer at the school / Kindergarten allows an extensive use of synergies. It enables prevention, interdisciplinary co-operation and situation-based exchange. All children with speech or developmental disabilities of a class or group can benefit from these synergies. In particular, the key responsibility of schools, the promotion of language skills can be integrated optimally when all teachers involved are able to contribute their qualifications in accordance with their education to provide the best possible support to the children.

Three different forms of special needs assistance are offered in Liechtenstein:

"Special school measures"

These include:

**Special school admission**

As a special educational measure, special school admission helps children with problems of late development on the basis of targeted promotion diagnostics under the most individualised conditions possible and prepares them for the first or second primary school levels. Promoting the development of the so-called basic functions receives special attention here. Special school admission occurs once a child is of the age for compulsory education and lasts for one or two school years. After the one-year special school admission, the child enters the first level of primary school, after the two-year special school admission, the second level. The time required for special school admissions counts towards fulfilling the period of compulsory education.

Special school admission occurs either at a pre-school (duration: one year; offered in the "Liechtensteiner Unterland") or in introductory classes (duration: two years; is offered in the "Liechtensteiner Oberland"). The groups of pupils have six to twelve children each. The teachers are given additional training in special education.

If a class group of at least six children can be formed, the special school admission is provided as classroom teaching. In individual fields or school subjects, classes for special school admissions can be combined with first-level classes at primary school. If no classes can be formed due to an insufficient number of children, special school admission can be limited to individual fields or school subjects, or else other suitable special school measures may be used (remedial teaching or special aid).

**Special education teaching**

Special education teaching is a general special education programme for children who need additional instruction to supplement their regular courses due to their level of skills and abilities. Special education teaching provides the individual child with support in his or her development as individually as possible.
Remedial assistance aims to help children achieve specific learning objectives, most prominently in language and arithmetic.

**German as a Second Language**

See chapter 10.7.

"Pedagogical therapeutic measures" (PTM)

PTM are conducted by the remedial teaching centre in Schaan and other approved offices on behalf of the government or the education authority based on performance agreements.

The support by the speech therapist helps children and young people with speech disorders (language acquisition, speech impediments, and oral expression). The therapy includes diagnosis, consultation and support.

The objective of psychomotor measures and psychomotor therapy is to provide the child with improved physical awareness, physical control and physical perception and to expand their actions and development. All pedagogical therapeutic measures are coordinated by the pedagogical office of the school board.

Pedagogical therapeutic measures (PTM) include:
- speech therapy
- psychomotor functions
- early education
- measures for pupils with sensory disturbances

**10.5.1. Specific Legislative Framework**

The directive of December, 18, 2001 (Nr 197/2001) regulates Special School Measures, Pedagogical Measures, Special needs education and School Psychology Service.

**Regulation on special school measures, Special Education and School Psychology Services**

**10.5.2. General Objectives**

Whereas the creation of the support school and the special education school on the basis of the 1972 school law was considered to be highly innovative and progressive at its time, today the idea of separate schools is viewed as somewhat outdated (the support school has since been eliminated). Instead it has been replaced by integrative measures that are now established by the changes to the school law in 1994 and in the corresponding directive on special school measures.

The newer laws and regulations provides for assistance for children who have difficulties in school with special school measures to enable them to remain in their familiar school surroundings, especially in their original school class groups. The aim of this integration also holds for children and young people with impaired or delayed development to the extent that the general conditions permit such an integrative approach. Children and youth with special education needs can be supported within the scope of special needs education at the regular school.

If the special education needs of a child exceed the capacities of the special education offered at the regular school, the child will be referred to a school specialising in special needs education, in most cases to the special needs day school in "Kresta"/HPZ Schaan. The teaching methods and forms of special needs education at the regular or special school are selected in such a manner that the children can participate in...
the lessons according to their specific strengths. In addition, the required PTM such as speech therapy, psychomotor therapy and medical / therapeutic measures are offered. The objective of separation is to integrate the corresponding child as soon as possible or to prepare him/her for an independent life.

Individual learning goals: the heterogeneity of a class or group is taken into account by adjusting the learning goals to the learning outcome level ("upward and downward" differentiation). For children with special education needs, the learning goals are adjusted to the various requirements. Depending on the special education needs, the status of the curriculum is adjusted as well (curriculum adjustment, partial curriculum adjustment, minor curriculum adjustment).

