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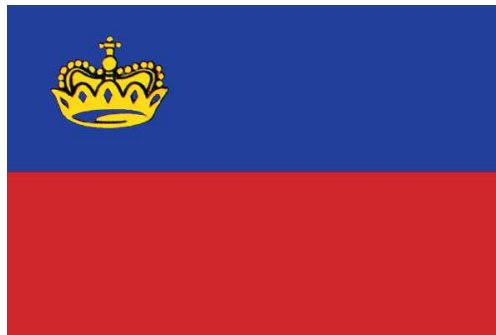
European Union
Union Européenne

Partnership between the European Commission
and the Council of Europe in the field of Youth

INFORMATION SHEET

PARTICIPATION OF YOUNG PEOPLE

Liechtenstein



Last updated: February 2011
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1. Youth participation in Liechtenstein

Give an overview on participation of young people (13 – 30) in your country on the national and regional level (in federal states) answering the following questions:

- Are there official national/regional recommendations (policies) establishing the right of young people to participate in society?

Youth participation is guaranteed by law. The Youth Act (Kinder-und Jugendgesetz, 2008) implemented fundamental rights, defined in the UN-Convention of Children's Rights, such as the right of participation at all levels. (art. 3d, art.87, 88)

<http://www.gesetze.li/Seite1.jsp?LGBl=2009029.xml&Searchstring=Jugendgesetz&showLGBl=true>

- If so: how is the concept of youth participation defined?

What are the measures envisaged to promote different forms of participation on local, regional and national level?

Youth initiative projects in the framework of the EU-programme Youth in Action

"Youth projects competition" (Jugendprojektettbewerb)

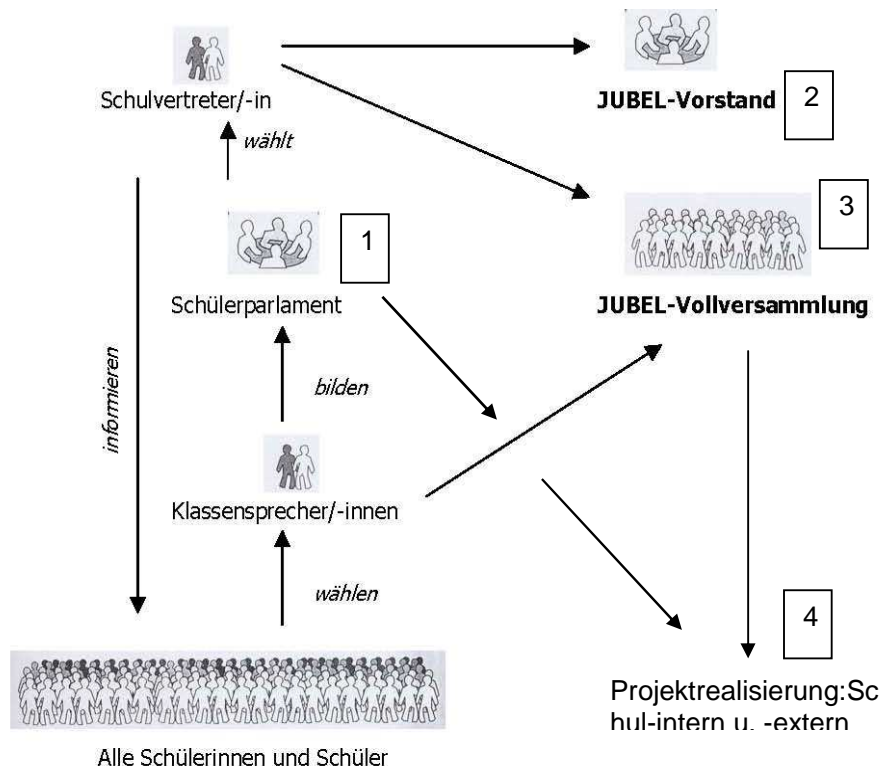
Youthparliament Triesen

Youthparliament Vaduz

National students' parliament (JUBEL, target group under-16- years- old)

JUBEL means "youth participation in Liechtenstein" (**JU**gend**BE**teiligung **L**iechtenstein). JUBEL has been established in September 2009 after being a pilot project beginning 2007 and aims to encourage the social commitment of young people in Liechtenstein. The school class speakers are the representatives of all young people between twelve and sixteen years old.

There are different ways of participation within JUBEL (www.jubel.li):



1. Schülerparlament

In school: every participating school has a intern school parlament where the pupils participate in the daily schoollife with the help of a school social worker. In some sessions the head of school or other teacher take part and search with the young people to find solutions of their concerns.

