



Structures of Education,
Initial Training
and Adult Education
Systems in Europe

LIECHTENSTEIN

1999

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If you wish to have more detailed information on education systems in Europe, we warmly recommend that you consult the EURYBASE database (<http://www.eurydice.org>) and the CEDEFOP monographs (<http://www.cedefop.gr>)

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INTRODUCTION

Europe is characterized by a very wide variety of education and training systems. In order that this diversity should be fully appreciated, EURYDICE, the information network on education in Europe and the European Centre for the Development of Vocational Training (CEDEFOP) jointly published *Education and Initial Training Systems in the European Union* for the first time in 1990. This book was updated in 1995 and then again in 1999/2000. Given the number of countries it now covers¹ and the amount of data available, this most recent update has been placed for consultation on the EURYDICE Network website (<http://www.eurydice.org>), instead of being distributed in printed paper form. In this way, it may be accessed by a maximum number of readers and updated on a more regular basis.

Descriptions relating to individual countries in turn include basic information on the administration and structure of their systems of education and initial vocational training at all levels, as well as brief accounts of their higher education and systems for initial and in-service teacher training, and of the status of teachers. EURYDICE and CEDEFOP have also used this latest update to add a chapter on adult education, which is an important topic in relation to the development of lifelong learning in Europe.

As in the previous edition, the information is structured with respect to a common table of contents to facilitate inter-country comparisons while ensuring that special features peculiar to each system are duly emphasized.

The first chapter within each country section is devoted to a short presentation of the country concerned, together with the basic principles governing its education and training, the division of responsibilities and then more specific information (relating to administration, inspection, financing, private schooling and advisory bodies). The major reforms of education systems are also considered.

The other chapters deal in turn with pre-primary education, compulsory and post-compulsory education (general, technical and vocational), the initial vocational training of young people and higher education. Here also, the way these chapters are structured depends on each national context. Where pre-primary education is not in reality separate from primary education, or where compulsory education spans different levels, no artificial division has been created. In the case of all countries, a brief description of the aims and structure of the level of education concerned is followed by further headings devoted to the curriculum, assessment, teachers and statistics.

Initial vocational training is the subject of a chapter in its own right, as it is generally provided outside the ordinary education system, whether as part of schemes for apprenticeship, the special training of young people or vocational integration. This is followed by a chapter on higher education, in which a summary description is supplemented by sections on admission, fees, the academic year, courses, qualifications and assessment.

As indicated above, this latest updating also provides for the first time a general description of the way formal systems of general education and vocational training for adults are organized. The legislative framework and financing of this kind of education are also covered.

The situation regarding teachers is dealt with in a specific section for each level of education discussed. Also provided are statistics on the number of pupils, students, teachers and educational institutions and, where figures are available, on pupil or student/teacher ratios,

¹ The European countries taking part in the Community Programme in Education, Socrates.

attendance and attainment rates or, yet again, on the choice of branches of study or areas of specialization.

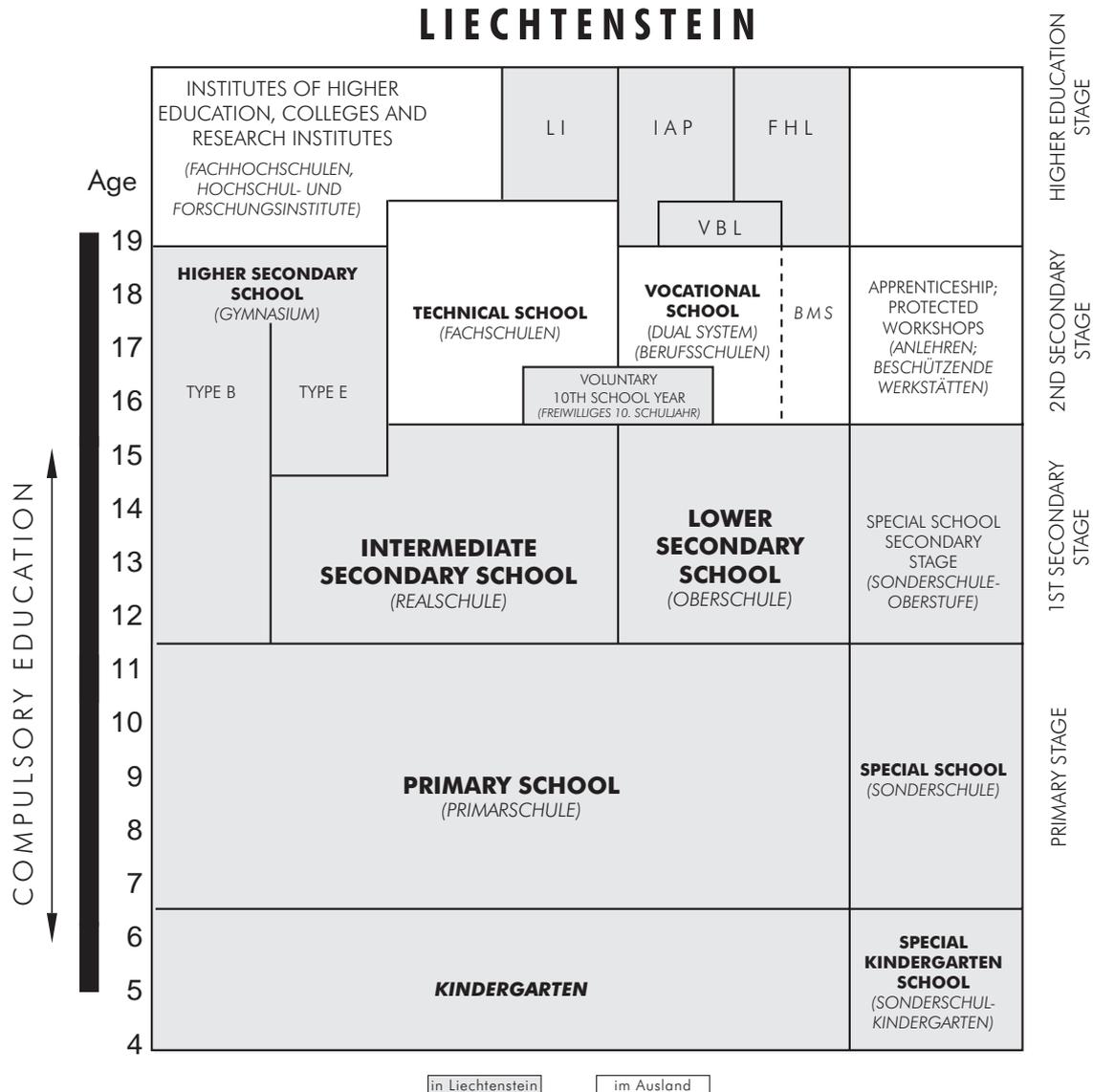
The description for each country is preceded by a diagram of its education system with explanatory notes. Here again, the way the diagrams are presented has, as far as possible, been standardized so that common – and differing – features of the various systems can be more easily identified and compared.

The National Units in the EURYDICE Network have drafted the descriptions for their countries, each using the same proposed outline of content as a common framework. The information on initial vocational training and on adult education has been prepared in close collaboration with members of the documentary information network of CEDEFOP (in the case of the European Union and EFTA/EEA countries) and the National Observatories of the European Training Foundation – ETF (as regards the ten countries of central and eastern Europe). We are extremely grateful to them and to all those who were involved in this project, both in the EURYDICE European Unit in Brussels and at CEDEFOP in Thessaloniki, for their invaluable contribution to this fundamental source of information which is vital to a better understanding of education and training systems in Europe.

Luce Pépin
Head of the European Unit
EURYDICE

March 2000

LIECHTENSTEIN



in Liechtenstein

im Ausland

Legend:

- L I - Liechtenstein - Institut
- I A P - Internationale Akademie für Philosophie
- F H L - Fachhochschule Liechtenstein
- V B L - Vorbereitungslehrgang "Fachhochschulreife"
- B M S - Berufsmittelschule

- Fachschulen**
- Lehrerseminar
 - Kindergärtnerinnenseminar
 - Handelsschule
 - Verkehrsschule
 - Arztgehilfenschule
 - Hotelfachschule
 - Kunstgewerbeschule

1. RESPONSIBILITIES AND ADMINISTRATION

1.1 Background

Geography

The Principality of Liechtenstein has an area of 160 km² and is located in Central Europe on the right bank of the Rhine as it flows through the northern Alps between Switzerland and Austria.