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

10.5.3. Specific Support Measures

See introduction to section 10.5.

**Special education training**

Special education teaching is a general special education offering for children in need of extra assistance beyond regular class instruction based on their skills and abilities. Special education teaching helps the individual child develop to the greatest extent possible.

Parents and teachers are also provided additional advice and support. The central task lies in devising a common design for differentiated teaching that reflects the diversity of a classroom and enables integration in general. Special education teaching is provided at both primary and secondary school.

Special education teaching (also referred to as "Heilpädagogischer Zusatzunterricht" (HZU) special education teaching) appeals to the various interests, skills and abilities in a way that goes beyond the means of regular classroom teaching. It is provided to children with learning difficulties, with temporary or partial learning disabilities or with behavioural problems. These pupils spend most of their time at school in their regular classes, but they also receive instruction from specially trained special education teachers for a pre-defined amount of time for about three hours per week. The special education teachers also assist in regular classes so as to observe and assist pupils. Special education teachers collaborate with the regular class teachers to plan the special objectives and the support programme for pupils in this supplementary teaching programme. In some instances, this additional support can also be provided for highly gifted children.

Classroom, individual and small-group instruction for groups of up to five pupils allows the special education teacher to attend to the needs of each pupil and to support pupils individually. Close co-operation between the special education teacher and the school psychology services is desirable.

One special education teacher is available to every six regular classroom teachers at primary or secondary school. The parents ultimately decide whether or not their children will take advantage of the special education offerings. Experience has shown that parents and regular classroom teachers are quite positive about special education teaching.

Pupils who do not receive enough assistance in special education teaching due to the severity of their learning disabilities receive special aid in problematic school subjects in co-operation with the special education centre, mostly in the form of pedagogical and therapeutic measures. Integrated remedial teaching is also an option.

A scientific study in Switzerland that also included one primary school in Liechtenstein showed that children with difficulties in school have no permanent negative effects on the regular class groups. In addition, the study found that pupils with achievement difficulties learn more if they are integrated into a regular classroom than if they attend special schools. Yet the study also found that integration into regular classes provided no significant boost to the child's self-esteem.
**Remedial Assistance**

Remedial assistance is offered to help pupils achieve certain learning objectives, mostly in language and maths. Remedial assistance is offered to compulsory school children who:

- Can be provided with no or only insufficient assistance in special education teaching,
- Have fallen behind due to special circumstances, such as extended illness, a difficult family environment or transfer to a different school.

Remedial assistance is always provided in small groups. With the approval of the Education Authority, this educational assistance may also entirely replace regular instruction in specific fields or school subjects or it may be taught individually.

**German as a Second Language**

According to the 2007/08 statistics, the proportion of foreign pupils at primary schools in Liechtenstein is around 30%. Pedagogical and organisational considerations led to using the "soft integration" model for foreign language children. Children attending Kindergarten or the first primary school form are directly integrated into the regular classroom while receiving parallel lessons in German as a second language.

If foreign children are to be integrated at some point after the first school form in primary school, this soft integration works as follows. These children first attend an intensive course in German. This lasts at most for one school year. Socio-cultural competency is one aspect of this intensive course. The time taken for the intensive German course is counted towards the total time required for compulsory education. One emphasis here is on general scholastic achievement, so as to enable these pupils to be more quickly integrated into the next school type and form. If needed, these pupils receive additional instruction in German to help them follow regular instruction. The supplementary teaching in German is provided in small groups or, as an exception, as individual instruction.

**10.6. Separate Special Provision**

Special needs education is an organisational component of the compulsory schooling system. Pursuant to the integration concept, special needs education measures can be integrated into the regular school (SiR or integrated special needs schooling) or offered separately at a special needs school. The majority of special needs education in separate form is conducted based on a performance agreement between the Government, the Association for remedial education support in Liechtenstein and the special education day school in "Kresta"/HPZ Schaan.

This centre is a private educational institution, yet it is part of the state education system. The detailed information on this is provided in the whole chapter 10 (also see 4.16.3.). Analogous to compulsory schooling, the special education support offered at the special education day school in "Kresta"/HPZ Schaan consists of a nursery, primary and secondary school level.

At the secondary school level, the costs for special education and PTM at the special education day school "im Kresta"/HPZ Schaan are borne by the state. At the nursery and primary school levels, the costs are divided among the state and the municipalities. The disability insurance will reimburse a share of the special education and PTM costs retroactively.

