



"Because  
our  
view  
counts."

**Children's Report  
to the combined third and fourth  
State Party Report of Liechtenstein**

Submitted by the Ombuds Office for Children and Young People (OSKJ)  
in the Liechtenstein Human Rights Association (VMR) and  
UNICEF Switzerland and Liechtenstein

## Legal notice

The Children's Report on the Implementation of the United Nations Convention on the Rights of the Child in Liechtenstein was created by Sybille Gloor, Mariya Sayenko (Child Rights Advocacy, UNICEF Switzerland and Liechtenstein) and Margot Sele (Ombudswoman and Head of the Ombuds Office for Children and Young People), with the support of the municipalities of Schaan and Triesen, Liechtenstein Gymnasium Vaduz, Realschule St. Elisabeth and ASSITEJ Liechtenstein.

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# Preface



**T**he implementation of child rights is the responsibility of the adults. This includes informing children about their rights and giving them the scope they need to understand these rights.

Thanks to the efforts of committed institutions and persons in Liechtenstein, young people have been able to learn about different child and human rights in five participatory projects. We would like to thank everybody involved!

In order to compile this Children's Report, the children and young people have asked questions, done research, formulated their findings and concerns, and gained many experiences.

Let's listen to the children! This will open up many worlds to us.

**Margot Sele**  
Head of the Ombuds Office for Children and Young People



**C**hildren and young people are the experts when it comes to their own lives. They are best at telling us what they really need in order to feel heard, protected and safe.

The state party report procedure on the UN Convention on the Rights of the Child provides an important platform for monitoring the rights and well-being of children throughout the world. Young people can also participate in this process and comment on the implementation of their rights.

Children and young people from Liechtenstein helped to design and execute a total of five projects. The diversity and creativity of their ideas and the seriousness with which these young people approached the topic of their rights are impressive and add a very personal touch to this Children's Report.

It's now up to us adults to listen to the children and young people, to learn from them and to address their demands.

**Bettina Junker**  
Executive Director, UNICEF Switzerland and Liechtenstein



"Our right to *KUNSCHT!*" (ART) project

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# Why is a Children's Report needed?

On March 15, 2021, the Ombuds Office for Children and Young People (OSKJ) and UNICEF Switzerland and Liechtenstein submitted their input for the List of Issues Prior to Reporting (LOIPR) and identified the areas which they believe should be urgently addressed in order to drive forward improvements in the implementation of the Convention on the Rights of the Child. To supplement the Alternative Report "The view of the child counts" of UNICEF Switzerland and Liechtenstein, which describes the children's perspective of the implementation of the UN Convention on the Rights of the Child (CRC) in Liechtenstein, children and young people with the support of the Ombuds Office and UNICEF Switzerland and Liechtenstein compiled a Children's Report on specific rights selected by themselves.

Within the context of the combined third and fourth State Party Report, this Children's Report is intended to provide the UN Committee on the Rights of the Child with some insight into the implementation of child rights pursuant to Art. 12, 13, 28 and 31 CRC in Liechtenstein. The Report does

not claim to provide a full and complete picture of the situation. It offers selective and rather random insights into how human rights education, the right to participation and the right to art and culture have been implemented in Liechtenstein from the perspective of the children and young people.

In February 2022, the Ombuds Office for Children and Young People (OSKJ) sent a circular letter to schools and organizations as well as the partner organizations of the *KINDERLOBBY LIECHTENSTEIN* (Children's Lobby) to invite them to participate in a Liechtenstein Children's Report. It also offered to provide technical and financial assistance for projects initiated by interested schools, school classes and organizations.

The present Children's Report showcases five projects based on a participatory approach that enabled children and young people to investigate child rights and their implementation in Liechtenstein.