History

The territory that Liechtenstein occupies has been settled since the Neolithic period. The Romans conquered the region in 15 BC and were themselves forced back by the *Alemanni* in the fifth century AD. Various families of counts ruled in Liechtenstein during the Middle Ages. Their county of Vaduz was finally made directly subject to the Holy Roman Empire in 1396.

Johann Adam Andreas von Liechtenstein purchased the county of Schellenberg in 1699 and the county of Vaduz in 1712. These areas were given the status of Imperial Principality of Liechtenstein in 1719. Liechtenstein achieved full sovereignty in 1806 through its membership in the Confederation of the Rhine.

In 1862, Prince John II signed a constitution calling for a State Parliament (*Landtag*) chosen by electors. The current constitution, granting the people full political rights, was signed in 1921. After the Second World War Liechtenstein underwent rapid economic transformation, moving from an agrarian to an industrial state.

Politics

State authority in Liechtenstein is rooted in the Prince and the people. Every four years, the people elect the 25 members of Parliament, which nominates the members of the Government to the Prince. Any law passed by the Parliament requires the Prince's signature to come into force.

Language/Religion

High German (*Hochdeutsch*) is the official language in Liechtenstein, while an *Alemannic* dialect is used in colloquial speech. Eighty percent of the population is Roman Catholic, 7% Protestant and 13% hold other religious beliefs.

1.2 Foundations of the education system: Basic principles and legal framework

The general structure of the education system in Liechtenstein is based on the pedagogical traditions and school systems of the German-speaking countries. The Principality's two neighbouring countries, Switzerland and Austria, exert the most direct influences on Liechtenstein by virtue of various political and economic factors. Consequently, the school types and terminologies used in the Liechtenstein education system are similar to those employed in those countries. Differences do exist in organizational details as well as in the development of the education system.

Due to the small size of the country, there is no fully developed education system run by the State within the national borders. However, Liechtenstein does allocate financial resources to private schools and education-oriented institutions at home and abroad. A series of contractual agreements drawn up with ministries and departments in other countries assure places at schools and higher education institutions.

The Education Act, essential parts of which are still valid, was passed by the State Parliament in 1971. The reforms set out in this statute include the reorganized structure of the school system, the introduction of two new school types run by the State (*Oberschule* and *Hilfsschule* – the *Hilfsschule* was integrated into the *Oberschule* and primary school in 1990), the creation of an abridged form of the *Gymnasium* (upper

secondary) over five years, and the extension of compulsory schooling to nine years. The Act also lays down the reorganization of the State education authorities and provides for the setting-up of an educational psychology service as well as a school doctor centre. The Education Act extensively regulates the education system of the Principality of Liechtenstein. The principles laid down in this statute are specified in greater detail in subsequent regulations and decrees.

In November 1992, a separate "Law governing Polytechnics, Universities and Research Institutions" (*Gesetz über Fachhochschulen, Hochschul- und Forschungsinstitute*) in the higher education sector came into force.

The 1976 Vocational Training Act provides the legal framework for the vocational training system in Liechtenstein. An essential element of this Act is the provision of school and training places at vocational schools and vocational training institutions abroad for interested persons from Liechtenstein. In this context, Liechtenstein takes part in the setting-up and running of vocational training institutions in Switzerland. Liechtenstein contributes, for example, to the construction and operational costs of the vocational school centre (BZB) in the Swiss municipality of *Buchs*.

The period of compulsory schooling in Liechtenstein is nine years (five years at primary school, four years at secondary school). It commences at the age of six and normally ends at the age of 16. In addition, a voluntary tenth year of schooling is offered, enabling pupils to prepare for continued schooling or an occupation.

The academic year for all schools lasts 40 weeks. As of the 1992/93 school year, Saturday classes have been abolished for all school types in Liechtenstein.

1.3 Division of responsibilities for the organization and administration of the education system

The State holds primary responsibility for the Liechtenstein education system. Under the State Constitution, the entire education system, including the private sector, is subject to State supervision. School attendance is compulsory for all children and the State has to ensure that adequate compulsory education is provided in

the elementary subjects. Local authorities also contribute by maintaining the schools.

The highest supervisory authority for the education system, including vocational training, is the Government. It monitors application of the statutes through the authorities under it and supervises the management of the Education Authority (*Schulamt*), the Vocational Training Authority (*Amt für Berufsbildung*), the Education Council (*Bildungsrat*), the Vocational Training Council (*Berufsbildungsrat*) and the Schools' Council (*Schulrat*). Individual items of business are dealt with by the school administration and vocational training bodies. Where education policy initiatives are taken by individuals or groups outside the bodies responsible, these usually reach the Government via the Education Authority, the Vocational Training Authority, or directly.

Depending on how responsibility is delegated, the Education Authority prepares business for the attention of the Government and other authorities in the education system (Schools' Council, Education Council, Local Authority Schools' Council) or deals with such business independently.

The Vocational Training Authority is responsible for enforcing the Vocational Training Act and organizing the entire vocational training system.

The Education Council is elected by the Government for a period of four years and is made up of one member of the Government as Chairperson as well as eight further members. The Council advises the Government on all fundamental aspects of the education system, particularly as regards adapting regulations to developments in the school sector and specifying priorities for developing the education system.

The Vocational Training Council is also elected by the Government. Its term of office coincides with that of the Education Council. The seven members of the Vocational Training Council deal, amongst other things, with applications for the recognition of vocational training schools and courses, organize training programmes run in the country, issue training regulations, and conduct educational experiments in the area of vocational training.

The Schools' Council is also elected by the Government for a term of four years. The area of competence of the Schools' Council covers the right of proposal in nominating school principals at schools run by the State, deciding appeals, allocating pupils to a different school type, approving early starting of school, granting exemption from compulsory schooling, as well as stipulating mandatory in-service training courses for teachers, etc.

The Local Authority School Council is elected by the Local Authority Council for a term of four years and is made up of one representative each of the Local Authority Council and teaching staff, one member of the local clergy, one nursery school teacher and one further member. The Local Authority Schools' Council is directly responsible for managing and supervising local authority schools, including nursery and primary schools. Its functions include stipulating the school districts for these two educational sectors, selecting and appointing nursery school teachers, and having a right of proposal in nominating primary teachers. In addition, the Local Authority Schools' Council advises the Local Authority Council on educational matters and examines proposals relating to substantial and fundamental changes in the education sector where local authority area interests are affected by such submissions. Its central duties include drawing up a local authority budget proposal for the education system to be submitted to the Local Authority Council as well as monitoring local authority school buildings and equipment.

A project group is responsible for establishing curricula subject to government supervision, and the Schools' Inspectorate is responsible for implementing them. Teachers are free to select their own teaching methods in the Principality of Liechtenstein (subject to the supervision of the Schools' Inspectorate). They are essentially free to select any teaching and educational materials that are consistent with the curriculum.

1.4 Inspection/Supervision/ Guidance

There is an independent supervisory body for general education, which is subject to the supervision of the Schools' Council in Liechtenstein. This Inspection, Supervision and Guidance Centre is made up of level inspectors (*Stufeninspektoren*) and subject inspectors (*Fachinspektoren*). Level inspectors are provided for each school level (nursery, primary, secondary school or Gymnasium) with the aforementioned duties. Subject inspectors focus exclusively on individual school subjects (such as physical education or religion).

The management tasks performed by the Schools' Inspectorate include setting goals, indicating guidelines, giving guidance, providing support and encouragement, initiating and maintaining innovative procedures, supporting co-operative work, providing

information and assessments and exercising control. In addition, the Inspectorate approves continuing training for teachers, curricula, individual teaching methods and exemptions for teaching staff and pupils.

1.5 Financing

Public nursery schools and primary schools are funded for the most part by local authorities, which also maintain these institutions and can exercise independent financial authority under the terms of local authority autonomy. The State contributes by means of subsidizing teachers' salaries and providing investment financing for equipment and buildings.

Public secondary schools are funded entirely by the State, whereby the financing covers not only running expenses but also investment funds for buildings and equipment. The total funds allocated to the educational sector by the State amount to approximately 16.5% of the State's entire budget. Teaching at the State's public schools is free of charge.

Teaching materials are subsidized by the state and the local authorities, meaning that they are provided to pupils at a substantially reduced price or sometimes free of charge. Participation in general education and vocational training programmes is thus essentially free of charge for pupils. Private schools have to be financed from private funds.