Eleven from twelve schools(Sekundarstufe I) in Liechtenstein partake in this process.

2. JUBEL-Vorstand

This is the head of the JUBEL-Parlament. Every school sends one or two ambassadors: they constitute the managing-committee that meets monthly. They are the official representative towards the media, help to moderate a training weekend and help to organise and moderate the big assembly of JUBEL.

11 – 14 school ambassadors meet every month.

3. JUBEL-Vollversammlung/ JUBEL-Assembly

The school class speakers between twelve and sixteen years old take the chance to gather in a youth parliament once in February. They discuss about their wishes and needs, collect ideas...They meet politicians and experts who support them in the implementation of their projects' ideas. They will realise their projects with the help of their schoolmates.

60 school class speakers met in February 2011

4. Realisation of their projects' ideas.

This process is open for every young pupil between eleven and sixteen years old. Different pupils from different schools work together to realise their ideas with the help of adult experts.

2011 are five projekts planed, one will be realised.

Environment: Solarenergyproject

School: Conference between pupils and teachers: The subject will be the behaviour of the teachers towards the pupils.

Traffic, Bus

Event organisation

Cinema

Point7: youthcafe (from 2009 goes in to realisation)

- Do any of the above mentioned measures target specific groups? (please tick)

all of them

females :

males :

migrants: JUBEL, yes if they go to school

young people with fewer opportunities: cooperation with a special school (10. Schuljahr)

young people in specific regions, don't have specific regions

minorities (which): JUBEL, yes if they go to school

certain age groups within the age range 13-30(which): 15-30 regarding youth initiatives, JUBEL

other:

2. Youth participation in representative democracy in Liechtenstein

Please describe the rules of representative democracy related to young people answering the questions below:

Is voting compulsory in your country? Y/N

No

Though the “Volksrechtegesetz” (people’ rights act) defines participation in elections as a compulsory civil duty, there are no penalties, if you don’t vote.

- What is the legal minimum age to vote in elections?

European ¹ :	-	National:	18	Regional:	18	local	18
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- What are the legal requirements for voting in local/regional, national and elections?

Liechtenstein Nationality

Legal residence in Liechtenstein required

18 years (majority age)

- What are the legal requirements for being a candidate in elections ?

same as above

Liechtenstein Nationality

Legal residence in Liechtenstein required

18 years (majority age)

2.1. Participation in elections

Please give the percentage of young voters (young people who are allowed to vote below 30 years old) on European (for EU-countries only) and national level.. If detailed data on young people is not available please provide the general turnout of all voters and describe the young voter’s participation

	Participation in European elections in % of people with the right to vote			Participation in national elections in % of people with the right to vote		
	Total	female	male	total	female	male
	NOT RELEVANT FOR LIE					
% of total population				84.6%		
13 – 30 year olds						
16 – 19 year olds ²						
20 – 24 year olds						
25 – 30 year olds						

¹ If applicable

² If applicable

There are no detailed figures available about the participation in elections. The participation in the parliament election 2009 was 84,6 /%. It is assumed that younger citizens take less part than older.

WM: „Die Wahlbeteiligung betrug bei den Landtagswahlen 2009 84,6%. Detaillierte Zahlen darüber, wer an den Wahlen teilgenommen hat, existieren nicht in der Wahlstatistik. Die Umfragen ergeben kein präzises Bild, weil in den einzelnen Altersegmenten nur wenige Fallzahlen vorhanden sind. Man kann aber davon ausgehen, dass Jüngere etwas weniger häufig an Wahlen teilnehmen als ältere.“

2.2. Young people elected into representative bodies

Please provide the number (in total and by gender) of young people under the age of 30 who are members of the national parliament. Please provide the total number of parliamentarians on national level.

For the time being there are no members of parliament under the age of 30.

	MP ≥ 30		All MP	
Women	6	24%	6	24%
Men	19	76%	19	76%
Total	25	100%	25	100 %

3. Youth participation in civil society

3.1. Membership in NGOs

Please give the percentage of young people aged 13 to 30 (if possible in total and gender) who are members in non-governmental organisations (including political and youth NGOs) and if possible for youth NGOs. Please provide the same data for political parties as well. For comparison, please provide the same data for the whole population.

	NGOs, including political NGOs and youth NGOs			Youth NGOs			Political parties		
	Total	female	male	Total	female	male	total	female	male
% of total population									
13 – 30 year olds									
16 – 19 year olds									
20 – 24 year olds									
25 – 30 year olds									

No figures available.

