



PERMANENT MISSION
OF THE PRINCIPALITY OF LIECHTENSTEIN
TO THE UNITED NATIONS
NEW YORK

Liechtenstein National Statement of Commitment

Transforming Educations Summit 2022, New York

I. COVID-19 learning recovery

In response to the COVID 19 pandemic, Liechtenstein took temporary national measures to ensure public health and safety. These measures have since been withdrawn.

By international comparison, schools in Liechtenstein had the shortest COVID-19 distance learning period. During the pandemic, schoolchildren were equipped with tablets and laptops to facilitate distance learning and to enable them to acquire important digital skills.

Regardless of the pandemic, tablets are used in elementary schools and laptops with a pen insert function are used from secondary schools onwards. Thus, all schoolchildren learn to work on multiple operating systems over the course of their school careers. Mobile devices and digital media are seen as a supplement to traditional teaching.

- ***Liechtenstein will continue to promote the use of information and communication technologies in schools.***

II. Transforming education

Thanks to compulsory education, there is equal access to education within the public-school system. The system is free of charge for all schoolchildren residing in Liechtenstein. Almost all children attend public schools.

The development of Liechtenstein's "Education Strategy 2025" constitutes a key project for the implementation of the 2030 Agenda on Sustainable Development. With the "Education Strategy 2025", the creation of standards in the field of early childhood education is a key priority. In the strategy, inclusion is understood as part of the mission. Inclusion in schools fosters heterogeneity and diversity. School directors and teachers are given the opportunity to receive training in the area of inclusion. The trainings at teacher training colleges also focus on inclusive attitudes of specialist and regular teachers.

The training of teaching staff is based on the new "Liechtenstein Curriculum", which was introduced in the 2019/2020 school year. Sustainable development also plays a central role in the "Liechtenstein Curriculum". The participation of school children is also promoted in specific areas through projects. The national indicator system for sustainable development also contains educational indicators. Furthermore, there are education statistics, which are published annually.

In order to promote interest and fascination for mathematics, computer science, natural sciences and technology (MINT), a public-private partnership "pepperMINT" was launched in

2016. "pepperMINT" operates an experimentation lab that inspires the enjoyment in discovering, inventing and experiencing "smart technology". "pepper-MINT" promotes girls and boys equally and intends to break down gender stereotypes.

The integration strategy formulates integration measures for early childhood education in its "Annual Planning 2022". For more than 25 years, the intense course "German as a second language" has been a measure to support newly arrived children in Liechtenstein's school system. In principle, very small classes and favorable supervision conditions provide the best conditions for individual support of children with migration backgrounds. A long-standing goal of the education system has been and remains the promotion of horizontal and vertical permeability of the system, which enables children from socioeconomically weaker households and children with a migration background to reach educational advancement.

For Ukrainian children and young people who have fled as a result of the Russian aggression against Ukraine, Liechtenstein has developed a new educational concept. The aim of it is to be able to teach a large number of young Ukrainian refugees in so-called "learning hubs". In these "learning hubs" up to three classes of different ages and levels study together. The German lessons are organized in small groups, which also allow for individual mentoring. Several teachers and assistants are present, depending on the number of students. Teachers can also divide up the various tasks among themselves. This makes it easier to accommodate the different performance levels of the students.

- ***Liechtenstein will continue to conduct ongoing evaluation and optimization of its school system so that the high standard of its system is maintained and continuously improved;***
- ***Liechtenstein will continue to enable the integration of children speaking foreign languages through the early promotion of the German language.***

III. Financing education as a common good

The International Humanitarian Cooperation and Development (IHCD) is the primary foreign policy instrument through which Liechtenstein contributes substantially to global sustainable development by implementing concrete projects in developing countries.

With its IHCD, Liechtenstein focuses, as a matter of priority, on basic education and vocational training (SDG 4). In 2021, around CHF 9.3 million were allocated through Liechtenstein's IHCD to the implementation of SDG 4. This corresponds to a total of around 41% of the overall IHCD budget.

The positive experiences of the Liechtenstein education system are used in IHCD education projects. For example, Liechtenstein has supported the implementation of the innovative language learning method "LieLa" for many years, which has been very popular in the context of refugee movements.

- ***Liechtenstein will continue to focus on primary education and vocational training (SDG 4) in its IHCD.***