1.6 Guidance centres and advisory bodies

There are three advisory bodies in Liechtenstein that must be consulted in reaching a decision: the National Schools' Council (*Landesschulrat*), Local Authority Schools' Council (*Gemeindeschulrat*) and Parents Association (*Elternvereinigung*). (For further information, see also: EURYDICE, *The Role of Parents in the Education Systems of the European Union*; Liechtenstein (p. 109)).

1.7 Private education

Three private schools currently operate in Liechtenstein. They require government approval and are subject to government supervision. The School Act includes the authoritative rulings involving private school legislation. Private education is admissible under the Liechtenstein constitution as long as it meets legal provisions involving the length and goals of schooling and the equipment in public schools.

"Formatio Tagesschule" (Day school education)

Formatio Tagesschule is a comprehensive secondary school that covers the sixth through the ninth school years in the compulsory education system. Teaching content is based on the *Realschule* curriculum.

Liechtenstein Waldorf School

The Waldorf School is run by the "Association of Waldorf Schools of Liechtenstein" and comprises a nursery school and nine class years, in which the upper level is comprehensive (non-

differentiated). The teaching is based on Rudolf Steiner's pedagogical philosophy.

Support teaching centre (*Heilpädagogisches Zentrum*)

The support teaching centre is a day school for children who require special pedagogical or therapeutic assistance in their development. Nine centres are currently in operation:

- two speech therapy / special needs nursery school groups
- three speech therapy / therapy classes in the form of introductory courses with the possibility of separating out in the second year of public primary school
- three school centres for the special needs of the mentally disabled
- one workshop class providing practical preparation for a profession.

2. PRE-PRIMARY EDUCATION

Pre-primary education in Liechtenstein comprises nursery schools (Kindergarten) as well as a speech-therapy and special needs nursery school.

The nursery school is the traditional form of pre-primary education for children between four and six years of age. Nursery school attendance is voluntary and free of charge. An exception applies to non-German speaking children, for whom the second year of nursery school is compulsory and in which they receive German classes tailored to their individual needs from nursery school teachers who have specialised in teaching "German as a second language". Children admitted to nursery school (approximately 99% of all four- to six-year-olds) must attend regularly. The nursery school complements and supports the child's upbringing in the family and assists the child's overall development.

In addition to its socialising function, the nursery school aims to stimulate each child according to their level of development and prepare them for

primary school. The carefully selected education programme encourages children to occupy themselves in a varied manner. Whether playing or involved in individual or group activities, children can develop their mental and physical abilities and become accustomed to living in the community.

The nursery school teacher observes the child carefully over the two-year period, assesses the child's ability to learn and makes the appropriate recommendation to the parents. The Educational Psychology Service can also be involved in the consultation process. Where it is considered too premature for the child to start school at the usual age, the Schools' Council can consent to delaying entry for one year.

The State also guarantees special-needs schooling for children not yet of compulsory school age. An agreement exists between the Support teaching Association and the Liechtenstein Government on the running of a remedial education special needs school (*Heilpädagogisches Zentrum, HPZ*), where the

speech therapy and special needs nursery school, which are currently administered together, is also accommodated.

In the 1998/99 school year, there were approximately 17 children with speech impediments attending the two-year course of the speech therapy nursery school. Although the educational objectives are the same as for public nursery schools, these children receive special assistance in the area of speech. There are also various therapy programmes that the children can attend as required (speech therapy, dyslexia, psychomotor activity and perception therapy, etc.). These programmes are also available, where required, to all other children in the Principality.

2.1 Organization

Public bodies (local authorities) are the founders and organizing bodies of elementary education. The Schools' Council or *Schulamt* (Nursery Schools' Inspectorate / *Kindergarteninspektorat*) exercises State supervision. Each local authority is required by the School Act to create enough nursery school centres to allow all the children of the relevant age group to attend nursery school for two years. Only one group is to use the premises on any given day.

There are 21.75 hours of teaching time with the children each week, subdivided into 3.5 hours each morning (Monday through Friday) and 1.5 hours on three afternoons each week (Monday, Tuesday and Thursday).

Nursery school groups usually include children of different ages and two class years are taught together, and are organized and operated according to residential area. No fees are charged for attendance in elementary education or related services.

Nursery schools are not merely "childcare services" in Liechtenstein. They have their own legal foundations, such as the School Act (*Schulgesetz*), the Teaching Service Act (*Lehrerdienstgesetz*), and the Regulation governing the administration and organization of nursery schools. A newly developed curriculum for nursery, primary and secondary schools has been in effect since the summer of 1999.

2.2 Curriculum/Assessment

The nursery school in Liechtenstein has a framework curriculum that outlines the educational content. There is one curriculum for nursery, primary and secondary schools, which is subdivided into guidelines, framework conditions and curricula for the subject areas of design, music and sport, mathematics, languages, people and the environment. General goals are defined separately for each level of schooling.

Free play is valued very highly as a pedagogical method. Children also work in various sizes of groups and use different teaching methods, such as instruction in workshops. Teaching materials consist primarily of games (such as board games, construction games, natural materials and tools for role playing).

Nursery school teachers observe the children carefully and record their observations on the basis of an observation sheet, which can be used repeatedly in four phases over a two-year period. The findings are used primarily in the context of the transfer from nursery school to the first year in primary school. Nursery school teachers can recommend that the child begin school in the first year in primary school or in an introductory class or pre-primary, or recommend repeating the year or starting school in a special needs school and provide counselling to parents. The findings also serve nursery school teachers in recommending any therapies a particular child might require. They can, for example, initiate a psychological examination of a child at school with the parents' consent.

Nursery school teachers provide school teachers with information about each individual child in a transitional discussion before the beginning of school. After half a year, the latter inform the nursery school teachers of each individual pupil's progress.

The primary criteria that affect a child's ability to attend school are the following:

- The child's level of development
- The requirements of the school
- Environment – family.

Parents make the final decision on their child's entry into school (e.g. in first year, introductory class, repeating, etc.).

2.3 Teachers

Prospective nursery school teachers in Liechtenstein currently attend training colleges in Austria and Switzerland. In the latter case, it is possible to enrol at age 17.

Admission requirements may be very different in different training courses, but they often call for:

- A secondary school-leaving certificate
- In some cases, a tenth year of schooling
- In some cases, a six to twelve-month social-work placement
- In some cases, an entrance examination.

Prospective teachers then attend a minimum three-year subject-specific vocational training course. In Austria, pupils who have completed their schooling in Liechtenstein undergo five years' training after finishing secondary school. Besides their specialist training, pupils completing this course of training also obtain an upper secondary school-leaving certificate (*Fachmatura*).

In Switzerland, nursery school teachers will presumably in future be trained in a *Diplommittelschule* and a two- to three-year vocational training programme.

The Nursery Schools' Inspector controls the further training of each nursery school teacher as set out in the service contract. Teachers must complete at least three days of further training each year.

Most nursery school teachers have full-time positions, but part-time employees also exist (e.g. job sharing). Both forms involve public service contracts with the local authorities which require a three- to six-month notice period.

2.4 Statistics

(1998/99 school year)

Public nursery schools

Children	894
Nursery school centres	55
Nursery school teachers	59

In each of four nursery schools, two teachers share one position (job-sharing).

Speech therapy and special needs nursery schools

Children	17
Nursery school centres	2
Nursery school teachers	2

Source: 1998 school statistics for the 1998/99 school year compiled by the Education Authority of the Principality of Liechtenstein

3. COMPULSORY EDUCATION AND TRAINING (BASIC SCHOOL)

Compulsory general education in Liechtenstein is divided into primary education and secondary education, the latter comprising the *Oberschule*, *Realschule* and *Gymnasium*. The 1971 School Act regulates general and vocational compulsory schooling lasting nine years for 7 to 16 year-olds.

3A Primary education

Primary school constitutes the common centre of education for all children. It familiarises pupils with elementary knowledge and skills, fosters social, emotional and physical development and

prepares them for the demands they will encounter in a higher level school (*Oberschule*, *Realschule* or *Gymnasium*). Children who turn six by the end of April of the current year are accepted to primary school. Children can be admitted earlier under certain conditions with the approval of the Schools' Council.

3A.1 School organization

Local authorities are responsible for school premises. A classroom is provided for each class. The duration of daily teaching is thus not dependent on the availability of rooms.