## 1. "KUNSCHT!" (ART) film project of ASSITEJ Liechtenstein

With the support of ASSITEJ Liechtenstein (International Association of Theater for Children and Young People), children and young people between the ages of nine and nineteen researched the right to art and culture and how this right is being implemented in Liechtenstein. They gained their own experiences in making music and chatted to decision-makers and artists. The film *KUNSCHT!*<sup>1</sup> is based on this project. This film project aimed to reach as broad a section of the population as possible and to familiarize them with child rights, in this case in particular the right to art and culture and the right to freely express their opinion.

The final credits included the song on child rights that was written by the young stars. In addition to the target audience, this film also addresses all persons responsible for making decisions in the fields of culture, education, politics and media.

Independent of their participation in the film project, children and young people could also take part in an online survey, the objective of which was to find out whether and how children and young people have access to art and culture. The 100 replies showed the differences in perception of partaking in art and culture.

<sup>1</sup> "Kunsch" is a word in the Liechtenstein dialect that combines the meanings of the words "art" and "come."

## 2. "Human Rights" project at Realschule St. Elisabeth

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The second grade classes at Realschule St. Elisabeth made an in-depth study of human rights. An art project placed special emphasis on the topic of homelessness. The two classes also went to Nuremberg for a week to visit the Way of Human Rights and to participate in workshops to study the topic of human rights. They documented the process as an e-book via Padlet and Blogs. During

a guided tour of the parliament building in Liechtenstein, the learners found out more about the tasks of the legislator (parliament or *Landtag*) and studied the democratic and legislative processes. In another module, they researched how child and human rights affect their own lives – at school, during their free time and in their families.

## 3. "Participation in Schools" project at Liechtenstein Gymnasium

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Eighteen grade 4Wa learners at Liechtenstein Gymnasium investigated the implementation of the right to participation at their school. After a workshop on participation, the class decided to hold interviews with teachers, the principal, the school's social worker and their peers to find out

how the right to participation is being implemented at Liechtenstein Gymnasium and to make a video about this process. With the support of *Kreativ Akademie*, the film project was created and managed independently by the learners.

## 4. ChildrensParticipationDays in Schaan and Triesen

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As a rule, ChildrensParticipationDays are held as part of the process of receiving UNICEF certification as a "Child Friendly Cities". This gave rise to the final two projects. The Child Friendly Cities Initiative (CFCI) aims to organize the implementation of the Convention on the Rights of the Child at community level by way of suitable projects and to achieve the child rights ambition through a systematic approach. Out of a total of 11 municipalities in Liechtenstein, three – Ruggell, Eschen and Mauren – have already received this certification. Schaan, Vaduz and Triesen are now going through the certification process. It is part of this process

to directly involve the children and young people so as to ask them about their wishes and concerns. Communities who decide to apply for this UNICEF label underline their intention to pay even more attention to the rights and interests of children and to improve and subsequently institutionalize the participation of young people. The ChildrensParticipationDays held in the context of the certification process focus on the right to participation. The reports on the ChildrensParticipationDays in Schaan and Triesen should provide an insight.

# Our right to "KUNSCHT!" (ART)

## Project team

Abril, Catherine, Cristopher, Hanna, Kiana,  
Kim, Lisa

## Organization

ASSITEJ Liechtenstein

## Contact person

Georg Biedermann, [info@assitej.li](mailto:info@assitej.li)

## Link to the video

[https://www.youtube.com/  
watch?v=hzWUXNRUB8Y](https://www.youtube.com/watch?v=hzWUXNRUB8Y)







"We want to find out if children's right to art and culture in Liechtenstein is being taken seriously. So we visited various places, interviewed important people and made art ourselves."



### Quotes from the online survey

"It's a world that never fails to fascinate me!"

—

"Music makes me happy."

—

"Because art soothes me and I find it really cool to do something creative."

—

"I just need it."

"Art entertains and opens up different viewpoints and feelings."

—

"It's fun to let off steam artistically and to give my creativity free rein."

—

"It's our culture."

—

"I can do my own thing and find something to relieve my mental stress."

"I love painting.  
I find it sort of soothing."