The HPZ has the task of helping individuals with delayed, impaired or at-risk development to integrate into society more easily and to provide them with opportunities for participating in the community and in professional life. The school including therapy to these ends (by offering special education Kindergarten, speech therapy, sensory therapy, psychomotor therapy, dyslexia diagnosis and therapy) is situated in Schaan. The range of therapies listed here is also available to regular school pupils who can take advantage of them in the form of outpatient treatment.
School: The day-care centre has been in operation since 1969. It was conceived especially for instructing and assisting children with mental handicaps. The demand for places in nursery and other schools – in particular for children with impaired speech development – grew steadily. Three different types of school groups can be identified:

- Kindergarten groups
- Speech therapy classes
- Long-term classes

Along with teaching in Kindergarten, in a speech therapy or long-term class, each child receives the therapy appropriate to his or her handicap during the lessons. The close co-operation between teaching staff, Kindergarten teachers and therapists assures holistic special assistance.

Therapy: The "Heilpädagogisches Zentrum" offers a wide range of therapies. The centre offers assistance to children as young as infancy, to children in the centre's day-care programme and to children attending state nursery and compulsory schools. In addition, adults living in Liechtenstein can take advantage of various therapies.

Workshops: The workshop system has six departments offering a differentiated programme of occupational and related therapies. The system's mission is to provide holistic individual care and assistance to individuals with handicaps that affect their employability. The system is aimed at men and women with mental, physical or psychological disabilities who receive disability pensions in Liechtenstein or Switzerland. A total of 110 workplaces are on offer.

The assisted living programme includes the residential home "Birkahof" in Mauren, and the residential home "Besch" in Schaan. A total of 25 individual rooms are available. The Birkahof residence is located in an idyllic country setting on the outskirts of Mauren; the modern wheelchair-accessible "Besch" facility is in a residential area of Schaan.

Children and young people with sensory deprivations in need of special education receive the appropriate assistance in institutions in neighbouring Switzerland or Austria.

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

10.6.1. Specific Legislative Framework

School Law No. 7/1972, especially its supplement, No. 74/1994, creates the legal foundation for special school measures, for the special needs education Kindergarten and for the special education school.

According to the school law, the state is obliged to provide special schooling. Yet the state also has the option of creating special education schools in conjunction with public and private institutions and maintaining these as state schools.

The Disabled Persons Opportunities Equalization Act dated 25 October 2006 represents an additional important legal basis. The purpose is to remove or prevent the discrimination against persons with disabilities and to provide them with equal opportunities to participate in society and to lead a self-determined life.

Law on the equal treatment of disabled persons

School Law
10.6.2. General Objectives

Special school measures (special schooling within regular or special school as well as pedagogical therapeutic measures, PTM) offer children with special educational needs a form of education and training that is best suited to their individual capabilities; it includes schooling, pedagogical therapy and social pedagogy for minors. The guiding principle is: Integration if possible, separation if necessary (i.e. after the possibilities and capacities of the special educational measures offered at the regular school are exhausted).

Special needs education is oriented – as are general programmes to aid the handicapped – towards the principle of normalisation and decentralisation. It implies close co-operation with parents and an increased involvement of the child’s social environment.

10.6.3. Geographical Accessibility

Rooms for the only special education school in Liechtenstein are located in Schaan, accessible to all children via public bus or school bus.

10.6.4. Admission Requirements and Choice of School

Admittance to the Kindergarten of the special day care centre in "Kresta"/HPZ corresponds to the admittance to regular school. The same is true for the completion of compulsory school, whereby this may also be postponed depending on the developmental progress.

The reformulated rules on the existence of special education needs (formerly: requirement to attend a special needs school, Article 82) are worthy of particular mention. The Schools’ Council is to decide whether or not a child with delayed or impaired development can join a regular school class or must attend a special school on the basis of a parental (or official) petition. The Council is to consider the special education needs of the child in the context of the school environment. Before reaching a decision, the Council should consider the opinions of the parents or legal guardians, the family doctor, the school psychology service (in the form of a special school needs certificate) and, in the case of a desired enrolment in primary school, the municipal school council.

