



**EUROPEAN**  
Higher Education Area

**National Report regarding the Bologna  
Process implementation  
2009-2012**

**Liechtenstein**

## Part 1.0 BFUG Data Collection: administrative information

**For which country do you fill in the questionnaire?**

Liechtenstein

**Name(s) of the responsible BFUG member(s)**

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**Contributors to the report**

Government representatives = x

**Contributors to the report**

Employer representatives =

**Contributors to the report**

Student representatives =

**Contributors to the report**

Academic and other staff representatives = x

**Contributors to the report**

Other (please specify) =

## Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

Higher education institutions can be either academically or professionally oriented

Higher education institutions are only academically oriented

Higher education institutions are either public or private

All higher education institutions are public

By Law there is only one type of HEI. But HEI have to define their profiles that may be either more academical research oriented or more applied

4. What is the number of institutions in the categories identified?

academically (3 of 3 Public (1) - Private (2)

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 100

240 ECTS = 0

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 100

240 ECTS = 0

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

**5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?**

**5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:**

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

**5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.**

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 100

Other = 0

**5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

No

**5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?**

**5.11. What percentage of all second cycle students is enrolled in these programmes?**

0

**5.12. In which study fields to these programmes exist?**

**5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.**

The answers only apply to the regular degree programmes. There are other study programmes that are classified as further education programmes on Higher education level. The following further education programmes will be regulated by law by End of March Master of Advanced Studies (MAS) 60 ECTS Diploma of Advanced Studies (DAS) 30 ECTS Certificate of Advanced Studies (CAS) 10 ECTS

## **6. PROGRESSION BETWEEN CYCLES**

**6.1. What percentage of first cycle programmes give access to at least one second cycle programme?**

100%

**6.1.1. Please provide a source for this information.**

Law on higher Education: [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf)

## 6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>25-50 %

There is only 1 small public HEI. the percentage given only apply to the students that follow their studies within the same HEI. But many Students follow a 2nd cycle programm in another HEI abroad (in total 90% of all Liechtenstein students study abroad). These students can not be monitored by our statistics. The situation in Liechtenstein as regards progression is similar to that in Switzerland. there around 60% of the student continue to study a 2nd cyle study within the same HEI.

### 6.2.1. Please provide the source for this information.

<http://www.bfs.admin.ch/bfs/portal/de/index/news/publikationen.Document.139071.pdf> (page 10ff)

## 6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1)  Yes  No  Some  No answer

All students (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different study field (Scale 2)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 1)  Yes  No  Some  No answer

Holders of a first degree from a different higher education institution (Scale 2)  Yes  No  Some  No answer

### 6.3.1. When you selected 'some' in any of the answers above, please explain.

The law on higher education only defines generic admission requirement for 1st, 2nd and 3rd cyle programm. Art. 25 Die Zulassung zum Master-Studium setzt den erfolgreichen Abschluss eines einschlägigen Bachelor-Studiums oder eines mindestens gleichwertigen anderen Hochschulstudiums voraus. So the study programm has to be within the same subject. Higher education Institutions may ask for additional requirements, these vary between institutions.

## 6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

### 6.4.1. Please provide a source for this information.

Law on higher education([http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf)), but higher education may apply more restrictive admission policies

## 6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

No information available because of high mobility between institutions and abroad

## 6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

### 6.6.1. Under which criteria is this possible?

**6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?**

0%

**6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.**

Two principles guide the national legislations with regard to admission requirements: - equivalency if no substantial differences are identified - "Einschlägigkeit" relevance of the subject (It is not possible to enter a masterprogramm in architecture with a bachelor in Business Adm.).

**7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES**

**7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?**

Please choose..

**7.1.1. Please explain the differences.**

**7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?**

No

**7.2.1. Please specify how it is regulated.**

**7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates of these programmes

**7.3.1. Please specify for which graduates.**

If the degree is comparable/equivalent with a master degree

**8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES**

**8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).**

Most of the doctoral programmes are probably structured doctoral programmes. Whereas the level of structuring (e.g.number of contact lessons, ...)may vary. There has been a general shift from a more traditional supervision-based concept to structured doctoral education that is essentially promoted by the Bologna process.

**8.2. Do doctoral and/or graduate schools exist in your higher education system?**

Yes

**8.2.1. What are the main features of these schools and how many doctoral schools are there?**

By decree the government has decided that all doctoral programmes have to be integrated in graduate schools. The policy behind this decision was to promote the link between teaching and research, to assist the interdisciplinarity as well as to promote the cooperation within and between the graduate schools

**8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?**

Yes

**8.3.1. Please specify the number of years.**

3 years at the minimum

**8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?**

3

**8.4. Are doctoral studies included in your country's qualifications framework?**

Yes

**8.5. Are ECTS credits used in doctoral programmes?**

No

By law, no credits are used. But credits can be used.

**8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.**

In 2008 the government set up a decret saying, that all doctoal programms were to be offered within a graduate school system. Higher education institution now start to install these graduate schools and amend existing structures

**9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES**

**9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

**9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.**

**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

**9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?**

Please choose..

