

Check against delivery

Preparatory notes for the second Universal Review (UPR) of Liechtenstein by the UN Human Rights Council.

Mr. President,

I have the honor to speak here as a representative of the office of education, which is the national supervisory body for compulsory, upper Secondary and Higher education in Liechtenstein.

The office of education and its institutions are aware of its important role in promoting human rights and tolerance and in combating any form of racial discrimination.

In the past years many actions have been taken to fulfil this task. Three areas of intervention may be identified

- Policy (Bildungsstrategie 2011; Familienleitbild 2010, Integrationskonzept
- Monitoring and research
- institutional level (Teachers, teaching material)

I may mention beforehand, that the national report 2012 does only give a short summary on the developments that took place in the education sector. Major reforms and initiatives have been taking place within the past years, and there have been intensive political debates on educational matters.

In addition to the information on education provided for in our national report, I may give you some more information concerning some aspects that have been raised during the last UPRs and in the summary and compilation prepared by the Office of the High Commissioner for Human Rights.

I will in my short statement put the focus on two aspects:

- Educational equity of people with migrant background
- Gender issues

It is certainly worth mentioning that as from 2008 the government has published, three policy documents which directly and indirectly affect the education sector.

In 2011 a long-term strategy for all levels of education in Liechtenstein was Published (Education Strategy 2020). It states:

"Liechtenstein has a first-class education system, enabling lifelong learning and high quality education to all the people in Liechtenstein (...)

It offers equal opportunities to all while being supportive and student-centered, a system in which basic democratic values and tolerance are lived. Education is seen as a joint task of society and through effective use of resources it will be optimally supported. The educational institutions create optimal conditions for learners to develop a responsibility for themselves and for society. Through this social cohesion is to be strengthened. "

Based on this eight strategic objectives are defined:

- Individual support
- Provide for best educational opportunities;
- Integration of all ;
- grant transition between different education pathways, ensure the possibility of choice;
- support mobility;
- allow for individual flexibility;
- Cooperate and coordinate;
- Measure quality.

The two other policy documents are the integration concept "Liechtenstein - Strength through Diversity" (2010) and the Liechtenstein family mission statement (April 2011) mentioned before.

Furthermore I would like to point to our new education statistics which is published as from 2012 on. It will allow within the next years to make better statements on typical educational biographies and the impact of migration and socio-economic factors (always taking into account data privacy restrictions).

### **Integration and equal opportunities for pupils and students with a migrant background**

*For Recommendation No. 17/65 (situation of foreigners) and Recommendation No. 12/P64 (integration of various groups in the field of education) we can re-register the following:*

The problems concerning higher representation of children with a migrant background in the type of school with lower attainment levels remains. As mentioned in earlier reports measures and initiatives to enhance the situation of those children have been manifold.

It would be desirable from the perspective of the schools to have a more differentiated political debate and ask for a shift. Immigrant represents one of many factors which affect the academic success of a child. National tests (PISA, standards) have confirmed that social or economic status, as well as the educational background of the parents affect the educational success significantly. The immigrant background may complicate the extent relevant, as the migration motive, or the root causes of migration, the integration conditions and the ability to integrate additional.

At the school level, the differentiated treatment, or the handling of the existing heterogeneity in the classroom, put into practice already. In Liechtenstein exist a variety of benefits, special education, social education, school support, as well as accompanying measures and school services. An overall approach to help-new to show an overview of the variety of support measures and arrangements, and to improve the coordination of measures. Other current projects and reform efforts of the past year in this area here will be an example of the commands:

The project (SPES I)" aimed at a shift of early selection date for the further educational career of students in the 8th grade, a more individualized support adolescents to reach and thereby to improve the educational opportunities of all students. This required that the strong tripartism of the school system on secondary level be abolished. This educational reform was adopted in 2008 by the government and the parliament decided. This project was rejected by 52.9% by a popular vote. Nevertheless some of the projects, that were part of this major reform have been put in practice

- Redesign of the 9th School year with the goal of optimizing the transition from compulsory education into general upper secondary and vocational education programs. It allow a targeted individual curricula aimed at promoting the necessary skills for the future educational pathway.