3.2 Youth participation structures on local, regional or national level

Please give a picture of how young people can/do participate in formally recognized ways in civic society/policy in your country by answering to the following questions:

which types of **youth participation structures** exist in your country and which group of young people these structure do represent

The legal basis are the articles 87/88 of the Youth Act which obliges the nation and municipalities to ensure and develop adequate possibilities and procedures for children and young people to participate at all levels in society-also in decision making processes.

„ Beteiligung von Kindern und Jugendlichen

Art. 87

Mitsprache, Mitgestaltung und Mitbestimmung

Das Land und die Gemeinden haben Kinder und Jugendliche an gesellschaftlichen Entscheidungsprozessen zu beteiligen und dafür zu sorgen, dass sie in Angelegenheiten, die sie besonders betreffen, mitreden sowie ihr Umfeld und ihre Zukunft in altersgerechter Weise mitgestalten und mitbestimmen können.

Art. 88

Verfahren der Beteiligung

1) Vom Land und von den Gemeinden sind geeignete Verfahren der Beteiligung von Kindern und Jugendlichen zu entwickeln. Diese sollen zu einem festen Bestandteil in den Meinungsbildungs- und Entscheidungsprozessen auf Landes- und Gemeindeebene werden.

2) Gesetzesvorlagen, die Kinder und Jugendliche besonders betreffen, sind an die Schulen zu versenden, damit ihre Schülerinnen und Schüler im Jugendalter dazu Stellung nehmen können.

3) Bei öffentlichen Planungen, die die Interessen von Kindern und Jugendlichen betreffen, legen das Land und die Gemeinden in geeigneter Weise öffentlich dar, wie sie diese Interessen berücksichtigen.“

what is the degree of participation to decision making allowed by these structures (please fill in the table below):

no figures available

the political parties do have youth departments as well as cultural and sport associations.

type of youth participation structure	% of local structures			% of regional structures			% of national structures		
	Share of power	consultation	information	Share of power	consultation	information	Share of power	consultation	Information
.....									

4. Learning to participate

4.1 The formal education system

Please describe existing mechanisms within the system of formal education aiming at developing and deepening learning to participate in your country.

Beside the subject "Staatskundeunterricht" (education for citizenship) in school where democratic structures and procedures are taught, the responsible office for education promotes participation in school at three levels (school, class, students). A legal obligation for participation in school is considered. The degree of implementation of participation in the educational system is evaluated on a regular basis by students' surveys. (see below)

Was heisst Partizipation der Schülerinnen und Schüler? (Education Office/Schulamt)

Es können drei Ebenen unterschieden werden, auf welchen Partizipation möglich ist:

- a) die Ebene Schule
- b) die Ebene Klasse c) die Ebene Schülerin und Schüler

Mögliche Aktivitäten im Bereich Partizipation auf der Sekundarstufe I sind beispielhaft die folgenden:

a) Ebene Schule

Solidaritätsprojekte Aktion Kuchen Sommerfest
Schülerrat / Schülerparlament Weihnachtsfeier gestalten Aufenthaltsraum (Gestaltung, Ordnung)
Fussball-Turnier organisieren Pausenkiosk Bushaltestelle Schule (Triesen)

b) Ebene Klasse

Klassensprecher Klassenlager Schulreise
Klassenrat Projekte Konfliktlösungsstrategien
Sitzordnung Klassenzimmer (Gestaltung) Klassenkasse aufpolieren (Arbeiten)

c) Schülerinnen und Schüler

Klassensprecher (Befähigung) Individualisierter Unterricht
Stimme haben Selbsteinschätzung und -reflexion
Mögliche Mitbestimmung im Unterricht, z.B. Wahl von Projektthemen.
Reklamationsrecht Lernziele festlegen u. umsetzen

Aktives Lernen und Selbständigkeit . welchen Einblick ergibt die externe Evaluation?

Ein Aspekt von Schülerpartizipation geschieht im Unterricht, ganz konkret bei den Lernangeboten.

Seit dem Schuljahr 2008/2009 werden die Schulen im Rahmen der externen Evaluationen unter anderen zum Thema .aktives Lernen und Selbständigkeit. evaluiert. Bei externen Evaluationen werden Schüler/innen und Eltern immer mitbefragt. Mittlerweile konnten dazu acht Schulen extern evaluiert werden. Bis Ende Schuljahr 2010/2011 wird dieses Evaluationsthema noch weiterlaufen. Zusammenfassend lässt sich folgendes feststellen:

- . Aktives Lernen und Selbständigkeit auf **Unterrichtsebene**: Auf allen Stufen werden verschiedenste Arbeits- und Sozialformen zur Förderung der Selbständigkeit bzw. des kooperativen Lernens beobachtet. Mitbestimmung im Unterricht findet in unterschiedlicher Ausprägung statt; die Schüler/innen nehmen sich hier grossteils fremdbestimmt wahr. Der Klassenrat oder andere Gefässe zur Partizipation der Schüler/innen auf Klassenebene sind in praktisch allen Schulen verbreitet.