The duration of teaching differs for different age groups:

introductory class / 1st year	23 lessons lasting 45 minutes each
2nd year	26 lessons lasting 45 minutes each
3rd year	28 lessons lasting 45 minutes each
4th / 5th year	30 lessons lasting 45 minutes each

The school year is made up of five-day weeks and lasts 40 school weeks.

3A.2 Curriculum

The following subjects are taught in primary school: mathematics, German, people and the environment, drawing, music, sport, textile and non-textile handicrafts, religion, as well as English from the third year.

At the end of a school year, all children move up to the next class. The only exception is for pupils who wish, voluntarily, to repeat a year. The fifth year can be repeated voluntarily only in justified cases and with the consent of the Schools' Council.

Teachers present a recommendation to parents during the second semester for use in admission procedures for higher level schools (*Oberschule*, *Realschule*, *Gymnasium*) which takes place at the end of the fifth and last year of primary school. They base their recommendation on an overall assessment.

3A.3 Assessment/Qualifications/Guidance

Pupils are, in the majority of cases, now assessed on the basis of various methods aimed at achieving an integral evaluation. Formative assessment promotes the ability of each individual child to reasonably assess their own learning, social and working skills. *Summative* assessment ascertains by means of learning tests whether the learning objectives for each individual child and the class as a whole have been achieved. Prognostic assessment, which is based on formative and *summative* assessment, provides information on the further school development anticipated for the child concerned. In at least two meetings during the school year, parents are given detailed information concerning the educational performance as well as the working and social behaviour of their children. Teachers are prepared for this integral assessment procedure through compulsory in-service training. By the beginning of the 1999/2000 school year at the latest, primary schools in Liechtenstein will no longer use a numerical marking system.

Special educational measures are provided to support pupils whose achievements are one-sided or weak:

Special enrolment

Children who are lagging behind in their development enter school under the most individualized conditions possible, based on a careful diagnosis of their individual needs. They are specially prepared to meet the demands of the first or second year of primary school.

The teachers responsible for this special enrolment work closely with the parents and Educational Psychology Service. Special enrolment (*Einführungsklasse* or introductory class) lasts two school years in the highlands region (*Oberland*) and is followed by transfer to the second year of primary school. In the lowlands region (*Unterland*), special enrolment (*Vorschule* or pre-primary) only lasts one year, after which children transfer to the first year of primary school.

Both options of special enrolment form an integral part of primary school and are counted as compulsory school years.

Completion classes (*Ergänzungsunterricht*)

Completion classes are used to further the development of individual children as much as

possible. They constitute a general support teaching service available to all children who need additional assistance to supplement their ordinary lessons due to the level of their skills and abilities. At the same time, parents and teachers are offered guidance and support, for example in the choice of different possible educational measures.

Offered in all primary and higher-level schools, completion classes are provided by teachers who are trained and qualified to deliver support teaching.

Special support

Special support is provided to help pupils attain specific learning goals, above all in the subject areas of language and mathematics.

Special support is offered to school age children who are lagging behind

- Because they cannot be sufficiently assisted or cared for in completion classes, or
- Because of particular circumstances such as extended illness, unfavourable family relationships or a change of school.

Special support is generally provided in the form of lessons in small groups. It can replace regular teaching in certain subject areas and courses, or in exceptional cases can even be provided on an individual basis with the approval of the Education Authority.

German as a second language

This special course is intended for children from the age of eight whose knowledge of German is inadequate for successful integration in the normal school system. Such children first attend an intensive German course lasting at most one school year, which focuses on assisting the children to perform at school so that they can integrate into the appropriate school and at the appropriate level at the end of the course. Additional lessons are provided for children who need them to follow their regular classes.

Additional lessons in German are taught in small groups or, in exceptional cases, on an individual basis.

Educational and therapeutic measures

Special educational and therapeutic measures are available to assist children who are delayed in their development.

3A.4 Teachers

The canon of subject areas taught in primary school includes the five subject areas "people and the environment", "language", "art, music and sport", "mathematics" and "other subjects", all of which the classroom teacher usually teaches. Teachers are also responsible for assessing pupils. There are also teachers who specialise in the subject areas of textile handicrafts, religion and sport. Primary school teachers can be offered limited, provisional or permanent employment.

Teachers must hold a primary school teaching certificate. For the purpose of various training programmes in Switzerland where training for primary school teachers is provided, Liechtenstein enjoys the equivalent status of a Swiss Canton (*Konkordatsgebiet*). Teachers are required to attend further training courses and to integrate what they learn into their teaching.

3A.5 Statistics

Number of schools	Number of pupils	Number of teachers	Pupils per class
14	2,048	215	16.13

Source: 1998 school statistics for the 1998/99 school year compiled by the Education Authority of the Principality of Liechtenstein

3B Secondary education

There are three different types of secondary school (*Oberschule*, *Realschule* and *Gymnasium*), that are managed separately. Attendance of these schools is free of charge. The objective of the secondary schools is to prepare pupils for working life (vocational schools), further education or university.

The curricula for the secondary schools are issued by the Government of Liechtenstein. They set out the subjects, educational and teaching objectives, the apportioning of teaching content, the total number of lessons per year, as well as the number of lessons for individual subjects.

The curricula are drawn up by teachers with the involvement of other experts in specially convened committees. The curricula for religious instruction are developed in co-operation with the religious denominations concerned within the framework of the weekly number of lessons stipulated by the State for religious instruction. From August 1999, the curricula and school timetables will be the same for all secondary schools (*Oberschule*, *Realschule* and the first and second year of *Gymnasium* to facilitate transfers.

A lesson generally corresponds to 45 minutes of uninterrupted teaching time. Lessons are conducted in coeducational classes and taught by class teachers and specialist teachers.

At the end of each term at secondary level, a report is issued which has to be signed by the pupil's parents. Under the "Regulations on the issuing of marks", laid down by the Government of Liechtenstein, the reports render an account of performance, diligence and co-operation, as well as the pupil's conduct. The reports form the basis for deciding whether a pupil moves up to a higher class or to a higher school type. They also serve as information with regard to promotion to further education or entry into working life. Performance is assessed by a numerical marking system from 6 to 1.

The marks are defined as follows:

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

Half-marks can also be used for a more accurate assessment of achievement in individual subjects and for calculating the average for promotion.

The transfer procedure for secondary school begins at the end of the fifth year of primary school. In the second term of the fifth primary school year, teachers submit their recommendation to parents with regard to which school the child should move to. This recommendation is based on integral assessment (see Section 3.A.3. 'Assessment / Qualifications / Guidance'). Should the parents want their child to go to a school other than that recommended by the class teacher, definitive assignment is decided on by the Schools' Council on the basis of a report drawn up by the Primary Schools' Inspectorate.

The distribution of pupils amongst the individual general education school types in the entire lower secondary sector for the year 1998 is presented in the following table:

<i>Oberschule</i>	421 (29%)
<i>Realschule</i>	693 (48%)
<i>Gymnasium</i> (1st - 4th year)	332 (23%)

Source: 1998 school statistics for the 1998/99 school year compiled by the Education Authority of the Principality of Liechtenstein

3B.I *Realschule*

The *Realschule* provides an extended and consolidated basic education, preparing pupils for their career or further studies. It covers school years 6 to 9. Admitted to the *Realschule* are pupils who have been allocated to this school type on the basis of the transfer procedure.

3BI.1 School organization

Only one group of pupils uses a classroom on any given day. The five-day week generally applies, and teaching is provided during a total of 38 weeks each year. Classes are formed primarily on the basis of age. In the subjects of mathematics and a first foreign language, pupils are usually separated into streams on the basis of achievement beginning in the third year.

Ability stream A places higher demands on the pupils in terms of learning aptitude, work tempo and the ability to make abstractions than Ability stream B.

For the most part, the *Realschule* employs teaching materials such as books, boards, projectors and video equipment. Specific textbooks are required for certain subjects.

3BI.2 Curriculum

Teaching at the *Realschule* comprises a required, an optional and a mandatory optional subject area in addition to the following subjects that are assessed with achievement marks: religion, a subject known as "Realien" (natural science, history / civics / geography), home economics, computer science, German, English, French, Latin, Italian, Spanish, mathematics and geometrical drawing.

In the first year at the *Realschule* only compulsory subjects are taught. These can be supplemented by optional subjects offered in subsequent years. For pupils in the third and fourth years there is a mandatory optional subject system, i.e. in order to come up to the number of classes per week stipulated, a number of optional subjects must be taken. Mandatory optional and optional subjects include Latin, Italian, Spanish and geometrical drawing.