- allocation of supplementary education in favor of a greater autonomy of each community schools: So can schools take specific and individual site-specific support measures.
- expansion of day schools: promotes the compatibility of family and work. especially children with different language background and other learning deficiencies benefit from this system.
- It is planned to strengthen cooperation with the teachers of the so-called HSK teaching (education in the language of origin). Liechtenstein has since 1995 a regulation on the "promotion of migrant workers' children in the mother tongue in local history and geography." The promotion has been limited to the provision of off-peak hours in the timetable and premises. The aim now is to better inform parents about offers of such language courses and intensify exchange among teacher and schools. A common project envisages in the promotion of reading.

### **Introduction of Early Intervention programmes on community level**

In recent years there has been increasing awareness that measures must be held as soon as possible so that differences in performance can be compensated early on. Therefore, the school district is increasingly focusing on projects for early intervention and parent education.

As a further measure in the field of early intervention, the project should be mentioned "special education support on Kindergarten level, which aims at early detection of developmental and behavioral problems and special talents, and the provision of appropriate learning opportunities. The kindergarten teachers are assisted by trained remedial teachers.

### **Parent Education**

Another important aspect that has an impact on the educational success of children and youth is the parental involvement. In collaboration with the parents associations, foreigners association's and local NGO's possibilities of parental education are discussed. An pilot project is under way.

### **Diplome recognition and recognition of Prior Learning in Vocational and higher Education**

Caused by a relatively high number of educational and professional mobility – Outgoing and in going. recognition is an important topic to Liechtenstein. Liechtenstein therefore has ever since participated actively in bilateral and international agreements supporting Mobility (see also fully portable scholarship system). Among other the Lisbon Convention may be mentioned. A new ordinance for Higher education, enacted in 2011, allows for and opens access for to higher education to students, with no formal entry qualifications.

### **Gender issues**

- **gender-specific career and study choice**

Career and study choices are still strongly oriented to the traditional division into female and male work environments. Also a general lack of candidates in the technical professions is detected. For this reason, in 2012 a comprehensive approach to "promote interest in science and technology" in the schools was created. The measures set out in concept should be processed in a period from 2012 to 2017.

Not only in Liechtenstein and the region, but in Europe there is a shortage of technicians and engineers. With measures to promote technology in the schools is to counteract this trend. It's about to develop a holistic understanding of technology. Several companies are already supporting projects that are implemented in several Swiss cantons and Liechtenstein. To strengthen the cooperation continues, the government set up for the implementation of the concept of a support group in which for addition to employees of the School Board and the members of the Chamber of Commerce Liechtenstein, Liechtenstein Industry and Chamber of Commerce, the Hilti Corporation and the Office of Economics represented.

- **careers in higher education Institutions**

equality between men and women is guaranteed by law directly. but there are still structural and value-based differences when it comes to living the equal rights too. This is also reflected in education (teachers, academics and staff, etc).

Gender issues have for many years been debated. But still considerably fewer women than men successfully pass an academic career. Aggravating effect here, especially problems in reconciling work and family life, and the lack of specific work models. There are also shortcomings in the recruitment process. The University of Liechtenstein has worked extensively in the past two years trying to adapt their HR policies and measures taken to counteract the under-representation of female academic staff and professors. with some success, but we still have a long way to go

#### **OTHER TOPICS:**

##### **Religious Education**

Denominational and non-denominational lessons are offered

For both education authority supervises the quality of teaching, choice of teaching materials, qualifications of teachers

(New religion law states that all religious teachers are employed by the school district, provided it is a recognized religious community.)