Currently (2006/07 school year), 114 pupils are being taught at the special education day school in "Kresta"/HPZ. Seven of the 22 children at the HPZ Kindergarten level reside in the canton of St. Gall. Forty pupils attend introductory / speech therapy classes; 25 or 62 % of them reside in the canton of St. Gall.

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)
School Psychology Service

10.6.5. Age Levels and Grouping of Pupils

Due to the small size of Liechtenstein, the population at the "Heilpädagogisches Zentrum" is very diverse in terms of type and degree of handicap. The school groups are classed by age and ability as much as possible. There is, however, an increased effort to improve social development skills by designing instruction in part to include all school groups or to integrate individual children with severe disabilities into groups with higher abilities.

The deficit-oriented division based on criteria issued by the disability insurance has been replaced by a support-oriented classification based on ICF (international classification of ability, disability and health). The new classification is suitable for an interdisciplinary collaboration. The support diagnosis now includes the (learning) environment (systemic point of view). The graduation of the curricular status and the required attention or care are relevant for the allocation to a certain class: curriculum adjustment, partial curriculum adjustment, minor curriculum adjustment.
While introductory / speech therapy classes lead directly to a regular school after one or two years, other children with severe learning disabilities or major special education needs may attend the special education day school in "Kresta" until the time of their vocational rehabilitation.

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

10.6.6. Organisation of the School Year

See Chapter 4.9.1.

10.6.7. Curriculum, Subjects

Remedial teachers (supplementary or special needs teachers) base the design of their classes on the required attention or care and the curricular status (see 10.6.5.), and consequently on the framework concepts as established in the scientific field of special education research. The progress of development as it is observed in each individual child serves as the basis for determining the child's individual needs (cf. diagnostic concept for supplementary instruction at regular schools).

10.6.8. Teaching Methods and Materials

The basic freedom that remedial teachers (supplementary and special needs teachers) enjoy in selecting the appropriate teaching method is founded on the expertise they have acquired in their field at recognized education and training facilities (cf. qualification profiles of the School for Remedial Teachers, HfH Zurich, www.hfh.ch) and that is supplemented with ongoing interdisciplinary co-operation with others involved in providing special school measures to concerned children. The consensus is that special needs education shall be based on scientifically founded principles corresponding to the latest status of remedial teaching.

The required remedial teacher qualifications for teaching at both regular schools and at the HPZ special needs school is based on the school law or the corresponding ordinance (see Chapter 8.2.6.).

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

10.6.9. Progression of Pupils

Pupils are evaluated on the basis of regular oral and written reports that provide the foundation for determining the pedagogical level and for co-operation between the school and the parents. To make the evaluations more objective, standardised observation and testing procedures are also applied as needed. This is also necessary for the Education Authority as proof of the indicators and as a measure of the efficacy of special school measures, as the Education Authority pays for most of the costs of the special education programmes. The disability insurance also provides a lump-sum contribution for each child in the system once the child has finished.

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

10.6.10. Educational/ Vocational Guidance, Education/Employment Links

After compulsory schooling, young people with special needs who attended regular school or the special school "Heilpädagogisches Zentrum"(HPZ), can continue in a job training programme in a private firm or in one of the various programmes of the "Heilpädagogisches Zentrum" for providing integration into the world of work. The protective workshops, weaving workshop and the agricultural facilities of the Association for Special Education Aid offer adults with disabilities special occupational training and activities.

Heilpädagogisches Zentrum des Fürstentum Liechtenstein (HPZ)

10.6.11. Certification

No information available.
10.6.12. Private Education

See introduction section 10.6.

10.7. Special Measures for the Benefit of Immigrant Children/Pupils and those from Ethnic Minorities

**German as a Second Language:**

The objective of this special education measure is to integrate immigrant children who are eight years and older and who do not have sufficient German proficiency into the regular state school system. At the Kindergarten or first-form primary school levels, these children are directly integrated and offered, when needed, instruction in German as a second language.

These children first participate in an intensive course in German. This lasts for a maximum of one school year. The emphasis here is on the scholastic achievement skills of the pupils, so as to enable the children to be integrated into the appropriate school type and form after completing the language course. The instruction also aims to impart socio-cultural competency. As needed, the children may receive supplementary teaching in the German language to help them follow regular school instruction after integration. The supplementary teaching in German is provided in small groups or, in certain exceptions, as individual instruction.