## Kick-off event



We registered for the film project in response to the invitation of ASSITEJ Liechtenstein because we were interested in the topic and the opportunity to take part in such an extraordinary project. We met the persons in charge of the project – Juliana Beck, Marcel Beck and Georg Biedermann – at the kick-off event at *Kreativ Akademie* in Vaduz. We looked into the concerns and projects of ASSITEJ Liechtenstein as well as the intentions and content of the ASSITEJ Manifesto. We formulated possible questions and our requirements of our future interview partners.

"I can act out my creativity and discover new worlds. It's a small escape from reality where I can either express myself or watch others, be amazed and learn."

Quotes from the online survey



Then we filmed one another and held interviews focusing on the question:

## "What would the world be like without art?"



"The world would be empty ..."



"Yes, it would be gray. And I think I wouldn't enjoy life anymore."



"Everything would be rather empty ..."



"A world without color is like a world without art."

## Events on offer



We could choose from ten different offers in the fields of theater, dance, film, fine arts and literature. Some of us attended many events and others fewer, because for school-related or professional reasons not everybody could attend all the events. It was great to see that there are so many different cultural spaces in Liechtenstein that offer wonderful opportunities for children and young people.

In Schaan there is a big community center with a workshop, dance hall and art studio where we were allowed to express ourselves artistically.



"It would be very sad for the children, and it wouldn't be so much fun anymore."



"I'd say that a world without art wouldn't be very interesting."



"A world without art wouldn't be a world for me anymore."



After the painting session we asked one another:

## "What inspired you?"



"I simply started painting."

"I've always known that I want to do something involving art."

"I was inspired by the fact that I find the galaxy very beautiful. I'm also inspired by space."

## "What does painting mean for you?"



"For me, painting means letting everything out."

"Being free."

"Being free artistically."

"For me, painting means being artistically free and simply painting what comes into my head."



*Junges Literaturhaus* holds regular writing afternoons on Wednesdays. We visited these and wrote our own spellbinding tales.



"What I like about writing is that it all comes from my imagination and no one tells me what I have to write. I can find out for myself what I want to write about."

## Documentary from our perspective

We interviewed 28 people from different cultural areas and asked them: "Why are art and culture important for children and young people?" This resulted in the *KUNSCHT!* documentary.



"Why do you think it's important that children have a right to art and culture?"

Young Stars Liechtenstein  
(Child Rights Song)

## Children of this world

A girl is standing there alone  
on the ruins that were once her home.  
The war took everything from her  
they declared it as necessary.  
A boy works hard every day  
spent his childhood with it.  
Not all are strong enough  
many children have to die.  
We must stand up for the children of this world.  
They have the right of freedom and to say every word.

We all are children of this world  
We all are children of this world  
We all are, we all are, we all are children  
We all are, we all are, we all are children

A child in Uniform and armed  
goes to war for his land.  
Their mind is formed  
without a protecting hand.  
A boy is scorned for his skin  
because of the different color.  
They cannot understand it  
But they don't want to see that they hurt him.  
We must stand up for the children of this world.  
They have the right of freedom and to say every word.

We all are children of this world  
We all are children of this world  
We all are, we all are, we all are children  
We all are, we all are, we all are children  
We all have our destiny, we all have our fate.

Some will live in harmony, some must face hate.  
But in the end, and this may sound absurd,  
We all are or we all were, children of this world.  
It doesn't matter if you're slim or big,  
small or tall, black or white, Even wrong or right  
You might look different.  
You might feel discontent.  
You might not fit into the frame.  
But deep inside we're all the same

We all are children of this world  
We all are children of this world

## Premiere

And of course all of us looked forward very much to the premiere of the documentary, which took place on June 15, 2022, in Vaduz. And what an experience it was! After the photo shoot on the red carpet and the welcome address by Georg Biedermann of ASSITEJ Liechtenstein and Margot Sele of the Human Rights Association, the young stars performed the Child Rights Song, which is also sung at the end of the documentary. The premiere was shown to a

packed audience of adults, children and young people. It was great to see the culmination of everything we had prepared. After the applause all of us received a gift – a paintbox because we all love painting. And we met up again during an outing to the theater in Zurich. We hope that as many people as possible will be able to see the film and be convinced that art and culture are really important for children and young people!