**9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.**

**10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES**

**10.1. Does national higher education legislation mention joint degrees?**

No

**10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.**

**10.2. Does higher education legislation allow:**

- Establishing joint programmes  Yes  No  Legislation not clear  Legislation doesn't mention joint degrees  
 No answer
- Awarding joint degrees  Yes  No  Legislation not clear  Legislation doesn't mention joint degrees  
 No answer

**10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.**

- Award joint degrees  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer
- Participate in joint programmes  > 75-100%  > 50-75%  > 25-50%  > 10-25%  > 5-10%  > 0-5%  
 0%  No answer

**10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...**

- with a joint degree  < 10%  > 7.5-10%  > 5-7.5%  > 2.5-5%  > 0 -2.5%  0%  No answer
- from a joint programme  < 10%  > 7.5-10%  > 5-7.5%  > 2.5-5%  > 0 -2.5%  0%  No answer

**10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?**

No

**10.5.1. Please explain briefly.**

**10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.**

On the occasion of the revision of the law on higher education joint degrees/transnational degrees have been discussed. But no respective regulations have been defined. The current law does not mention joint degrees but it does also not prevent higher education institution to develop joint degrees. As regards accreditation and recognition, joint degrees or transnational degrees are evaluated with the same criterias as regular degrees.



## Part 1.2 BFUG Data Collection on student-centred learning

### 1. Do your steering documents mention the concept of student -centred learning?

Yes

#### 1.1. How do steering documents in your country define student-centred learning in higher education?

The law on higher education defines that the principle of ECTS is student-centred. ECTS are linked to the workload of a student normally need to reach the study programm objectives. It is recommended that these study objectives are defined as student-centred learning outcomes

#### 1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- |  |                                  |   |                       |   |                                  |   |                                  |   |                                  |   |
|--|----------------------------------|---|-----------------------|---|----------------------------------|---|----------------------------------|---|----------------------------------|---|
| Independent learning                                 | <input checked="" type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input type="radio"/>            | 5 |
| Learning in small groups                             | <input checked="" type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input type="radio"/>            | 5 |
| Initial or in-service training in teaching for staff | <input checked="" type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input type="radio"/>            | 5 |
| Assessment based on learning outcomes                | <input type="radio"/>            | 1 | <input type="radio"/> | 2 | <input type="radio"/>            | 3 | <input checked="" type="radio"/> | 4 | <input type="radio"/>            | 5 |
| Recognition of prior learning                        | <input type="radio"/>            | 1 | <input type="radio"/> | 2 | <input checked="" type="radio"/> | 3 | <input type="radio"/>            | 4 | <input type="radio"/>            | 5 |
| Learning outcomes                                    | <input type="radio"/>            | 1 | <input type="radio"/> | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input checked="" type="radio"/> | 5 |
| Student/staff ratio                                  | <input type="radio"/>            | 1 | <input type="radio"/> | 2 | <input type="radio"/>            | 3 | <input checked="" type="radio"/> | 4 | <input type="radio"/>            | 5 |
| Student evaluation of teaching                       | <input type="radio"/>            | 1 | <input type="radio"/> | 2 | <input type="radio"/>            | 3 | <input type="radio"/>            | 4 | <input checked="" type="radio"/> | 5 |

#### 1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

#### 1.4. Please specify.

### 2. Please provide a reference for your steering documents covering student-centred learning.

Law on higher education art. 22: [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf)

### 3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

## 4. LEARNING OUTCOMES

#### 4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

yes, they are defined with the National Qualification framework for the Liechtenstein Higher education system. The NQF is in development but a draft version has just been adopted by the government in January 2011. The NQF defines that the dublin descriptors are to be used by the higher education institutions to describe the learning outcomes. The implementation of the learning outcomes is within the autonomy of the institutions.

#### 4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In the majority (>50-<100 %) of programmes

The law on higher education defines that the principle of ECTS is student-centred. ECTS are linked to the workload a student

normally needs to reach the study programmes objectives. It is recommended that these study objectives are defined as student-centred learning outcomes.

#### 4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

##### 4.3.1. Does your country provide specific support measures on the national level?

Support measures are planned as part of the implementation process of the NQF. This has not yet been done.

#### 4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

No

Teaching methods and assessment is within the autonomy of the HEI's. But with the implementation of the NQF use of learning outcomes is promoted. NQF also defines, that use of Learning outcomes are to be evaluated within the framework of quality assurance measures(external and internal).

#### 4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory  Yes for all academic staff  Yes for some academic staff  No  No answer
- Voluntary  Yes for all academic staff  Yes for some academic staff  No  No answer

##### 4.5.1. Please specify for whom and give approximate % that participate.

#### 4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

##### 4.6.1. Please explain how, and provide a reference to further information.

Quality assurance agencies used for regular external evaluations/peer reviews have to be approved by the government. These QAA's have comply with the european standards and guidelines for quality assurance: References Law on higher education: [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf) see article: 38-39 NQF HE-Liechtenstein: no official version yet available European standards and guidelines for quality assurance: [http://www.eqar.eu/fileadmin/documents/e4/050221\\_ENQA\\_report.pdf](http://www.eqar.eu/fileadmin/documents/e4/050221_ENQA_report.pdf)

#### 4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

### 5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

#### 5.1. In your country, do you use

ECTS

##### 5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

#### 5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

**5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?**

100%

**5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?**

Student workload only

**5.4.1. Please specify.**

**5.4.2. For student workload, is there a standard measure for the number of hours per credit?**

Yes

**5.4.3. What is the number of hours per credit?**

30

**5.4.4. What is the number of student teacher contact hours per credit?**

0

**5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.**

30 hours = 1 credit Law on higher education Art. 22a [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf)

**6. DIPLOMA SUPPLEMENT**

**6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?**

- |                            |   |                                      |                                      |                                     |                                     |                       |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|-----------------------|
| All students               | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0%            | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| Some students              | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| Upon request               | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| In certain fields of study | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |
| No students                | <input type="radio"/> >75% of HEIs            | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
|                            | No answer                                     |                                      |                                      |                                     |                                     |                       |