10.8. Statistics

No statistics available.
11. The European and International Dimension in Education

Due to the small size of Liechtenstein, the European and international orientation of its education and training system has always been important. This is clearly visible in Liechtenstein’s co-operation to date with its neighbouring countries. Since it entered the Council of Europe in 1978 and the European Economic Area in 1995, this almost natural development was pursued more consciously and intensively and from then on influenced the different levels of education and training, ranging from school education over vocational training to adult education.

11.1. Historical Overview

Because of its unique situation and its limited educational offering due to its size, in particular in the area of secondary school and higher education, it has always been necessary for those responsible for education in Liechtenstein to be open towards other countries. This is reflected in the employment policy of teaching staff from different countries as well as contact between pupils of Liechtenstein schools with schools in various European and non-European countries in the form of exchange programmes. At the same time, Liechtenstein’s neighbours have always been willing to admit Liechtenstein students to their educational establishments.

In 1978, agreements were signed with Switzerland regarding the participation in the educational offering of upper secondary schools and vocational schools. Further agreements also exist in the area of higher education. Switzerland has already recognised the Liechtenstein school leaving certificate Maturität since 1976. Liechtenstein has been a member of the "Inter-Canton Agreement on Technical Colleges’ and the "Inter-Canton Agreement on Technical Schools" since 1999, and in 1981 it became a member of the "Inter-Canton Agreement on Higher Education Financing in Switzerland".

An agreement has existed since 1977, amended in 1983, with Austria on the admission of pupils of the Liechtensteinisches Gymnasium (grammar school) to Austrian universities. Further agreements governing equality and mutual recognition followed. All of these were summarised in the "Agreement on Equality in the Area of High School Leaving Certificates and Higher Education" and amended to take into account current developments in higher education of both countries.

An agreement has existed since 1988 with the University of Tübingen on co-operation in scientific research and on the mutual admission to courses of study.

In 1991, the Higher Education Convention for Liechtenstein drawn up by the Council of Europe came into force. These agreements governing the mutual recognition of qualifications and studies are to be regarded as a model to be followed. Their aim is to make requirements as flexible as possible in shaping higher education in Europe.

In 1994 Liechtenstein became a member of the UNESCO convention on the recognition of higher education studies, university diplomas and academic titles in European countries. Since 1997 Liechtenstein has also been a member of the Joint Council of Europe/UNESCO Convention, the so-called Lisbon Convention. Since it entered the EEA in 1995, Liechtenstein has participated in the EU educational programmes, SOKRATES and LEONARDO.

The EU Commission decided to amalgamate the Sokrates and Leonardo da Vinci education programmes to the combined “Programme of lifelong learning” (2007 – 2013). As a result, the agency in Liechtenstein needed to be reorganised. An agency for international matters relating to education was established to implement the new programme. The new agency is responsible for the administration of the "Programme of
lifelong learning”, the implementation of its sub-programmes (Comenius, Erasmus, Leonardo, Grundtvig, study visits) and for the Worldskills vocational competitions.

11.2. Ongoing Debates and Future Developments

n.A.

11.3. National Policy Guidelines/Specific Legislative Framework

In the Law on Higher Education of 2004, Article 47 deals with regional and international co-operation. According to Paragraph 1: "The country promotes regional and international co-operation in higher education" and according to Paragraph 2: "For this purpose, agreements with regional and international organisations and treaties can be signed".

The law on the Agency for International Educational Matters (AIBA) of 2007 governs the establishment, tasks, financing and organisation of the Agency for International Educational Matters.

Law on Higher Education

Law by April 26, 2007 on the Agency of International Educational Affairs (AIBAG)

11.4. National Programmes and Initiatives

Due to its entry to the European Economic Area, foreign language training in the Liechtenstein school system was revised. Whereas in the past, French was the main foreign language taught due to the close links between Switzerland and Liechtenstein, English has now taken its place. In the wake of this revision, English teaching was brought forward into primary school level and the supervision of lessons by language assistants was introduced at all school levels.

The Liechtensteinisches Gymnasium (grammar school) co-operates in the area of language assistants, in particular with teaching training colleges in Norwich in the UK and in Neuchâtel in Switzerland. With regard to school exchanges, they co-operate with several private bodies.