3BI.3 Assessment/Qualifications/ Guidance

Pupil's performance is assessed by means of numerical marks. Teachers in each class are responsible for assessing pupils' performance in reports delivered at the end of the first and second semesters. A leaving certificate is issued to pupils with average marks of 4.0 on completing *Realschule*.

Pupils must demonstrate satisfactory achievement in the graduation subjects: German, English, French, mathematics, history / civics, geography and natural science to pass to the next higher year

After the first year at the *Realschule*, it is possible for pupils who receive a recommendation from the school management to transfer to the second year of *Gymnasium* (with Latin) without taking an examination. Such a recommendation can be granted if the *Realschule* pupil has achieved an average mark of at least 5.0 in German and mathematics at the time the application is made. Where no recommendation is made for transfer without an examination, the pupil can sit an entrance examination. It is again possible for *Realschule* pupils to transfer to the Type E *Gymnasium*

(*Gymnasium* without Latin, but with subjects involving economics) without an examination after the third or fourth year provided, once again, the school management makes the corresponding recommendation. Where such a recommendation for transfer without an examination cannot be produced, those interested again have the possibility of transferring by passing an examination.

3BI.4 Teachers

All classes are taught by specialist teachers. One teacher is responsible for performing support and management tasks (class teacher) in each class. Should problems arise, this teacher provides assistance to the class, individual pupils and their parents.

The following qualifications are required to teach at a *Realschule*:

- A specialist teaching certificate from a university;
- A specialist teaching certificate from an equivalent teacher training institution.

Teachers at the *Realschule* are required by decree to attend regular in-service training.

3BI.5 Statistics

Number of schools	Number of pupils	Number of teachers	Pupils per class
5	693	95	16.12

Source: 1998 school statistics for the 1998/99 school year compiled by the Education Authority of the Principality of Liechtenstein

3BII Oberschule

The *Oberschule* is a general education school with differing levels and covers school years 6 to 9. It principally prepares pupils for working life.

By means of special educational programmes, lower-ability pupils receive specific assistance in the form of completion classes or lessons in small groups. To meet the needs of more successful pupils, support and additional courses are also offered in mathematics, English and German.

The timetable provides for a minimum of 34 and a maximum – including optional subjects – of 38 lessons per week.

3BII.1 School organization

Classes are formed on the basis of age and ability (ability classes), in which special pupils are fully integrated. Small groups of six to 10 young people can also be formed to provide optimum assistance. Teaching materials can be chosen freely in all fields with the exception of mathematics and English.

Several different groups of pupils use the same premises each day in *Oberschule*.

3BII.2 Curriculum

Teaching in *Oberschule* is required to cover the subjects assessed by achievement marks: religion, a subject known as “*Realien*” (natural science, history / civics / geography), home economics, computer science, German, English, French, Latin, Italian, Spanish, mathematics and geometrical drawing for all pupils. In addition, pupils are assessed solely in terms of diligence and co-operation in the following subject areas: life science (*Lebenskunde*), technical drawing, textile design, art, music, sport and a further subject offered by the school. Through this wide-range of compulsory subjects and a well-developed programme of optional subjects, the *Oberschule* creates a good basis for embarking on a working career. Besides cultivating the core subjects of German and mathematics, greater attention is being increasingly focused on English and computer studies.

Many extended learning methods are implemented as teaching methods. The most important of these is individual support for each young person (ability level teaching, completion classes, German as a second language).

3BII.3 Assessment/ Qualifications/ Guidance

Tests and examinations, on the basis of which qualifications are awarded at the end of each semester, are spread out irregularly throughout the year. Classroom and specialist teachers are responsible for assessing performance using a numerical marking system. They also provide extended assessments in the areas of social and work behaviour to parents. At the end of their ninth year at school, pupils who have successfully completed the *Oberschule* receive a leaving certificate. The graduation subjects are German, English, mathematics, science (biology, physics, chemistry), history / civics, and geography.

After their first year at the *Oberschule*, pupils have the possibility of moving to the first year of the *Realschule* in cases where the school head recommends transfer without the need for an examination. Such a recommendation can be made where a pupil at the *Oberschule* has achieved an average mark of at least 5.0 in German and mathematics at the time the application is made. Where no recommendation is made for transfer without the need for an examination, the pupil must take an entry examination.

Pupils successfully completing the *Oberschule* have the possibility of attending a voluntary 10th school year.

3BII.4 Teachers

Candidates must hold one of the following qualifications to teach at an *Oberschule*:

- Teacher training course for the *Realschule* in the Swiss Cantons of Zurich or St. Gallen,
- Completion of a teacher training course for the *Hauptschule* in Austria, or
- Equivalent recognized training in another European country.

Teachers at the *Oberschule* are required by decree to attend regular in-service training.

3BII.5 Statistics

Number of schools	Number of pupils	Number of teachers	Pupils per class
3	421	77	13.58

Source: 1998 school statistics for the 1998/99 school year compiled by the Education Authority of the Principality of Liechtenstein

3BIII Gymnasium

The objective and function of the Gymnasium is to educate pupils academically to think and assess independently, introduce them to the methods of intellectual work, and prepare them for studying at university.

The Gymnasium offers two different paths leading to an upper secondary school-leaving certificate:

The Type B Literature-History path builds on the fifth year of primary school and leads to the upper secondary-leaving certificate in eight years.

The Type E Economics Gymnasium path follows on from the third or fourth year of the *Realschule*, or from the third year of the Gymnasium Type B path, and leads to the upper secondary school-leaving certificate in five years.

3BIII.1 School organization

Depending on the class year, the number of lessons per week ranges between 34 and 36, of which at most five are provided in the mornings and at most four in the afternoons, some in "blocks" of two and some as individual lessons. Several groups use the same premises in turn.

3BIII.2 Curriculum

The compulsory subjects taught in the first to fourth years of the Gymnasium are: German, mathematics, computer studies (4th year), English, French, Latin (Type B), history, geography, biology, religious instruction, art, music, science (4th year), physical education and handicrafts. In addition, a wide range of optional subjects is offered. The range of subjects for the Type E path (Economic Gymnasium) is the same as for Type B with the exception that, instead of Latin, the pupils take economic science subjects such as financial accounting, law, business management and economics.

The teaching of *Naturlehre* (natural science) (4th year), that is a combination of the subjects biology, chemistry, geography and physics, is designed to provide a multi-disciplinary education. Teaching is structured in the form of a "block course" comprising three lessons, with the classes prepared and organized jointly by two specialist teachers.

In the 7th and 8th years, pupils can opt to study ethics instead of religious instruction. They can also choose between art and music in the 4th to 7th years.

The Gymnasium curriculum in Liechtenstein is undergoing profound changes at the present time to conform to a new Regulation for the Recognition of the Secondary School-leaving Certificate (*Maturitätsanerkennungsreglement, MAR*).

3BIII.3 Assessment/Qualifications/Guidance

The Gymnasium is completed by taking the secondary school-leaving examinations. In the Type B path, the secondary school-leaving examinations consist of written exams in German, Latin, French, mathematics and English, as well as oral exams in German, Latin, French and mathematics, plus one optional subject each from the group of science subjects and the subjects comprising history, geography, philosophy and English. The Type E upper secondary leaving examination is the same as for Type B with the exception that, instead of Latin, candidates take written and oral exams in the economic sciences.

3BIII.4 Teachers

Teachers at *Gymnasium* must hold the following qualifications:

- Doctorate or degree together with a certificate to teach at a *Gymnasium*
- Specialist certificate together with a certificate to teach at a *Gymnasium*.

By decree, teachers at the *Gymnasium* have the right and obligation to pursue regular in-service training.

3BIII.5 Statistics

Number of schools	Number of pupils	Number of teachers	Pupils per class
1	616	84	18.67

Source: 1998 school statistics for the 1998/99 school year compiled by the Education Authority of the Principality of Liechtenstein

4. POST-COMPULSORY SECONDARY EDUCATION

4A The tenth school year

The voluntary tenth school year builds on the last year of compulsory schooling (*Ober- and Realschule*). It is essentially a one-year school programme designed to prepare pupils for a profession that requires a tenth year of schooling. Type I primarily prepares for the paramedical and teaching professions. Type II focuses on business and commercial professions. The voluntary tenth school year is also intended for pupils who require an additional year to make a definitive choice of career.