**6.1.1. Please identify those fields.**

**6.1.2. Please specify to which students.**

**6.2. Is there any monitoring of how employers use the Diploma Supplement?**

No

**6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.**

**6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

No

**6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.**

**6.4. In what language(s) is the Diploma Supplement issued?**

German (state language) and Englisch

**6.5. Is the Diploma Supplement issued**

free of charge

**6.5.1. Please provide the amount and the reason for the fee.**

**6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to [data.collectors@ehea.info](mailto:data.collectors@ehea.info)**

**6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.**

**7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)**

**7.1. Have you started the process to develop a National Qualification Framework in your country?**

Yes

**7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework. Please choose below the stage that best describes your national situation.**

6. The NQF has been adopted in legislation or in other high level policy fora

**7.2.1 Please provide the date when the step was completed.**

01.02.2011

**7.2.2. Please provide a reference for the decision to start developing a NQF.**

Decision taken by the government on July 1, 2008

**7.2.3. Please provide a reference outlining the purpose of the NQF.**

**7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.**

**7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.**

**7.2.6. Please provide a reference outlining the form and the results of the consultation.  
Please provide a reference for the design of the NQF as agreed by the stakeholders.**

<http://www.llv.li/amtstellen/llv-sa-amts-geschaeft-themen-und-projekte/llv-sa-amts-geschaeft-qualifikationsrahmen.htm>

**7.2.7. Which stakeholders have been consulted and how were they consulted?**

2 main presentation and discussion events, a written consultation process (with questionnaire) information on ongoing developments by physical and electronic mails, Website informing about developments representatives of Higher education Institutions student representatives, representatives of the ministry of education and its affiliated departments (office of education, and office for vocation education and career counselling), national agency for international educational affairs AIBA credential evaluators, Representatives from professional associations, trade unions employee associations Office for human and administrative affairs office of economic affairs

**7.2.8. Please provide a reference document for the adoption of the NQF.**

Law on higher Education [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf) (Art. 2b) governments Decision as from 1. February 2011 (RA 2011/82) Report on the partly revision of the law on higher education as adopted by the government: BuA 2009/72 NQF-Website: <http://www.llv.li/amtstellen/llv-sa-amts-geschaeft-themen-und-projekte/llv-sa-amts-geschaeft-qualifikationsrahmen.htm>

**7.2.9. Are ECTS included in the NQF?**

Yes

**7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.**

**7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.**

**7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.**

**7.2.13. Please provide a reference to the self-certification report.**

**7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?**

Yes

**7.3.1. Please provide the link to that website.**

<http://www.llv.li/amtstellen/llv-sa-amts-geschaeft-themen-und-projekte/llv-sa-amts-geschaeft-qualifikationsrahmen.htm>

**8. RECOGNITION OF QUALIFICATIONS**

### 8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution
  - Central government authority (e.g. ministry)
  - Regional government authority (e.g. ministry)
  - National ENIC/NARIC centre
  - Regional/local specialised independent institution
  - Social partner organisation (employers' organisation, trade union etc)
  - Individual employers
  - Other
  - No answer
- Recognition for professional employment
- Higher education institution
  - Central government authority (e.g. ministry)
  - Regional government authority (e.g. ministry)
  - National ENIC/NARIC centre
  - Regional/local specialised independent institution
  - Social partner organisation (employers' organisation, trade union etc)
  - Individual employers
  - Other
  - No answer

#### 8.1.1. Please specify.

Central government for regulated professions: - Office of education - office of economic affairs - office for health - financial market authority - Building authority See database of the 2005/36/EC: Directive:[http://ec.europa.eu/internal\\_market/qualifications/regprof/index.cfm?fuseaction=regProf.indexCountry&cId=29](http://ec.europa.eu/internal_market/qualifications/regprof/index.cfm?fuseaction=regProf.indexCountry&cId=29) For all other professions the individual employers or in some cases employers organisations set standards

### 8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven as set down in the lisbon recognition convention

#### 8.2.1. Please provide a reference to the relevant legislation.

Law on Higher education: [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf) Law on the recognition of professional qualifications: [http://www.gesetze.li/get\\_pdf.jsp?PDF=2008026.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2008026.pdf)

### 8.3. What measures exist to ensure that these legal statements are implemented in practice?

No specific measures defined by national steering documents. Implementation is ensured through more or less formal and informal measures, such as, regular meetings between the relevant offices, direct exchange of information, participation in international conferences, workshops and seminars on this topics. Exchange with partners and offices in the area of recognition in other european countries...

### 8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

### 8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

#### 8.5.1. Please explain.

### 8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

The recognition procedures are evaluated in the range of quality assurance measures - exchange in direct contact with the national recognition centre (NARIC FL) - participation in conferences and workshops...

### 8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

## Part 1.3 BFUG Data Collection on Quality Assurance

### 1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

#### 1.1. Which situation applies in your country?

Several independent agencies operate legitimately.

Due to the small size of Liechtenstein and its limited personal resources, Liechtenstein has no quality assurance agency of its own but instead relies on cooperations with public and private external institutions in the neighboring countries. So all external QA is cross border QA. Higher education system as such is supervised by the higher education division under the ministry of education. By law, all HEIs have to be approved by the government as laid down in the law on Higher education on the basis of an accreditation by an external Agency. Further all HEI's need to have a QA-management system, that is being reviewed as part of the Accreditation procedure.

**1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?**

**1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.**

#### 1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

For some agencies a decision granting permission for the institution or programme to operate, and for others advice on strengthening quality.

#### 1.3. What is the main outcome of an external review?

Please choose..

#### 1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

#### 1.4.1. Please specify the normal impact of an external review.

#### 1.5. Does the agency cover:

Please choose..

#### 1.5.1. Collectively, do the agencies cover:

All higher education institutions

#### 1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

#### 1.6.1. Are all institutions subject to external evaluation?

Please choose..