## "Do you think that our film project will bring about some change?"

"Yes, more children will have access to cultural offers."

"There'll be more offers in about two years or so, after everybody has seen the documentary."

"I don't know, because I don't know who'll be watching the film."

"It would be great, for example, if the film could be shown at all schools in Liechtenstein."

"Many adults have seen the documentary and now maybe they think about this topic more."

"I wish that more adults would let their children take part in art and cultural projects."

## "What did you like best about the film project?"

"Our film premiere."

"Experiencing everything that's needed to make a film."

"Trying out the different cultural offers."

"The interviews with the actors."

"Interviewing people and being able to attend the events."

"I've also done things that I otherwise wouldn't ever have done."

"Painting on big canvases."

"Filming and asking questions."



## "What would you think if children had no right to take part in activities such as art, music, dance, theater or cinema?"

"We've a right to attend them, but also no right, as such events are often expensive and the family's money can only seldom cover such visits – we would need at least four tickets."

"It would be a pity because art, music, etc. have things to teach us that otherwise don't have a place in the classroom."

"I wouldn't think it fair, as it makes up a huge part of education and free time."

"I wouldn't find it fair, but I don't know how to explain it, as fortunately it doesn't apply. In brief: I would find it really, really stupid!"

"I'm not in favor, as everybody should decide for themselves what they would like to do."

"I wouldn't like it. This is a way to expand your social contacts."

"I wouldn't find it fair or fun for the children."

"I would find it a pity as people can express themselves through music and art."

"I would be mad and never go to school again, let everything go and only play at home."

The questions and answers come from the online survey.

## Wishes for the future



"My wish for the future is for more art and culture in the world."



"For the future, I wish that children may have more decision-making powers."



"For the future, I wish that people would generally talk more about art and culture, also at school, and that there are more exhibitions."



"My wish for the future is for more courses for creativity and painting."



"My wish for the future is for more creativity in schools."



"For the future, I wish that all children in this world would have the same right to art and culture as we do."





Our research, experience and survey have shown that Liechtenstein has a broad offer of art and culture for children. The only question is, who decides whether these great offers can be enjoyed. This decision is mainly taken by the adults – the parents and teachers – who decide whether we should be allowed to experience art and culture. And of course support is also needed, especially

for families with lower incomes. They shouldn't be excluded. We believe that it's always worthwhile and rewarding for all people.

Art and culture are really important and are a part of life, just like eating, drinking and sleeping. Everything clear?



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"I feel that every child **MUST** experience art and culture."

Quote from the online survey

—  
"If I were a politician for culture, I would encourage more cultural offers, open a museum for children, e.g., the Children's Museum in Munich, provide more time for art and culture in schools, ask the children themselves what they like, and give a cultural pass to every child. With this pass, they could visit all offers free of charge."

"KUNSCHT" project group

# On the trail of child and human rights

**Project team**

Learners in the 2nd grade

**School**

Realschule St. Elisabeth, Schaan

**Contact person**

Manlio Rizzo, [Rizzo.Manlio@schulen.li](mailto:Rizzo.Manlio@schulen.li)

**Padlet link:**

<https://padlet.com/RSSchaan/Kinderrechte>



## "Way of Human Rights"

At a workshop we discussed the "Way of Human Rights" installation by the Israeli artist Dani Karavan. The history of this installation goes back to 1988 when a twelve-person jury had to take a deci-

sion about the artistic development of Kartäusergasse as part of a project to expand the German National Museum.



## Nuremberg: On the trail of human rights

At the end of August we went to Nuremberg for a school excursion. In Nuremberg we visited the documentation center on the former *Reichsparteitagsgelände* (Nazi party rally grounds) and learned

about the role the city played in the Third Reich's racial laws. We also attended a workshop on human rights.