4B Preparatory course for the *Fachhochschulreife*

This preparatory course is designed as a study course for people who are working and lasts three terms. The classes are held in the evenings. This course is intended for young people who would like to continue their education at a *Fachhochschule* after completing an apprenticeship.

The compulsory subjects taught in the preparatory course comprise German, English, mathematics, history and politics, legal and economic studies, industrial technology and computer studies, as well as the alternative principal subjects of science (physics, chemistry, biology, ecology) and economics (business administration, accounting, economics). The optional subjects offered include French or Italian, philosophy and psychology, plus rhetoric.

The course ends with a State-recognized final examination. Pupils who pass the final examination, comprising both written and oral exams, and who can provide proof of a completed course of vocational training, are entitled to enter a *Fachhochschule* without having to take an entrance examination.

Written examinations must be taken in German, English, mathematics and one principal subject. Oral examinations are sat in the following subjects: German, English, one subject chosen freely from the group comprising history with politics and legal and economic studies, as well as in two subjects chosen freely from the group consisting of mathematics and the principal subjects.

As a rule, classes are taught by trained secondary school and *Gymnasium* teachers.

Fees are charged for attending the course (currently: 390 Swiss Francs per term).

4C Access to higher education

The Principality of Liechtenstein has only a very limited tertiary education system. For this reason, the country has endeavoured to ensure recognition of its upper secondary school-leaving certificates in the neighbouring countries of Switzerland and Austria. As more than 70% of those passing the upper secondary school-leaving examination in Liechtenstein attend a higher education institution or university in neighbouring Switzerland, the Principality has acceded to the "Inter-Canton Agreement on Higher Education Contributions". This has been done to ensure free access to Swiss higher education institutions for those who have

obtained the upper secondary school-leaving certificate and to ensure the equivalence of these qualifications. At the same time, an agreement has been reached with the Republic of Austria on the equivalence of upper secondary school-leaving certificates which also provides for equal status between Liechtenstein and Austrian students. This guarantees free access to Austrian universities for holders of a Liechtenstein upper secondary school-leaving certificate. An "Agreement on Academic and Scientific Co-operation and Admission to Higher-Education Studies" has also been drawn up with the German Land of Baden-Württemberg – with the University of Tübingen – which means that higher education applicants from Liechtenstein have the same status as those from Baden-Württemberg.

5. INITIAL/VOCATIONAL TRAINING

With regard to vocational training, Liechtenstein adheres to the Swiss system. The statutory basis for this approach is provided by the Vocational Training Act. As the authority responsible for this sector in Liechtenstein, the Vocational Training Authority approves trainee contracts and monitors compliance with the statutory provisions governing vocational training. Young people living in Liechtenstein who undergo basic training in the form of an apprenticeship pursue such training almost exclusively in accordance with Swiss/Liechtenstein training regulations. Approximately 80 % of *Oberschule* pupils and over 60 % of *Realschule* pupils take advantage of this training programme each year.

5.1 Organization

The 1976 Vocational Training Act provides the legal framework for the vocational training system in Liechtenstein. Initial vocational training provides theoretical and practical knowledge of a profession and builds on general education.

Types of initial vocational training:

- In the dual / three-way systems (dual = authorized training company / school; three-way = authorized training company / school / introductory course)
- In a training course provided by a school (*Fachschule*).

Training programmes are not provided as part of general compulsory schooling and are only available for pupils in the 16 - 20 age group. Admission to vocational training is only possible for pupils who have turned 16 and completed compulsory schooling. Initial vocational training lasts for between two and four years depending on the profession, and the portion dealing with practical training in the profession will involve 60-80% of the work time. Attendance of a vocational school (*Berufsschule*) is compulsory.

Companies can only train apprentices if they hold a training permit issued by the Vocational Training Authority for the relevant profession.

5.2 Vocational training institutions

Technical or business vocational schools provide training programmes outside of authorized training companies. Such training involves subjects specific to a profession as well as general education and sport.

5.3 Financing

Training programmes are essentially free of charge to trainees. The costs for vocational training are borne for the most part by the State and the training companies. The State pays the costs for the vocational schools and examinations, while the training company pays the apprentices a reasonable wage. The State bears the subsidy rate usual in Switzerland of 50% of the total cost of the mandatory one to two-week introductory courses. The respective training company bears the other 50%.

5.4 Apprenticeship/Training plan

A curriculum tailored to a particular profession and one for the general education subjects is provided throughout the training. The content for the vocational training curriculum is specified in training regulations issued by the Swiss Federal Authority for Vocational Training and Technology BBT and recognized by Liechtenstein. The division between theoretical and practical training content differs greatly from profession to profession and is set out in the regulations for each training programme.

Introductory courses lasting one to two weeks are offered at the beginning of each training year. The objective of these courses is to provide apprentices with the basic skills needed for practical work.

The *Berufsmittelschule* (vocational secondary school) offers gifted and motivated apprentices a broader general education, designed to enhance their vocational and personal development as well as facilitate their access to studies at a *Fachhochschule* or to other higher

vocational training programmes without the need to take an entrance examination. The *Berufsmittelschule* ends with its own vocational upper secondary school-leaving examination.

5.5 Assessment/Qualifications/Guidance

Performance is assessed by means of a numerical marking system, as in the secondary schools (see 3B Secondary education). Teachers and trainers evaluate students' progress during vocational training and award certificates at the end of each semester. Authorized training companies also issue training reports twice each year. At the end of the training period, a theoretical and a practical examination have to be taken before an examining board. The Vocational training authority issues a certificate of ability (*Lehrbrief*) and a record of marks to students who pass the final apprenticeship examination.

The Vocational Guidance Centre offers career guidance and the Vocational Training Authority offers guidance on training matters – both services are free of charge.

5.6 Trainers/Teachers

Teaching at vocational schools is, for the general-education subjects, usually carried out by trained secondary teachers and by designated specialists for the vocational subjects. Full-time teachers also have to complete a one-year methodology and didactics training course at the Swiss Institute for Vocational Training Theory in Bern.

Full-time and part-time employees are required to attend further training courses. Special courses are offered for trainers.

5.7 Statistics

Number of trainers	Number of training companies
ca. 1,000	ca. 700

	Percentage of pupils leaving compulsory schooling		
Enter vocational training	75%	Receive a qualification	90%
		Discontinue training	Very seldom
Maturitätsschule (leading to Matura)	25%		

Approximately 300-350 apprentices complete their basic training each year. Following their training, most young career people find a position or go abroad for further training, for example as part of an EU-supported project promoting the professional mobility of young workers.

Young people who complete an apprenticeship and study course but cannot find a job are eligible to participate in a project receiving financial support from the State to acquire professional experience.

6. HIGHER EDUCATION

It is common usage to subsume both vocational higher education and universities under the term higher education. As there are so few institutions, legislation in Liechtenstein characterizes universities as higher education and research institutes.

Liechtenstein, which continue to maintain this educational institution today.

6A Non-university higher education

Liechtenstein has only recently established its higher education system (1993). Its non-university section includes the Liechtenstein College of Engineering (*Fachhochschule Liechtenstein, FHL*) located in Vaduz and *Interstaatliche Fachhochschule für Technik Buchs (NTB)* in Switzerland. The latter was founded by two Swiss cantons and the Principality of

6A.1 Admission

Courses leading to a qualification in these schools have the following prerequisites for admission:

- A school-leaving certificate from a vocational middle school (*Fachhochschulreife, Berufsmatura*) in the corresponding field
- A completed apprenticeship in the subject area of the course and successful passage of an entrance examination
- An upper secondary school-leaving certificate with a qualification from a practical vocational training course.

6A.2 Fees/Student finance

Fees for a study course leading to a qualification at the FHL generally amount to SF 750 per semester. The fees charged for the *Interstaatliche Fachhochschule für Technik Buchs* vary significantly depending on the student's place of residence, i.e. from nothing (FL and two other Swiss cantons = organizing bodies) to SF 6,450 per annum.

The Principality provides training assistance to pay the cost of study to all students in Liechtenstein even when they study abroad and to other individuals who meet certain legal criteria. The amount of this assistance varies according to the amount the parents or students themselves can be expected to pay.

There are three types of financial support:

- Scholarships in the form of grants that do not have to be repaid, which cover up to 100% of the course costs and 50% of other legally recognized costs.
- Course loans in the form of training grants, which must be repaid to the Principality after a suitable period and bear interest once the student has found gainful employment. They cover up to 50% of the legally recognized training costs.
- Grants to cover expenses in the form of one-time reimbursements for attending courses or annually renewable reimbursements for attending training facilities that meet certain criteria established by the "Scholarship Act" (*Stipendiengesetz*).