#### 1.6.1.1. Please specify

#### 1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

#### 1.6.2.1. Please specify

#### 1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

#### 1.6.3.1. Please specify

#### 1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Publication of the results of QA evaluations by national authorities is not regulated. QA evaluations are published as part of institutional or programme accreditation in governmental decrees, that are open to public. Results may also be published on enquiry by the office of Education/Ministry of education. Positive outcomes are published by the institutions themselves, but this happens as part of marketing policies. The results are also part of the yearly reporting system, which are printed and distributed to the public.

#### 1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

See above, same answer applies

#### 1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research + Staff
- Employability
- Internal Quality Assurance/Management system
- Other (please specify) strategy, knowledge and innovation transfer, cooperations with other HEI's and private sector, social dimension, administrative staff, infrastructure

#### 1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

External QA evaluation has two parts - QA evaluation as part of "accreditation": it reviews the general criterias required for institutional recognition as defined in the national law on higher education (Art.8) - QA "evaluations" according to the guidelines and criterias of the QA agency.

#### 1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.



The law on Higher Education provides general issues/criterias, that have to be reviewed in external QA evaluation. An external QA evaluation has to take place at least every 6 years.

## 2. CROSS-BORDER EVALUATION

**2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?**

Yes, all institutions are able to choose

**2.1.1. If some institutions are able to choose, please specify which ones.**

**2.1.2. If no, please go to section XVII.**

**2.2. Which conditions apply to the choice of a quality assurance agency from another country?**

The agency must be a member of the European Quality Assurance Register (EQAR)

HEIs may choose from the EQAR. The government may approve other QA agencies, that are not on the EQAR but corresponds to the European Standards and Guidelines ESG

**2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.**

## 3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

**3.1. Has the agency been evaluated against the European Standards and Guidelines?**

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

**3.2. If an evaluation has been conducted, was the application successful?**

No national QA agencies

## 4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

**4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.**

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports

- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

**4.2. Is there a formal requirement that international peers/experts are involved in any of the following:**

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

**4.3. Is there a formal requirement that academic staff are involved?**

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

**4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.**

Yes

Members of national stakeholders, professional associations, Employers associations...

**4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.**

**5. INTERNAL QUALITY ASSURANCE**

**5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**5.1.1. Please specify these requirements and the relevant source.**

The law on Higher education: [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf) The QA system is part of central requirement for accreditation process and of the annual report

**5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Other

**5.2.1. Please specify.**

The HEI is primarily responsible for other aspects of internal QA. The law on higher education defines which criterias have to be reported on every year: - number of students, - teaching and research activities, Knowledge and innovation transfer, Lifelong learning provisions and other acitvies of public interest, - cooperations - QA managment This report has to be published.

**5.3. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**5.3.1. Please go to Question 5.6.**

**5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

No

**5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

Yes

**5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

All

**5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

All

**5.5.1. Please describe what kind of arrangements are in place.**

They are obliged to have arrangements and annually to report.

**5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

All

**5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?**

None

**5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.**

No, that means there are no relevant sources

**5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.**

## Part 1.4 BFUG Data Collection on Lifelong Learning

**1. Do steering documents for higher education in your country contain a definition of lifelong learning?**

Yes

**2. How do your steering documents define lifelong learning?**

a concept that fosters lifelong learning irrespective of age, and formal education institutions (Bildungsstrategie Fürstentum Liechtenstein 2020)

**3. What is the common understanding of lifelong learning in your country?**

**4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?**

offering further education study programm - offering workshops, seminars, conferences open to a broad public - offering exchange platforms for a dialog with public

**5. Is lifelong learning a recognised mission of higher education institutions?**

Yes, of all institutions

**6. For which institutions is lifelong learning a recognised mission?**

**7. Are there legal requirements for higher education institutions to offer lifelong learning provision?**

Yes

**8. Please provide a reference to the relevant legislation or regulation.**

Law on Higher Education Art 3: [http://www.gesetze.li/get\\_pdf.jsp?PDF=2005002.pdf](http://www.gesetze.li/get_pdf.jsp?PDF=2005002.pdf)

**9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No

**10. Please explain these restrictions, and provide a reference to relevant legislation/regulations**

**11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?**

Adults in employment

Unemployed adults

Retired citizens

Part-time students

Adults without higher education qualifications

adults with long professional experience but no formal higher education entry qualification

Other, please specify

**12. Where does the funding of lifelong learning provision in higher education come from?**

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

**13. To what degree is the provision of lifelong learning in higher education funded from the public budget?**

No information available, higher education institutions receive global budget.

## Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

No

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Please choose..

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Please choose..

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Please choose..

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

4.7.1. Please specify.

**4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.**

**4.8.1. What data is collected?**

**4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?**

Please choose..

**4.10. When are data generally collected?**

Please choose..

**4.10.1. Where an approach different from the general approach is used for any group, please specify.**

**4.11. Where is information provided by this monitoring system published (provide a reference and link)?**

## **5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION**

**5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.**

There is a general awareness that certain groups are underrepresented as part of a broad discussion with several stakeholders and interestgroups. The focus may shift according to topic and parties included in the discussions. There are no specific steering documents on widening participation in higher education. Widening participation is integrated in a more general approach on the basis of "equal rights for all" irrespective of age, gender, religion... as layd down in the constitution, the law on equal treatements and the ratification on international conventions and treaties. very recently, April 2011, the government has published a policy paper on education (Bildungsstrategie Fürstentum Liechtenstein 2020) defining general guidelines and strategic objectives to be met. widening participation is a central feature/objective that has several aspects (individual faciliation/promotion, provision of approp. offers, integration, opening up choices, support mobility, widening autonomy and competencies of educational institutions, cooperation and coordination, quality assurance) The Government follows a bottom-up approach. It defined visions and guidelines that should be meet without defining specific measures/criterias. Educational institutions and national offices and stakeholders have the autonomy and the responsibilty to take appropriate measures.