Decision of the Administrative Court mar. Dispensation from swimming lessons for religious these reasons:

##### **Promotion participation of children and adolescent in public life and**

Opportunities for participation of children, youth and parents occupied the schools in recent years actively. Thus at present various investigations are carried out in close cooperation with the associations of parents who examine the possibilities of participation of parents and the legal establishment.

In-depth analysis (2011) on the effectiveness of civic education in Liechtenstein in comparison with 37 other countries, based on the results of an international study ICCS (International Civic and Citizenship Education Study) conducted in 2009 among 15-year old adolescents.

In this context, the issue of education for democracy and promotion of human rights has assumed a greater importance.

### **Measures to educate tolerance and respect and combat and prevent racism and violence**

Concerning the recommendations No. 18/P65 (promotion of sincere respect for the diversity of cultures and traditions and to improve the knowledge of), No. 14/P65 (promote ethnic and religious tolerance) and No. 15/P65 (promotion of ethnic and religious tolerance between communities), we can give the following inputs:

Currently, there is perhaps little to establish clearly that the public schools based on the curriculum have clear guidelines that must be considered by the legal nature as binding. These were listed in previous reports (Attachments 1 and 2).

Below are but a few examples of measures and actions that took place in the past year to that schools fulfill the educational mission. I will shortly mention project days / weeks and elective courses that deal with issues of human rights and democracy education, the promotion of intercultural competences and the promotion of ethnic and religious tolerance:

- implementation of a Holocaust Memorial Day at the Liechtenstein schools.
- In the context of various solidarity projects schools often lead through fundraising. For example, the Next Leading schools were in the school year 2011/12 due to various student activities and with the financial support of individual teachers the proud amount of CHF 20 '000 - the association Lanka Help provide. The schools thus forms a major financial support for non-governmental organizations and the students sit in the actions always grappled with the various projects and their environment.
- Elective "confidence pupils and students at LG" (shall include an introduction to mediation and community-based conflict resolution).
- option "Break The Silence" - students / in for "Doctors Without Borders": For 3 years there is a group "Break The Silence" at LG. "Break The Silence" is the youth organization of "Doctors Without Borders". A basic principle of "Doctors Without Borders" is next to the concrete medical help and the use of human rights as "Témoignage", ie "Witness". "Témoignage" aims to help people in need to improve their situation. In the past two years, the group "Break The Silence" deals with the situation of refugees from Eritrea and Somalia in Liechtenstein. They learned about the situation in Eritrea and Somalia, learned the impressive Ge layers of fleeing to Europe and made locally in the bomb shelter in the refugee camp and a picture of the living conditions of the refugees. By an Advent calendar in the "homeland", other newspaper articles, exhibitions, by organizing public events and conditions in many encounters with the refugees the students have the principle of "Té-moignage" implemented.
- elective "Social actions are planning professional and perform" For two years to support students of the high school, a social project in Romania. As part of the project weeks they worked in Romania for this social project. Through this work, they eased the plight of these people. In addition to these concrete help, people are also dependent on financial support. In this elective actions are planned in order to support this project and bring this project to a wider audience closer. In addition, the students also deal with the backgrounds of the project deal (recipients' circumstances / reasons / prospects).
- Elective group "Together for a Just World" on 10 School year: For several years leading 10th School year to raise an elective with the concerns that students for solidarity commitment.

Solidarity should be lived in the school building, but also worn outside. Classes-border activities also contribute to a better knowledge and the formation of a stronger sense of community.

- developing an intercultural library (study center, state library, school libraries), which leads not only educational materials for teachers and reading books in other languages for pupils / students and their parents.

I want to confirm conclusively that the Office of Education will continue to intensify its efforts.

Improvements have been achieved with regard to statistical data and research (standard tests, Education Statistics) in order to have better information about the causes of discrimination in education and to identify the appropriate action to be taken.

Based on the national education strategy and the new statistics it will be possible to carry out educational monitoring, which will allow to identify problem areas early and take suitable measures. An appropriate concept to build a monitoring system is underway.