## Visit to the Landtag (parliament)

The role of parliament and the political rights of the citizens motivated us to visit the *Landtag* (parliament), where we learned more about the rules of democracy.



## Antisemitism: "Teaching modules on ethics and religion"

In parallel to the projects, workshops and events, the focus of the ethics and religious course fell on the history of antisemitism. We went hunting for antisemitic conspiracy stories, looked for the rea-

sons for the pogroms and discussed current forms of antisemitism. We recorded the history of antisemitism in Europe on the Padlet:

## My rights: Workshop with the school's social worker

After studying human rights and human rights violations in detail, we attended a workshop focusing on our own rights. Together with our school's social

worker, we identified the rights that we consider to be particularly important and discussed our own situation.



"I believe that my parents should be able to decide about my leisure activities where my education is involved. They should be able to make sure that I don't mess up my future. But in my 'real free time' I want to decide for myself what I would like to do."



"When I've done my homework, I want to have free time."



"My parents should protect me against negative information that could come to me via my mobile phone. But my parents should also respect my privacy when it comes to my mobile phone."



"My parents should know with whom I'm in contact, but they shouldn't be able to see what I discuss with my contact persons."



"I've a right to privacy and don't want my parents to inspect my mobile phone."



"In my free time I want to decide for myself what I would like to do."



"I agree that my parents may prohibit me from having contact with bad people."



"My chats are personal and I don't want my parents to see these."



"I don't want my parents to forbid me from having contact with people."



"I want to have a sphere on my mobile phone that belongs to me and can't be inspected by my parents."



"Leisure time is 'free time'. I don't want my parents to have the right to tell me what to do during my free time."



"I choose my own friends. My parents shouldn't be able to tell me when I can meet my friends of the same age or persons of good standing."



"I think that my parents should have the right to check my mobile phone."



## What we want from the UN Committee on the Rights of the Child

"I believe that school days should be reorganized or that more learning support should be provided at school. School should be organized in such a way that I can make use of my free time after a long day at school without having to do any more schoolwork."

"Homework is unnecessary and often prevents us from studying for important tests. It can also cause us to be very stressed, and sometimes we have very little or no free time. I believe that we should do the work we need to do at school, where we can also ask questions, and then we will be less stressed after school."

"I go to school at 7.45 am, come home for one hour over lunchtime, and only come home at 5.00 pm, after 7 hours and 30 minutes at school, and then I still have to do an hour's homework. I would either change the school hours or restructure the teaching so that we don't have to do any homework. And then I also have to study for tests every evening, which leaves me hardly any time for hobbies and leisure."

"The schedule in Liechtenstein means that we go to school from 7.45 am to 4.50 pm. Then we also have homework, tests and maybe also some hobbies. And even though many people say that hobbies aren't necessary, we learners believe differently. We need these to counteract the stress from school."

"For me, the school day is too long. We have a right to free time. We have to get up very early to catch the bus. School starts at 7.45 am and only ends at 4.50 pm. Then we attend to our hobbies, which only end at 8.00 pm. By the time we get home it's 8.30 pm. Then we're tired and still have to do homework, which can often take an hour. And then we often have to study for another hour. I can't usually go to bed until 10.30 pm."

"I think that we should do more to combat world hunger because there are many people throughout the world, in particular children, who die of hunger. In America and many countries in Europe it's normal to get food to eat three times a day. Instead of eating so much, the people in these countries with a lot of food should eat less and give food to poor countries where people have little or no food."

"I would be happy if we did fewer tests at school. Sometimes we have three or four tests a week. One or two a week would be OK, and even three tests are fine. Apart from the tests, we also have to do homework and go to training."

"For me, the school day in Liechtenstein is very stressful. From Monday to Friday I have to leave the house at 6.55 am every day and only return home at 5.40 pm. It would be nice if we didn't have any homework and could go home earlier so that we don't still have to be studying at 8.00 pm. I also think that it should be possible to eat and drink during classes, and get up and take a short break when your head feels tired."