**5.2. How does your country's policy explicitly identify the obstacles that it addresses?**

No specific measures are identified. We rely on evaluations/studies being conducted in neighbouring countries, especially Switzerland, as 90% of our students study abroad. Our national statistics are then compared as far as infomation/data are available and statistically valuable.

**5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?**

No criterias specified for higher education. The national policy paper on education (Bildungsstrategie Fürstetum Liechtenstein 2020) identifies 8 strategic objectives to be reached and defines indicators to measure and evaluate the success. These will be done in about 4 years time. One of the most important criterias will be statistical data on the impact of social and economic factors on educational success, integration, permeability between educational levels and types of schools.

**5.4. In your country, is the composition of the student body monitored according to certain criteria?**

Yes

**5.4.1. Who monitors on the basis of which criteria?**

No criterias specified, but trends are identified and discussed. Within various contexts short evaluations are made on various occasions/if needed.

### 5.5. How is this data used in higher education policy?

As a basis for general discussions. There is no funding system or incentives linked to the outcome of such evaluations.

### 5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

## 6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

### 6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

### 6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

#### 6.2.1. Please describe these obstacles.

### 6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

#### 6.3.1. Please describe these groups.

### 6.4. What measures does your country's policy take?

### 6.5. How does your country assess whether its policy has been successful?

## 7. COMPLETION OF STUDIES

### 7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

#### 7.1.1. Please describe the main features of these policies.

As part of a general educational policy as recently set out in a policy paper (Bildungsstrategie Fürstentum Liechtenstein 2020)

### 7.2. Are student completion rates monitored in your country?

Yes, at national level

#### 7.2.1. What use is then made of the data?



Annual education statistics, monitoring reports as basis for discussions, policies, law reforms...

**7.3. Are there any incentives for higher education institutions to improve student completion rates?**

No

**7.3.1. Please specify the nature of these incentives.**

**7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?**

It is a subject covered in external quality assurance procedures

**8. STUDENT SERVICES**

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

**8.1. What kind of student services are commonly provided by higher education institutions?**

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

**8.1.1. Please specify.**

International Office Gender Office

**8.2. Who are the main users of the services?**

All students

**8.2.1. Please specify.**

Staff

**8.3. Please provide the main source(s) of funding.**

- general Budget - gender office is partly funded by the national office of Equality as part of a national mainstreaming policy

**8.4. What are the main tasks of the services?**

counselling service, support in administrative concerns (residence permits,) organising events eg. introduction days

**8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.**

Bildungsstrategie Fürstentum Liechtenstein 2020 <http://www.regierung.li/uploads/media/Bildungsstrategie.lq.pdf>

**9. Do you want to answer this section now or later?**

Now

**10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?**

No

**10.1. Please provide details of specific policy measures.**

Part time study programmes, modularised study programmes

**11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?**

No

**11.1. Please explain how higher education policy aims to attain this goal.**

**12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?**

No

**13. Please provide details of these measures.**

**14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.**

Route 1: = general upper secondary school leaving certificate (Matura) from Liechtenstein (Swiss and austrian Matura are equivalent)

Route 2: = Vocational upper secondary school leaving certificate (Berufsmatura) from Liechtenstein. Austrian Berufsmatura is equivalent. Swiss Berufsmatura is partly equivalent

Route 3: = foreign higher education entry qualification if equivalent

Route 4: = Without formal certification (age and professional experience) with assessment procedures (exam...) to testify relevant competencies and general learning ability

Route 5: = n/a

**15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?**

Yes

**15.1. Please briefly describe these measures.**

Bildungsstrategie 2020 Nationaler Qualifikationsrahmen

**16. PART-TIME STUDY**

**16.1. In your country, is there any official status other than full-time student?**

No

**16.1.1. If yes, what formal status does exist?**

**16.1.2. How do you define it?**

**16.1.3. What are the reasons for offering a different student status?**

**16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?**

**16.1.5. Please describe the most common understanding/concept of part-time studies.**

There is no concept for full-time students on national level. Respectively definition is not students centered but ECTS-centered/input-centered: A full time study is generally defined by ECTS: 60 ECTS per year/ BA takes 180 ECTS= 3 years. The most common understanding of part-time studies: If a student does not make 60 ECTS a year, if a student works part-time next to his/her studies...

**16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?**

No

**16.2.1. Please describe briefly the main elements and provide the source.**

**16.3. Which one of the following statements best describes the current situation in your country?**

Higher education institutions have autonomy to decide, but most of them offer part-time studies

**16.3.1. Please specify**

## **17. RECOGNITION OF PRIOR LEARNING**

**17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?**

No

**17.1.1. How does your legislation in higher education define prior learning?**

**17.1.2. Do your steering documents in higher education define prior learning?**

No

**17.1.3. How do your steering documents in higher education define prior learning?**

**17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?**

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

**17.3. Prior learning as defined by your steering documents can ...**

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

**17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?**

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

**17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:**

Standard practice in most higher education institutions (75% +)

**17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?**

It is subject of external Quality evaluations so far this has not been regulated. Currently a draft ordinance is being discussed that defines a framework for the assessment (subjects to be tested) and within the framework of the development of the National qualification framework the level of competencies are being defined that have to be met/tested.

