

Liechtenstein

Country Overview

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Country name

Liechtenstein

Author of this description

- Geert De Raedemaeker, Erasmus Brussels University of Applied Sciences & Arts

Reviewer

Mart Achten, Erasmus Brussels University of Applied Sciences & Arts

Introduction

Liechtenstein's education system is organised under the supervision of the state. This applies to both state schools and private schools (European Commission/EACEA/Eurydice/Eurostat, 2019). The main characteristics of Liechtenstein's education system has been influenced by the education system of the German speaking neighbouring countries, in particular, the education system from Switzerland (von Kopp, 2015).

Liechtenstein has a split system for the organisation of early childhood education and care (ECEC). The transition takes place from 4 years of age. From 4 months and up to 4 years of age, children can go to centre-based settings like Kindertagesstätte and Kinderkrippe. Home-based care is also possible (Tageseltern), but is less common. Childcare settings fall under the responsibility of the Ministry of Social Affairs and Culture and are supervised by the Office of Social Services. (European Commission/EACEA/Eurydice/Eurostat, 2019)

From 4 years of age, children are entitled to pre-primary education, which is provided in Kindergarten and is free of charge. Public kindergartens fall under the responsibility of the Ministry of Home Affairs, Education and Sport, while private kindergartens are the responsibility of the Office of Social Services within the Ministry of Social Affairs. Nearly all children from 4 to 5 years of age attend kindergarten for 2 years, which is provided for the purpose of pre-school education. The subsequent period of compulsory schooling is 9 years, starting with 5 years of primary school and continuing with 4 years of lower secondary school (European Commission/EACEA/Eurydice/Eurostat, 2019).

The pedagogic staff working in the childcare settings are trained at the vocational education level. The respective education is offered in Liechtenstein (or Switzerland) as a three year long vocational education. Staff working with younger children are not required to have more than an upper secondary qualification. The teaching profession and the respective requirement specifications for the various school levels are detailed in the relevant laws and ordinances. As there are no teacher training institutions in Liechtenstein, teachers are mainly trained in Switzerland and Austria (European Commission/EACEA/Eurydice/Eurostat, 2019).

Development

Liechtenstein is a constitutional monarchy in Europe. It has a surface of 160 square kilometres and a population of 38,000 inhabitants. The government is Liechtenstein's highest executive body. The education system is organised under the supervision of the state. This applies to both state schools and private schools (European Commission/EACEA/Eurydice/Eurostat, 2019). The main characteristics of Liechtenstein's education system have been influenced by the education system of the German speaking neighbouring countries, in particular, the education system from Switzerland. Key elements such as types of school, requirements for teaching qualifications, terminology and curricula are closely tied to the ones in Switzerland (von Kopp, 2015).

Liechtenstein has a split system for the organisation of early childhood education and care. The transition takes place at 4 years of age. From 4 months and up to 4 years of age, children can attend centre-based settings like Kindertagesstätte and Kinderkrippe. Home-based care is also possible (Tageseltern), but is less common. These types of provisions fall under the responsibility of the Ministry of Social Affairs and Culture. The child care settings are supervised by the Office of Social Services. Childcare is offered in half-day or full-day sessions, as well as on a more flexible, hourly basis ('short-term' care services). Childcare services are intended to encourage a better life-work balance for families, support the integration and socialisation of children, and support the development of children. Parents are free to choose which type of public or private services for childcare (child day-care facilities, day-care parents, playgroups) they want for their children. The guidelines for assessing young children have been issued by the National Association for Care Services (Verein Kindertagesstätten). These are centred around personal, emotional, physical, language and social development (European Commission/EACEA/Eurydice/Eurostat, 2019). The Office for Social Affairs determines the maximum number of children per staff member based mainly on the age and special needs of children. An internal guideline states that groups should be mixed-age. An infant under 18 months of age is counted as 1.5 children. Further, there may not be more than three infants per group, and groups with infants only are not allowed. Staff working with younger children are not required to have more than an upper secondary qualification.

From 4 years of age, children are entitled to pre-primary education, which is provided in Kindergarten and is free of charge. Public kindergartens fall under the responsibility of the Ministry of Home Affairs, Education and Sport, while private kindergartens are the responsibility of the Office of Social Services within the Ministry of Social Affairs. Almost all children from 4 to 5 years of age attend kindergarten for 2 years. In 2019, the participation rate of children from 4 to 5 years of age was 99% (European Commission/EACEA/Eurydice, 2019). Enrolment is voluntary for most children. However, once a child has been registered, attendance becomes compulsory. Further, for children whose first language is not German, attendance for the second year is obligatory. They receive German language training to prepare them for primary school (von Kopp, 2015). Parents can also make use of additional childcare services along with the time spent at Kindergarten. Children can attend before and after kindergarten's opening hours, as well as during lunchtime (European Commission/EACEA/Eurydice, 2019).

The National Curricula for the kindergarten, primary and secondary schools include general education goals, and learning goals and contents. These are developed at separate levels and for the different departments and subject areas, as well as the total number of lessons for separate levels, and the number of lessons in the individual departments and subjects. The National Curricula provides teaching that is oriented towards specific learning outcomes and to an outcome-based assessment of the children (European Commission/EACEA/Eurydice, 2019).

The teaching profession and the respective requirement specifications for the various school levels are detailed in the relevant laws and ordinances. As there are no teacher training institutions in Liechtenstein, teachers are mainly trained in Switzerland and Austria (European Commission/EACEA/Eurydice, 2019).

Assessment

We did not find information regarding the assessment of children in educational settings in Liechtenstein.

There were no useful hits for the keyword Liechtenstein. The keywords below were used to search for more information:

Social and emotional skills

Policy welfare and education

Wellbeing

SEL AND Liechtenstein AND ECEC

Skills development in ECEC

SEL AND Liechtenstein policy

Intervention

We did not find information regarding the intervention of children in educational settings in Liechtenstein.

References

- European Commission/EACEA/Eurydice/Eurostat. (2019). Key Data on Early Childhood Education and Care in Europe. 2019 Edition. Eurydice and Eurostat Report. Luxembourg: Publications Office of the European Union: doi:10.2797/894279
- Von Kopp, B. (2015). Liechtenstein. In: W. Hörner et al. (eds.), The Education Systems of Europe, Global Education Systems (pp. 457-471). doi:10.1007/978-3-319-07473-3_27

Citation

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