11.5. European/ International Dimension through the National Curriculum

Since the coming into effect of the common teaching plan for compulsory schooling in the 1999/2000 academic year, the European and international dimension of education has been given more attention in a chapter on integration. Five areas of learning - mutual dependence, pictures and perception, diversity and fairness, conflict and conflict resolution, change and future - reflect thoughts on integration and on general and intercultural learning on a practical level. Since the areas of learning overlap with the faculties, they allow for more emphasis on European and international topics when choosing the lesson content.

Lehrplan für das Fürstentum Liechtenstein

11.6. Mobility and Exchange

11.6.1. Mobility and Exchange of Pupils/ Students

Pupils in the higher grades of grammar school can attend equivalent schools in other countries for up to one year. This time is offset in full against compulsory education at home. Likewise, pupils from other countries attend the Liechtensteinisches Gymnasium (grammar school).
Pupil exchange also takes place as part of the Comenius and Erasmus programmes. Liechtenstein has signed agreements with Austria and Tübingen in Germany on the mutual recognition of academic qualifications. In addition, Liechtenstein is also a member of the Higher Education Convention drawn up by the Council of Europe, the so-called agreement on the Recognition of Qualifications. It is also a member of the UNESCO Convention concerning Higher Education, university diplomas and academic degrees in the European region. Liechtenstein also became a member of the Joint Council of Europe/UNESCO Convention, the so-called Lisbon Convention in 2000 (see 11.1).

11.6.2. Mobility and Exchange of Teaching and Academic Staff

According to the mobility of students, the mobility of teachers is possible through Comenius programmes, whereas the mobility of academic staff is supported through Erasmus programmes.

Within the framework of the legally stipulated training leave, teaching staff are entitled to attend other educational institutions for six months. The educational qualifications obtained in the process are recognised.

Higher education teachers/professors from other countries work part- or full-time at the three higher education institutions in Liechtenstein: the Liechtenstein University of Applied Sciences, the International Academy of Philosophy and the University of Human Sciences.

11.7. Statistics

Mobility within the European Education Programmes (2008/09)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comenius</td>
<td>further education programmes for teachers</td>
<td>7 teachers</td>
</tr>
<tr>
<td>Comenius</td>
<td>language assistants</td>
<td>0 teachers</td>
</tr>
<tr>
<td>Erasmus</td>
<td>mobility of students</td>
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</tr>
<tr>
<td>Erasmus</td>
<td>mobility for students / workplacements</td>
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</tr>
<tr>
<td>Erasmus</td>
<td>mobility of lecturers</td>
<td>8 lecturers</td>
</tr>
</tbody>
</table>

Source: Agency of International Educational Affairs

Agency for International Educational Affairs

##INST ID="R0031"$$Office of Economic Affairs##/INST$$
Glossary

**Amt für Berufsbildung und Berufsberatung (Amtes für Berufsbildung und Berufsberatung)**: The office of vocational training and vocational guidance is the central office in charge of the entire organisation and administration of basic and further vocational education.

**Anlehre (Anlehren)**: Training for a semi-skilled job providing individual basic education in certain aspects of a given profession. It permits young people who, because of their state of health, their intellectual capacities or because of other circumstances, are not or not yet able to meet the requirements of a common apprenticeship to train for their future professional lives.

**Berufsmatura (Berufsmaturität)**: Final examination taken at secondary vocational schools, such as Berufsmittelschule. Its holders are entitled to be admitted to advanced specialised schools or a Fachhochschule without having to take any further examinations.

**Berufsmittelschule (Berufsmittelschulen)**: The formation at the vocational secondary school is accessible for all people having completed a vocational training. Component testings can be done already during vocational training.

**Besondere schulische Maßnahmen (besondere schulische Massnahmen, besonderen schulischen Maßnahmen, besonderer schulischer Maßnahmen)**: Regulations on Special Educational Measures. This collective term designates all measures and means of support available within the framework of regular schools but which do not require the particular assistance offered by Sonderschule, i.e. Special School.

**Einführungsklasse (Einführungsklassen)**: A special form of school enrolment in the form of an introductory class organised within the framework of Besondere schulische Massnahmen. The syllabus generally provided for the first year of Primarschule (Primary School) is split up to two years in order to meet the needs of children showing slowed-down developments.

**Ergänzungsunterricht (Ergänzungsunterrichtes)**: Supplemental classes. They are one of several supporting and fostering measures offered within the framework of Besondere schulische Massnahmen. They consist in supplemental remedial-educational tuition offered to children presenting poor performances at compulsory schools, to children experiencing temporary or partial problems at learning, or to disturbed children.