6A.3 Academic year

Depending on the institution, the academic year commences in the period between the beginning of August and the beginning of October and ends between the middle of June and the end of October. It is divided into two semesters, a winter semester (October to about February) and a summer semester (February to the end of June) and includes approximately 34 weeks of teaching with about 32 lessons per week.

6A.4 Study courses

The Liechtenstein College of Engineering offers undergraduate and graduate courses and is also active in further training and applied research.

Undergraduate courses in the subjects of architecture, industrial informatics, business administration (Bachelor-level) with majors in industrial informatics and financial services last six to eight semesters.

The study course is divided into a first stage, or *Grundstudium*, and a second stage or *Hauptstudium*. The former leads to an intermediate examination after four semesters and the latter to a final degree examination and a written dissertation after six to eight semesters. Courses leading to a qualification at the FHL involve either full-time (six semesters) or in-service training (eight semesters), which means that a first practical part (*Praxisteil*) (700 hours) must be completed by the end of the first semester, a second during the *Grundstudium* and a third during the *Hauptstudium*. Practical vocational activities can be completed during the regular study course or separately.

Students must undertake interdisciplinary projects, seminar papers in groups of up to 25 persons, on-site studies and semester papers or dissertations to achieve the best possible transfer of theory to practice.

The *Interstaatliche Fachhochschule für Technik Buchs* also offers various types of study courses leading to a *Diplom* degree. Students can choose one of the following specializations in the field of systems technology, *microsystems* technology, medical technology, production technology, materials technology, physical technology, electronics, measuring and control technology or engineering informatics as a full-time *Diplom* study course. The course lasts three years and is followed by a dissertation.

Only one study course in systems technology, involving a specialization in production technology, can be completed in full on the job. However, the doctoral sections (academic years) last between 15 and 17 months and four years overall. By combining both forms (first year on the job, second and third years full time), students can choose any of the eight specializations and complete the course in three years and three months.

General fundamentals are taught during the first section leading to graduation, which ends with the first intermediate examination (*erste Vordiplomprüfung*). These are followed in the

second section by the fundamentals of engineering and the second intermediate examination (*zweite Vordiplomprüfung*) as well as by further studies and the *Diplom* examination in the third.

Teaching methods are similar to those used in the FHL.

6A.5 Assessment/Qualifications

Performance is assessed on the basis of the numerical marking system in force in Switzerland and Liechtenstein, which uses the marks 6 to 1, with 6 representing the highest and 1 the lowest mark (see 3B Secondary education).

Graduates of the NTB and FHL are entitled to use the titles "*Diplom-Ingenieur FH*" (*Dipl.-Ing.*) or "*Diplom-Architekt FH*" (*Dipl.-Arch.*) etc., depending on subject area.

6A.6 Lecturers

Most lecturers at the Liechtenstein College of Engineering are employed part time. They are required to have received academic vocational training in the corresponding field and hold a teaching certificate. Regular information and training sessions are considered important.

Lecturers at the *Interstaatlichen Fachhochschule für Technik Buchs* are chosen on the basis of the Swiss *Fachhochschule* law (*Fachhochschulgesetz*). Accordingly, full-time lecturers are termed "*Dozent*" and part-time lecturers "*Lehrbeauftragte*". The law requires lecturers to hold an academic TU (Technical University) qualification with a teaching certificate or the title *Ingenieur HTL* with at least ten years of professional experience. As they perform their duties at the NTB, they are also required to attend further training semesters and didactic seminars at specified intervals determined by their particular subject matter.

6A.7 Statistics

Higher education institution	<i>Fachhochschul</i> Liechtenstein	Interstaatliche Fachhochschule für Technik Buchs
Number of students/ Number of <i>Diplom</i> students	252 42	330 53
Percentage of students with Liechtenstein nationality	17%	4%
Average age of students	20 – 38 (94%)	20 - 24 (90%)
Number of lecturers/ Of whom part time	160 160	60 23

(Winter semester 1998/1999)

6B University higher education

The International Academy for Philosophy (IAP) on the *Gaflei* Campus in *Triesenberg*, which was established as a private foundation, and the Liechtenstein Institute (LI), which functions both as a scientific research institute and at the same time as an academic teaching centre, constitute the university portion of Liechtenstein's higher education system. However, the vast majority of students from Liechtenstein still pursue higher education abroad in Switzerland, Austria and Germany.

6B.1 Admission

A general upper secondary school-leaving certificate is a prerequisite for admission to the IAP. Each student must master at least one of the two main teaching languages (German or English) and demonstrate knowledge of Latin (*kleines Latinum*). They should normally have already completed four semesters of study in the corresponding field at a university and present two letters of recommendation from earlier professors. Applicants must also submit a written paper to demonstrate their individual style and academic abilities. A personal interview rounds off the application process.

Lectures at the Liechtenstein Institute are, with a few exceptions, open to all interested parties.

6B.2 Fees/Student finance

The research institute charges an average of SF 10 to 15 for each lecture class.

Tuition fees for each semester at the IAP, on the other hand, amount to approximately SF 2,500. In addition to the normal training grants available from the State (see 6A.2 Fees / Student finance), however, certain public and private institutions to which the IAP has access make scholarships and study grants available to particularly gifted or needy students.

6B.3 Academic year

The academic year begins in the third week of September and ends in the last week of June (see 6A.3 Academic year).

6B.4 Study courses

As its name implies, the International Academy for Philosophy offers an academic study course in philosophy. It is divided into two levels: a four-semester first stage or *Grundstudium* (only in exceptional cases!) and a four-semester second stage or *Hauptstudium*. Each of the two leads to a *Diplom* examination and the study course as a whole is completed with a written dissertation (*Diplomarbeit*).

All courses are held in small groups and take the form of lectures or seminars.

The Liechtenstein Institute does not offer study courses. But it does offer individual lessons or lecture series, conferences or courses lasting a semester on themes relevant to Liechtenstein that are based on research carried out at the Institute itself. One can request attendance certificates (Testate) as evidence of attendance,

but no academic qualifications can be awarded as there are no examinations.

6B.5 Assessment/Qualifications

Graduates of the degree course at the IAP are awarded the degree "*Magister philosophiae*" (Mag. phil.).

After receiving this degree, graduates can study for a doctorate, which is completed through submitting a written thesis. On successful completion of these studies, the degree "Doctor of Philosophy" (Dr. phil.) is conferred.

Students' performance is assessed in the same way as in non-university higher education.

6B.6 Lecturers

Lecturers at the IAP are professors and graduates holding a qualification to teach at university. Most function as visiting professors, which means that they are employed part time; few are employed by the IAP full time.

No specific qualifications are required for lecturers at the LI. Individuals are invited from the world of politics and business to teach courses together with the researcher in charge.

6B.7 Statistics

Higher education institution	International Academy for Philosophy	Liechtenstein institution
Total number of students/ Number of <i>Diplom</i> students	55 15	? ?
Percentage of students with Liechtenstein nationality	1.8%	?
Average age of students	23 - 33 (87%)	25 -
Total number of lecturers/ Lecturers employed half time	24 18	? ?

(Winter semester 1998/99)

7. ADULT EDUCATION

The informal sector of adult education, which has a well-organized internal structure, has much greater weight than the official sector in Liechtenstein. The latter consists of various uncoordinated further education schools offering courses that are not linked to one another.

7A Informal education sector

The informal sector includes general adult education which, in practical and legal terms, is separate from further education in companies and schools.

7A.1 Specific legal framework

The Law of 5 July 1979 governing support for adult education regulates organizational, structural and financial aspects of adult education in Liechtenstein. It has consciously been considered a framework law in order to avoid State intervention in adult education in general. It therefore consists of only 12 articles, which can be supplemented when necessary by individual government resolutions. This has the result of keeping open the objectives pursued by general adult education. Adult education should help provide people an opportunity to acquire and increase their knowledge and skills, developing their minds as individuals with respect to personality development and increased awareness and participation in current affairs.

The target group varies greatly. It includes individuals of every age group and with every possible interest, in particular parents and the elderly.

The new law of 18 December 1998 governing the foundation of "Adult education

Liechtenstein" (EbLG), which has recently come into effect, establishes a new structure in the organization of adult education. The objectives may remain the same, but the names have changed and the church has ceased to serve as an organizing body for adult education.