**"... And even though many people say that hobbies aren't necessary, we learners believe differently. We need these to counteract the stress from school."**

# Yes to participation! But how?

Our participation opportunities at Liechtenstein  
Gymnasium

## **Project team**

Class 4Wa learners

## **School**

Liechtenstein Gymnasium Vaduz

## **Supported by**

*Kreativ Akademie*

## **Contact person**

Susanna Robinigg

[Robinigg.Susanna@schulen.li](mailto:Robinigg.Susanna@schulen.li)

## **Link to the video**

[https://www.lg-vaduz.li/news/  
partizipation-am-gymnasium](https://www.lg-vaduz.li/news/partizipation-am-gymnasium)



Liechtensteinisches  
Gymnasium  
1937



# In what areas can we as learners at Liechtenstein Gymnasium participate and take part in the decision-making process at present?

# In what areas would we like to have more participation in the decision-making process?

The Class 4Wa learners studied these and other questions as part of our law and life skills courses in spring 2022.

Examples of current opportunities for participation at Liechtenstein Gymnasium

## Learner representatives

with the main assembly as an important tool

## SOS

### The learner organization of Liechtenstein Gymnasium

The connection between the learners, teachers, student cafeteria, principal's office, secretariat and parents' association of the Gymnasium.

## Options

regarding elective subjects and compulsory elective subjects, classroom design and projects

The youth information center *aha* introduced our class to the topic of participation and gave us some insight into the phased participation model. We then split up into groups to discuss the following three questions together with our economics and class teacher:

## 1. In what areas would we like to have more participation in the decision-making process?

- Menu and prices in student cafeteria
- Subjects and their content
- Subjects and their place
- Internal and external school projects
- Structuring of homework
- Decision about dissertation subjects

## 2. Let's imagine we're a teacher or work on the school board. What would we do to improve participation at the school?

- Monthly class discussions
- Surveys
- Faster implementation of ideas
- Mailbox for anonymous proposals
- Anonymous scoring of teachers
- Participation in classroom teaching
- Groups of learners to represent ideas and proposals

## 3. What would the consequences be if young people at school had more rights to participate?

- Better menu in student cafeteria
- Less school stress
- More relaxed atmosphere
- More excursions and school camps
- Fewer dissertation subjects
- No ban on mobile phones
- More elective options
- Different school hours
- More fun and motivation
- Less homework

As these are only our own opinions, we decided to launch a film project to record more opinions. We developed the concept independently. We wrote texts for the video, did interviews with other learners, teachers, the school's social worker and the principal, and recorded the video with the help of *Kreativ Akademie*. With the support of *Kreativ Akademie*, some of us edited the video ourselves.



## To start with, we wanted to know how the learners interpret the term participation ...

"I interpret it on the basis of the Latin word 'participare,' which means 'to participate.'"

Korbinian, 6th grade

"Participation isn't a term that is known to me."

Malea, 2nd grade

"For me, participation means co-determination and taking part."

Nina, 4th grade

"I have to be honest, I don't really know what it means."

Sarah, 4th grade

"I interpret it on the basis of the English word 'participation,' which means 'taking part.'"

Franco, 6th grade

"That you can air your opinion and do this in a way that you like or want to."

Alexander, 1st grade

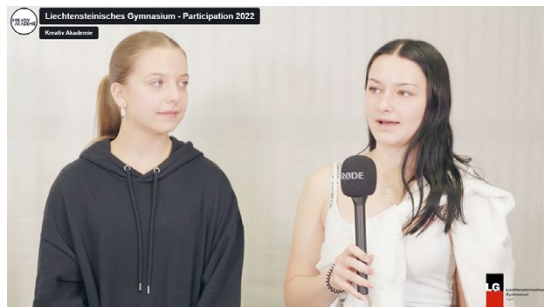
**"So that you can determine what happens."**