**17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?**

Yes

**17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.**

## Part 2.2 BFUG Data Collection on student contributions and support

### 1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

#### 1.1. Do you want to answer this section now or later?

Now

#### 2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

#### 3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Swiss Francs

#### 4. In principle, which home students at public higher education institutions have to pay fees?

- During studies  All students  Specific groups of students  No answer  
After studies  All students  Specific groups of students  No answer

#### 4.1. Which main exemptions to this principle exist in your country?

After Studies??? (I did enter all students, because it was mandatory, but we do not understand what you ask for here) no exemption defined on national level. Theoretically, higher education institution may decide, but there is now information about such measures

#### 4.2. Which of the following criteria determine whether a student has to pay fees?

- Need  
 Merit  
 Part-time/Full-time/Distance learning  
 Field of study

#### 5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

#### 5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies  All students  Specific groups of students  No answer  
After studies  All students  Specific groups of students  No answer

**5.2. What main exemptions to this principle exist in your country?**

**5.3. Which of the following criteria determine whether a student has to pay fees?**

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

**6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.**

Minimum amount = 4500

Maximum amount = 4500

Most common amount = 4500 Swiss Francs

**6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)**

All students pay the same amount. Study length for bachelor study programm = 3 years

**6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.**

All students pay the same fee at the University of Liechtenstein. There is no other higher education institution offering first cycle study programs in Liechtenstein.

**7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.**

Minimum amount = 3000

Maximum amount = 3000

Most common amount = 3000 Swiss Francs

**7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)**

All students pay the same amount.

**7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)**

All students pay the same amount.

**7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.**

All students pay the same fee at the University of Liechtenstein. There is no other higher education institution offering second cycle study programs in Liechtenstein

## 8. Concerning fees, are international students treated differently in your country from home students?

No

### 8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

### 8.2. According to your country's steering documents, students from which countries are considered international students?

There is no such definition in our steering documents concerning international students.

## 9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

Limits are set through bilateral agreements

Liechtenstein is a member of the Interkantonale Fachhochschul/Universitätsvereinbarung of Switzerland, which is a mechanism for financial balancing between the cantons resp. the cantons and Liechtenstein. Higher education institutions from the members can apply to enter the list under the agreement ensuring, that cantons pay a certain amount per students. Higher education institutions have then to ensure that fees are moderate for these students.

## 10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

limits can be set through bilateral agreements

see comment  
above

## 11. Do students have to pay compulsory contributions to student unions/representations?

No

### 11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

## 12. Do you want to answer this section now or later?

Now

### 12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

### 12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

The state financial support system is a combined system. Financial support always contains grants and loans. The State offers educational subsidies in the form of scholarships and interest-free loans. The entitlement to State subsidies is dependent on citizenship and residence, income and assets, and the recognition of the educational institution and the diploma to be obtained. The law operates under the principle that the applicant and/or the applicant's parents can fund education themselves if they have sufficient financial resources. The Scholarship Office assesses claims for educational subsidies and the amount of the subsidies granted on the basis of tax information. First and second courses of study as well as continuing education and language study programs abroad are supported. The educational institution attended and the diploma to be obtained must be recognized. Educational loans granted by the State are interest-free. As a rule, they must be repaid within six years, 18 months after graduation or termination of the education.

## 13. PUBLIC GRANTS AND SCHOLARSHIPS

### 13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

### 13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

#### 13.2.1. Which groups of students receive grants and/or scholarships?

Need-based

Merit-based

Part-time/Full-time/Distance learning

Field of study



residence in Liechtenstein and recognition status of educational institution

comment for next questions, no information available on percentage of students that take loans

### 13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

1

### 13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = 0

Maximum = 22500 swiss francs per year

Most common = not available

### 13.4. Which second cycle students are eligible to receive **grants and/or scholarships**?

Specific groups of second cycle students

#### 13.4.1. Which groups of students receive grants and/or scholarships?

Need

according to income and assets of students (and parents, depending on age)

Merit

applicant needs to meet entry requirements for study program

Part-time/Full-time/Distance learning

Field of study

residence in Liechtenstein and recognition status of educational institution

#### 13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

1

#### 13.4.3. What is the minimum, maximum and most common value of **grants/scholarships** available to second cycle students in higher education?

Max. 22500 swiss francs annually, up to this amount everything is possible

### 13.5. What percentage of all students receives a grant and/or scholarship?

1

## 14. STUDENT LOANS

### 14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

### 14.2. Are all first cycle students eligible to receive loans?

No

**14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?**

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in residence in Liechtenstein and recognition status of educational institution

**14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.**

Minimum first cycle = 500

Most common first cycle = 0-22500

Maximum first cycle = 22500

**14.2.3. Are all second cycle students eligible to receive loans?**

No

**14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?**

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in residence in Liechtenstein and recognition status of educational institution

**14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.**

Minimum second cycle = 500 swiss francs

Most common second cycle = 0-22500

Maximum second cycle = 22500 swiss francs

**14.3. If different types of loans exist in your country, please provide the details here.**

Comment for next questions, no information available on percentage of students that take loans. The overall dept may not exceed 100'000 swiss francs.

**14.4. What percentage of students takes out loans?**

In the first cycle = 2100

In the second cycle = 2100

Of all students = 2100

**14.5. Are student loans publicly subsidised or guaranteed?**

Yes

**14.5.1. Please explain the form of this guarantee/subsidy.**

All loans are part of state financial support system.

**14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?**

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation                      general principle
- No debt reduction                      general principle,

**14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.**

The scholarship office may decide on extending a term of payment because of unemployment/low income, disabilities, parenthood, illness..., but dept is not cancelled/reduced, Only the government may decide on cancellation/reduction in serious cases (death, disabilities).