**Fachschaft (Fachschaften)**: Specialist Departments. The teachers of Liechtensteinisches Gymnasium are organised in various departments according to the fields they specialise in. These departments are in charge of the methodical and didactic as well as the pedagogical aspects of the individual special fields and the assignment of credits.

**Gymnasium (Gymnasiums, Gymnasien)**: Higher Secondary School. It imparts a comprehensive, consolidated general education to its pupils and aims at leading them to Maturität and preparing them for university studies.

**Hochschule (Hochschule Liechtenstein, Hochschulen)**: The Hochschule Liechtenstein (University of Applied Sciences) offers Bachelor programmes (Bachelor of Science in Architecture, Bachelor of Business Administration, Bachelor of Science in Business Information Systems) as well as Master programmes (Master of Science in Architecture, Master of Science in Banking & Financial Management, Master of Business Administration in Entrepreneurship, Master of Science in Business Information Systems).

**Kindergarten (Kindergärten, Kindergartens)**: Nursery school institution offering pre-school education during 2 years for 4 to 6 years old children.

**Landtag (Landtages)**: Parliament with 25 members, elected directly by the public all four years.
Lehrbrief (Lehrbriefe) : Apprenticeship certificate. After having concluded basic vocational education, an apprentice is acknowledged to have achieved vocational ability by being presented the apprenticeship certificate and a regular certificate quoting the individual marks achieved (Notenausweis).

Matura (Maturität, Maturprüfung, Maturprüfungen, Maturfächer) : University-entrance level. The term Matura refers to the final examination taken by a pupil after having attended Gymnasium. The Matura examination taken at Liechtensteinisches Gymnasium is also recognised in Switzerland, Austria and several German Länder states. It entitles its holder to be admitted to all universities in these countries without having to take any further examination.

Oberschule (Oberschulen) : Lower Secondary School. This is an institution of Sekundarstufe I providing general education and presenting different levels of standard. Its pupils usually tend to prepare for professions in skilled trade.

Oberstufe : Upper level. This term is used for the upper level of the Gymnasium (Sekundarstufe II).

Pflichtschule (Pflichtschulen) : Compulsory school. The term refers to the schools attended during the nine years of compulsory schooling (Primarstufe and Sekundarstufe I).

Primarstufe (Primarstufen) : The term refers to Primarschule, i.e. the first to fifth forms of the nine years of compulsory schooling. It is divided into a Lower Cycle (Unterstufe, the first and second forms) and an Intermediate Cycle (Mittelstufe, the third to fifth forms).

Realschule (Realschulen) : Intermediate Secondary School. This is another type of school of Sekundarstufe I. It imparts an extended and consolidated basic education and prepares its pupils for training in skilled trades as well as for professions with advanced requirements. Moreover, it also serves as a basis for the attendance of Gymnasium.

Regierung : The Government surveys the whole education system.

Schulamt (Schulamtes) : Office of Education. It is in charge of the central organisation and administration of the entire system of school education.

Schulrat (Schulrates) : Schools Council. This is a body of central school administration which decides on organisational and pedagogical questions in connection with school education. It reports to Government. Government also decides on all appeals against any decisions made by the Schulrat.

Sekundarstufe (Sekundarstufe I, Sekundarstufe II) : Secondary Education, lower or upper cycle. The term refers to school education and basic vocational education attended after Primarstufe. It is divided into Sekundarstufe I (pupils from twelve to sixteen years of age) and Sekundarstufe II.

Unterrichtskommission : Classes Commission. The members of the Unterrichtskommission at Liechtensteinisches Gymnasium are in charge of supervising and assisting the teachers. In view of the recognition of the Liechtenstein Matura by Switzerland and Austria, which is stipulated by international treaties, the Classes Commission also has members from these two countries who are experienced teachers at Gymnasium or university level.

Unterstufe : The lower cycle of the Liechtenstein Gymnasium lasts three years.


Ordinance on the teachers' service conditions law (LGBI) : 6.4.2004, 92/2004, Directive on Teacher Service Law


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Schools in Liechtenstein
Website: http://www.schulen.li/
Links to all educational institutions in Liechtenstein.
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2. überarbeitete Auflage.


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