- . Aktives Lernen und Selbständigkeit auf **Schulebene**: Aktivitäten zur Förderung der Schulgemeinschaft haben grossen Einfluss auf die Wahrnehmung der Selbständigkeit der

Schüler/innen. Die Mitbestimmung und Mitverantwortung der Schüler/innen für Schulaktivitäten wird sehr heterogen gehandhabt. Konzepte zur Gestaltung der Partizipation auf Schulebene sind nur in der Sekundarschule vorhanden.

JUBEL 1. School parliaments.

Are there teacher trainings programmes at the national and/or regional level on this topic?

Depends on the school: For example the WSV, Weiterführenden Schulen (secondary schools) Vaduz, made a internal training program for the Klassenrat in the year 2009/10.

4.2 Non formal education

Please describe five to ten existing examples of actions/programmes/activities at national or regional level, outside the formal education system, aiming at developing and deepening learning to participate in your country.

Youth initiatives enable young people to set up their own ideas, to learn to take responsibilities and to accept successful and less successful experiences...

In the frame of Youth in Action we organise trainings to support participation like project management or a course for youth leaders on a voluntary basis

JUBEL

Jugendrat Vaduz

Jugendrat Triesen

There are several and different trainings and workshops offered by the municipal youth work/youth clubs or by „aha“ to aquire skills and techniques helpful for youthleaders in project managing.

Recently founded NYGOs or grass root groups (e.g.benefactum.li, 415,) organize new forms of events and meetings like bar camps with ad hoc workshops about topics like sustainability, non-profit-projects, culture, art design.

5. Youth information in Liechtenstein

5.1 The structure of youth information

Please describe how youth information is organised in your country answering the following questions.

- *Do youth information points / centres exist? Yes*
- *Does youth information coordinated at the national level exist? Yes, there is only one!!*
- *Does youth information coordinated at the regional level exist? Y/N. If yes, where?*
- *Is youth information in your country member of any European network (ERYICA, EYCA, Eurodesk)? If yes, name the network.*

Aha is member of Eryica and Eurodesk. As member of VLJ, aha is also linked to EYCA

5.2. The youth information services

Please provide the percentage of municipalities with a youth information point/centre.

Is there an online national youth information system? Y/N. If yes, please provide the links to the relevant webpage(s), state if the portal provides youth information only on a specific topic.

www.aha.li

Are there any online regional youth information systems? Y/N If yes, please provide the links to the relevant webpage(s), state if the portal provides youth information only on a specific topic.

Please describe existing national or regional (federal states) print publications for information of young people in your country (e.g. magazines, folders/brochures). Flash

5.3. Topics of youth information

In relation to the structures of youth information you mentioned above, what are the main contents of information delivered to young people?

All of them

- career guidance
- studies and scholarships
- jobs and training
- general health matters
- relationships and sexuality
- social security benefits
- rights of young people
- consumer rights
- European opportunities for young people
- youth activities and exchanges
- Other (please explain)

5.4. Young people's involvement in youth information

How do young people participate in the national/regional system of youth information?

a feedback system on the aha homepage

thanks to polls and other methods of consulting young people directly, they are involved in the decision taking like for example choosing the new logos and texts

aha has a "recherche team". These young people helped in researching, information collecting and so on

Young people contribute as writers, layouters in the quaterly published youth magazine "flash".

6. Informal ways of young people's participation

Please describe informal ways used by young people to make their voices heard in society in your country.

Please describe alternative ways of youth participation connected to the use of online technologies answering the following questions:

Top down approach (e.g. online consultations): in which occasion?

National Survey on Youth –situation, needs and behaviour (2006)

Bottom up approach (e.g. organised actions through social networks and the internet): in which occasion?

Grass root/NYGO actions, projects, petitions eg against rightwing extremism (meeting and petition by the group Colorida)

Open air festivals by local music bands

Facebook activities , blogs promoting ecology and sustainability (benefactum.li)

7. Sources of information

Virginie Meusburger-Cavassino, aha-Tipps und Infos (responsible for NA Youth in Action)

Achill Kind, aha-Tipps und Infos (responsible for youth participation/JUBEL)

www.aha.li

Wilfried Marxer (researcher, Liechtenstein- Institut)

www.liechtenstein-institut.li

Nancy Barouk-Hasler (Office for social Affairs, Youth department)

<http://www.llv.li/amtstellen/llv-asd-home.htm>