**15. Do you want to answer this section now or later?**

Now

**16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

- 1st cycle     Yes     No     No answer
- 2nd cycle     Yes     No     No answer

**17. Which students' parents are eligible to receive such non-tax based benefit?**

All

**17.1. What are the criteria upon which eligibility is decided?**

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

**17.1.1. Please specify.**

**17.2. Are parents of students in the first or in the second cycle treated differently?**

No

**17.2.1. Please explain the difference.**

**18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?**

Yes

**19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.**

The personal income of the student may not exceed 12'000 Swiss francs per year. The maximum of the granted tax relief is 12'000 Swiss francs per student.

**19.1. Is there a difference for parents whose children are first or second cycle students?**

No

**19.2. Please explain the difference.**

**20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).**

**21. Do you want to answer this section now or later?**

Now

**22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?**

- 1st cycle  Yes  No  No answer
- 2nd cycle  Yes  No  No answer

**22.1. What are the criteria to determine who is eligible?**

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

### 23. In your country, do any forms of public non-cash student support exist?

1st cycle  Yes  No  No answer

2nd cycle  Yes  No  No answer

### 24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

#### 24.1. Please specify the details of existing subsidies.

### 25. Who is eligible to receive such non-cash support?

Subsidised accommodation  All students  Specific groups of students based on pre-defined criteria  No answer

Subsidised health insurance  All students  Specific groups of students based on pre-defined criteria  No answer

Other subsidies  All students  Specific groups of students based on pre-defined criteria  No answer

#### 25.1. What are the criteria to determine who is eligible?

Income of parents too low

Income of student too low

Age of student

Disability

Parenthood of student

#### 25.2. Is there a difference in eligibility between first and second cycle students?

#### 25.3. Please explain the difference.

### 26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

**27. Do you want to answer this section now or later?**

Now

**28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

- Student
- They hold an employment contract with a HEI

**28.1. Please explain why you selected multiple options?**

This is the official status of doctoral students as defined by the higher education institution: "Doctoral students are students and also active professionally as qualified junior academics. They are to be actively included in the teaching activity of the university and as research staff in the research activities of an institute. These activities serve to prepare them for a later academic career. The execution of the dissertation outside the university is therefore only possible in well-founded exceptional cases. The advisor and the doctoral commission have to agree. If professional work is undertaken outside the university, it must be possible to conduct the course of study and research work within the timeframe provided. This requires that the workload at the job is greatly reduced (recommendation: workload maximum 50%). The research contents and professional work have to be in the same subject area." (<http://www.uni.li/GraduateSchool/Doktoratsstudium/Wirtschaftswissenschaften/Factsheet/tabid/1805/language/en-US/Default.aspx>). At the two private HEI's doctoral students are mainly students.

**28.2. Are there differences between students of different subject areas?**

No

**28.3. Please explain the difference.**

**29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

Income, individual financial support of foundations possible, research funds... Liechtenstein residents are also eligible for financial support as part of state scholarships system.

**30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

All Students at the University of Liechtenstein pay the same amount of fees, irrespective the study cycle. Students at private higher education institutions pay higher fees. No general information on differences in grants/loans and other support possible as this is dependent on the individual situation.

**31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.**

Working contract containing teaching and research function

**32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.**

No information of "typical" forms of support provided. Fees at the university of Liechtenstein are 750 Swiss Francs per semester for all students. Fees at the Private universities may be as high as 6000 Swiss francs per semester.

**33. Please provide any additional relevant comments for consideration regarding your doctoral education.**

# Questionnaire on student and staff mobility

## A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: [secretariat@ehea.info](mailto:secretariat@ehea.info).

## **B Details on the completion of the questionnaire**

**B.1. Who contributed to the completion of this report? Please provide the names and functions.**

**B.1.a** Government representatives

Eva-Maria Schädler, Office of Education, Higher Education Department

Head of Eurydice Liechtenstein (Informationsstelle Eurydice)

**B.1.b** Stakeholder representatives

Ms. Trudi Ackermann, Head of International Office, University of Applied Sciences in Liechtenstein

**B.1.c** Other contributors



## C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

### C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

**C.1.a** If yes, please provide a reference.

**C.1.b** If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

### C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility <sup>1</sup>	Degree mobility <sup>2</sup>
Inbound			
Outbound			
No target			

**C.2.a** Please provide a reference for the target.

**C.2.b** Are these targets the same for students in all cycles or are there differences?

Same

Differences

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<sup>1</sup> Mobility to a different country in the context of a programme in the home institution for which credits are awarded

<sup>2</sup> Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

**C.3. Does your country's national strategy/action plan include staff mobility in higher education?**

Yes

No

**C.3.a** If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

**C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?**

Yes

No

**C.4.a** If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

**C.4.b** If you have regional priorities, please give reasons.

**Does your country monitor the impact of your national strategy or action plan?**

Yes

No

**C.4.c** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

**C.5. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?**

Yes

No

**C.5.a** If yes, please explain and/or give examples.

**C.6. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?**

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

**C.6.a** If yes, do the following restrictions apply?

	<b>Degree mobility</b>	<b>Credit mobility</b>
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	no	no
Grants/scholarships are restricted to specific programmes (if so, please specify)	no	no
Other restrictions apply (please specify)	no	no
No restrictions apply	x	x

**C.7. Has your country implemented any of the following financial support measures to foster student mobility?**

<b>Measure</b>	<b>Credit mobility</b>	<b>Degree mobility</b>
loans for incoming students	no	no
grants/scholarships for incoming students	no	no
Loans for outgoing students	yes	yes
Grants/scholarships for outgoing students	yes	yes
Other: (please specify)		

**C.8. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)**

The memberstates of the EEA have funded the financial mechanism grants for all new EU member states that includes grants for Students and Staff mobility. In the past years the number of students coming in through these exchange grants almost outnumber the number of Exchange students of EU funded Programms such as Erasmus.

<http://www.eeagrants.org/>

## D Identifying and removing obstacles to mobility

**D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?**

Yes

No

**D.1.a If yes, please provide** references to those surveys and/or research that have influenced your policy on mobility?