7A.2 Administration

According to the Law of 1979, organizing bodies for adult education were the Roman Catholic Church and the other Christian religious communities, local authorities and domestic private not-for-profit institutions and associations that fulfilled certain legal criteria.

The Adult Education Commission (*Erwachsenenbildungskommission*) functioned as representative of all these *organizing* bodies and performed the following tasks:

- Prepared grant applications for adult education in general and individual events in particular
- Co-ordinated efforts in the field of adult education
- Promoted co-operation between organizers and institutions
- Tested whether the projects of individual organizing bodies merited support
- Counselling organizing bodies and institutions
- Provided mid-term and long-term planning in the field of adult education
- Promoted the development of adult education, with respect to the training of trainers for adults in particular.

The Government supervised State-sponsored adult education. It issued the rulings required to implement the law, provided financial support in the budget, supported the provision of premises and equipment and supervised the management of the Adult Education Commission, whose seven members were appointed by the Government for terms of four years each.

Since 1999, when the Catholic Church ceased to be an organizing body, the "Adult Education Foundation of Liechtenstein" has taken the place of the Adult Education Commission in public law. It is made up of a "Stiftungsrat" (Foundation Board) and "Geschäftsführung" (Management). The Government appoints the latter on the recommendation of the Foundation Board.

Unlike the earlier Adult Education Commission, the Foundation Board can also make decisions involving the allocation of the funds available to support adult education each year and carry out any programmes that private institutions do not offer. Furthermore, the "Adult Education Foundation of Liechtenstein" is from now on to be the adult education "organizing body" and the previous organizing bodies, i.e. the institutions that carry out courses in this area and can apply for grants, are now called "promoters" (*Veranstalter*).

The new law also gives the Foundation the important task of promoting co-operation with institutions providing vocational further training in order to achieve optimal co-ordination of the two areas.

7A.3 Financing

Until 1999, adult education was financed by allocations at national level to the various recognized organizing bodies, which came to a total of approximately SF 600,000 each year.

Such State support was subject to the following conditions:

- Education work had to be of a public nature
- Education work had to follow a plan
- Didactics and methods had to be appropriate to adult education
- Events had to be supervised or managed by qualified parties
- Education content had to be consistent with Christian principles.

A contribution of approximately SF 100,000 from the deanery (*Dekanat*) supplemented monies provided by the Principality, since the Adult Education Office (*Arbeitsstelle für Erwachsenenbildung* = organizing body) and Leisure and Continuing Education (*Freizeit und Weiterbildung* = organizing body) were both established by the deanery. Private donors and sponsors contributed to the financing as well.

Moreover, each course that was offered tended to raise a contribution from participants. Care is still taken today to ensure that each course covers its own costs, i.e. that these contributions cover the salaries of course leaders and any other associated costs.

From 1999, the amount of the deanery's contribution will be subtracted from the State's contribution to the national Roman Catholic Church and allocated directly to the Adult Education Office. The wide range of courses this body made available under the supervision of the deanery will, for the most part, be taken over by the "Association for an Open Church" (*Verein für eine offene Kirche*), which will undoubtedly make this association the largest provider or promoter of general adult education. There were no other major changes.

7A.4 Organization

The primary organizing bodies of general adult education offering the largest number of courses at the end of 1998 included:

- The Adult Education Office (deanery) in the Haus Stein-Egerta in Schaan
- Leisure and Continuing Education, which was taken over from the deanery in the name of the State
- *Haus Gutenberg* in *Balzers*, managed by the *Salettiner* fathers (*Salettiner-Patres*)
- *Schaan* community centre in the community of *Schaan*
- Chamber of trade and commerce (*Gewerbe- und Wirtschaftskammer*) FL.

The aim of general adult education is to offer a balanced range of courses designed to provide an everyday treatment of professional, social, political and also ethical problems.

The objectives of these programmes and the methods they use are not fixed and can be determined freely by each course leader. Participants differ for each course and topic. As a general rule, however, courses should appeal to everyone so no admissions criteria or age limits are set. Announcements can at most mention recommendations or desired prerequisites. As a result, no certificates or diplomas can be awarded. Nonetheless, in co-operation with Switzerland, a register (*Testatheft*) – or education passport – is available in which course attendance can be registered and confirmed by the signature of the course leader.

The Government controls the quality of training programmes by using a questionnaire completed by participants at the end of each course. Responses must all score in the range of eight to ten on a ten-point quality scale to achieve the necessary level.

Most courses are provided in the evenings on a weekly basis.

7A.5 Statistics

Number of institutions	Number of trainers	Number of participants	Age of participants	Gender distribution
11	?	ca. 10,100	all ages	Percentage of women tends to be greater

(For 1998)

7B Official sector

In Liechtenstein, the official adult education sector is strictly limited to vocational further training, and functions as a loose network without a centre for administration and co-ordination.

7B.1 Specific legal framework

Consequently, there is no separate law governing the official sector of adult education, but Section III "Further vocational training" (*Berufliche Weiterbildung*) of the Vocational Training Act of 7 July 1976 – which consists of a total of eight articles – makes reference to it. The description of objectives is also kept short and states that further vocational training should enable workers to maintain and extend their vocational knowledge and skills, adapt to change or improve their career position.

In Liechtenstein, the law divides vocational further training into the following three areas:

- advanced full-time vocational schools, which build on an upper secondary school-

leaving certificate or a completed vocational apprenticeship, involving a study course lasting several years;

- advanced part-time vocational schools, which build on an upper secondary school-leaving certificate or a completed vocational apprenticeship, involving an in-service study course lasting several years;
- courses that taken together last less than one school year and which meet certain legal criteria; among other things, they must be open to all and not be offered for profit.

7B.2 Administration

Organizers are essentially free to choose their own priorities, training programme, teaching methods and performance objectives. There is only an informal agreement among the individual institutions and private organizers, which has a limited co-ordinating effect. The Government issues regulations governing the organization and curriculum in State-owned institutions. With Government approval, the Vocational Training Authority can itself organize vocational further training courses.

7B.3 Financing

The State assumes all of the cost of higher full- and part-time vocational schools created by the State and of its own course centres. The Principality provides subsidies to private organizations, which operate recognized advanced part-time vocational schools or recognized vocational further training. The Government determines the amount of the subsidy.

7B.4 Organization

In Liechtenstein, there are only a few truly significant institutions that offer a relatively large vocational further training programmes within

the official sector. The Liechtenstein *Fachhochschule* (FHL) (see 6A.4 Study courses) offers a broad range of further training courses in the form of lectures, seminars, college courses and study courses and graduate courses. Most offerings have a modular structure to enable participants to create individualised and flexible courses of further training that meet their personal needs. All graduate courses are provided in-service (advanced part-time vocational school) and are offered in the fields of construction management, change management, international management, trust management and industrial engineering and logistics / process management (to be discontinued). Graduates of graduate courses receive a graduate degree (*Nachdiplom*) (FH) and a graduate degree certificate (*Nachdiplom-Zeugnis*). A completed engineering school / university course or a qualification from an equivalent training study course plus (two to five years) vocational experience are requirements for admission to these courses.

The *Fachhochschule für Technik Buchs* (NTB) (see 6.A.4 Study courses) also offers post-graduate study courses (*Nachdiplomstudien*), post-graduate courses (*Nachdiplomkurse* (NDK)) and further training programmes in the form of lectures, workshops, conferences as well as public and in-company programmes. Post-graduate study courses are also delivered in the form of in-service training, have a modular structure, and are taught by qualified engineers in the specializations of automation systems, energy systems, integrated microsystems, medical systems and optical systems.

Significantly higher fees are generally charged for post-graduate study courses (*Nachdiplomstudien*) than undergraduate programmes in Liechtenstein, as schools are required to ensure that these study courses are self-financing.

Many large firms in Liechtenstein organize their own further training programmes for their employees. Moreover, many people who live in Liechtenstein attend further training schools and courses in Switzerland and Austria, countries with which the Principality has usually concluded agreements to guarantee places for Liechtenstein pupils or the same status as local residents for them.

7B.5 Statistics

There are two institutions.

Institution	Number of trainers	Number of participants	Age of participants	Gender distribution
Liechtenstein Fachhochschule	120	108	25-50	80% men
Fachhochschule für Technik Buchs	60	13	?	?

(Winter semester 1998/99)