**D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)**

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	1	
Recognition		2
Language	3	3
Curriculum/Study organisation		
Legal issues	2	
Motivating and informing students		1
Other, please specify:		

**D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?**

Yes

No

**D.3.a** If yes, please specify.

In the field of the bachelor programs the German language requirements are a main obstacle for foreign speaking students.

**D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?**

Yes

No

**D.4.a** If yes, please specify.

**D.4.b** o national surveys beside the statistical data.

Intenational Surveys yes, but no masures are taken

**D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?**

Yes

No

**D.5.a** If yes, please specify.

Lack of funding for non-European exchange students

**D.6. Are the obstacles that you ranked above particularly important for degree mobility?**

Yes

No

**D.6.a** If yes, please specify.

Immigration restricions and financial issues

Non European students are not allowed to work except for study related internships and have to pay CHF 3000.- as a guarantee. Living costs in Liechtenstein are very high compared to other countries in Europe

Lack of scholarships for all foreign students.

**D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?**

none

**D.8. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.8.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

**D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?**

Yes

No

**D.9.a** If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

no national surveys beside the statistical data.

Intenational Surveys yes, but no masures are taken

**D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)**

<b>Obstacles to staff mobility</b>	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	1	2
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

**D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

none

**D.12. Has your country monitored the effects of these measures/programmes?**

Yes

No

**D.12.a** If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?



## E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

### E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students		x	
more outgoing than incoming students			
approximately the same number of incoming and outgoing students	x		x
No information available			

**E.1.a** What is the statistical source for this information? Please supply statistical data.

Office of Statistics (Amt für Statistik): <http://www.llv.li/amtstellen/llv-as-bildung.htm>

Agency for International Educational Affairs (AIBA – Agentur für internationale Bildungsangelegenheiten): <http://www.llv.li/amtstellen/llv-aiba-home.htm>

Hochschule Liechtenstein: <http://www.hochschule.li/>

**Students with residence in Liechtenstein at Universities according to sex and country of study  
Wintersemester 2007/08**

	<b>Total</b>	<b>male</b>	<b>% m</b>	<b>female</b>	<b>% f</b>
<b>Total</b>	724	375	54 %	324	46 %
<b>Liechtenstein</b>	5	5	100%	0	0 %
<b>Switzerland</b>	504	260	52%	244	48%
<b>Austria</b>	190	119	63 %	71	37 %
<b>Germany</b>	25	11	44 %	14	56 %

**Students with residence in Liechtenstein at Universities of Applied Sciences according to sex and country of study  
Wintersemester 2007/08**

	<b>Total</b>	<b>male</b>	<b>% m</b>	<b>female</b>	<b>% f</b>
<b>Total</b>	362	205	57 %	157	43 %
<b>Liechtenstein</b>	188	121	67%	64%	36 %
<b>Switzerland</b>	167	81	49 %	81	51 %
<b>Austria</b>	7	3	43%	4	57 %

Source: Office of Statistics

**Mobility within the European Education Programmes (2008/09)**

Comenius	further education programmes for teachers	7 teachers
Comenius	language assistants	0 teachers
Erasmus	mobility of students	30 students
Erasmus	mobility for students / workplacements	15 students
Erasmus	mobility staff	5 staff members
Erasmus	mobility of lecturers	8 lecturers

Source: Agency of International Educational Affairs

**E.2. Is the situation described above regarded as balanced mobility?**

Yes

No

**E.2.a** Please explain and include a definition of “balanced mobility” as it is used in your country.

**No definition of “balanced mobility” in use**

**E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?**

Yes

No

**E.3.a** If yes, with which countries or regions are mobility flows most imbalanced?

**When looking only at numbers of students, yes: neighbouring countries as Switzerland, Austria and Germany.**

**E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?**

Yes

No

**E.4.a** If yes, what are the main concerns addressed?

**E.4.b** If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

#### **Space for Comments:**

Please take note, that Liechtenstein, due to it's size, has only a very limited higher education system covering one public higher education institution, the Hochschule Liechtenstein (offering programs in business administration and architecture )and 3 very small private HEI's that only offer study research/programms on postgraduate and PhD level.  
Therefor 90%of all liechtenstein students study abroad. this always leads statistically high numbers of mobility. on the other hand 85% of all students studying in Liechtenstein are from abroad, especially from the neighbouring regions of Switzerland, Austria and Germany.

I appreciate the fact, that you distinguish here between degree and credit mobiltiy, which give a more precise picture of the situation, but it will probably still not cover the special situation of small states as Liechtenstein. I would suggest you tread the special situation of small states in a short separate chapter.

See here for a short description of the Higher education System in Liechtenstein:  
[http://www.liechtenstein.li/en/liechtenstein\\_main\\_sites/portal\\_fuerstentum\\_liechtenstein/fl-buw-bildung\\_wissenschaft/fl-buw-allgemeineb/fl-buw-allgemeineb-hochschulen.htm](http://www.liechtenstein.li/en/liechtenstein_main_sites/portal_fuerstentum_liechtenstein/fl-buw-bildung_wissenschaft/fl-buw-allgemeineb/fl-buw-allgemeineb-hochschulen.htm)

And more general information about the education system in Liechenstein:

[http://www.liechtenstein.li/en/liechtenstein\\_main\\_sites/portal\\_fuerstentum\\_liechtenstein/fl-buw-bildung\\_wissenschaft/fl-buw-allgemeineb.htm](http://www.liechtenstein.li/en/liechtenstein_main_sites/portal_fuerstentum_liechtenstein/fl-buw-bildung_wissenschaft/fl-buw-allgemeineb.htm)