Jonathan, 1st grade



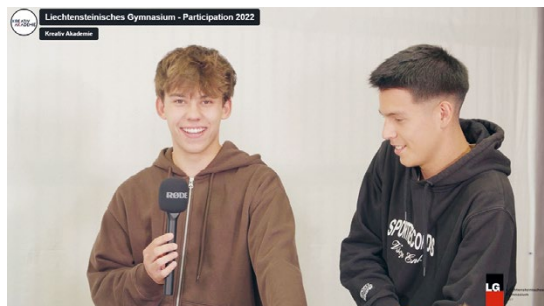
After talking about the different opportunities for participation at Liechtenstein Gymnasium, we wanted to know from the learners

### whether they would like more opportunities for participation, and if yes, how ...?



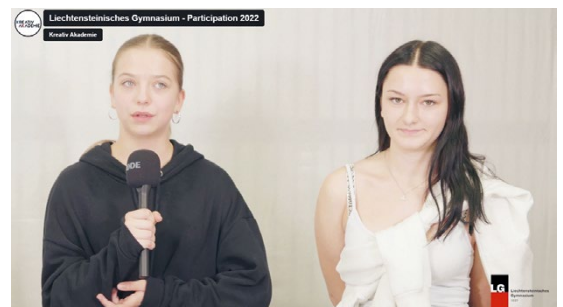
"Yes, I'd like to participate more, but at present I don't have enough time to take part in an SOS, unfortunately."

Sarah, 4th grade



"Not at present, because I have a lot of stress at school with all the tests."

Korbinian, 6th grade



"I'd like to participate more, but often I don't have the time or don't feel like it because I don't know how I can really participate actively, or I don't really see what it'll bring for the future. But if there were something that I know will have an effect, I would participate."

Nina, 4th grade



"I'd like to participate more, particularly when it comes to the prices in the student cafeteria. I'd like to create a group where we can propose things that we'd like to do, such as a roller skating club."

Jonathan, 1st grade

To also take account of the adults' perspective, we invited several teachers, our school's social worker and our principal to interviews. The focus fell on the following questions:

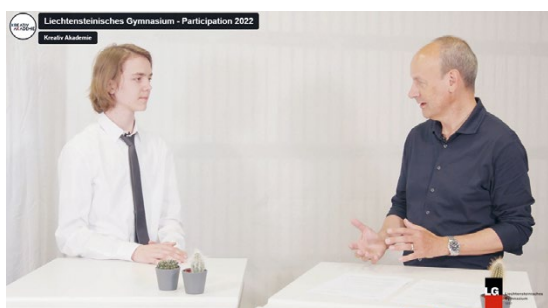
—  
**What opportunities for participation currently exist at the school?**

—  
**How are these opportunities for participation used?**

—  
**What ideas do you have for the future?**



## Do we experience and live participation at our school?



"I have an example of participation: The wooden tables in the square, that was an idea of the learners. They started an architecture project and thought about how to make the square better and more attractive, and came up with the idea to install wooden tables. This was good, because the square isn't very pretty. Where can you sit? You can really only sit on the ground. So they built the wooden tables themselves and installed them. To me, this is an excellent example of participation. These tables are now in the square, which is much prettier than before! And this brings me back to your question. I think there are already opportunities for participation at the school, and if you want to use these, they are good."

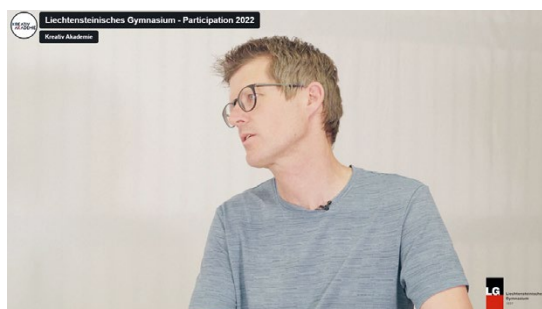
E. Nägele, principal

—  
"Yes, there are some limits in terms of content. The curricula stipulate certain things. But it should definitely be possible to choose formats they like when designing individual teaching units, such as presentations."

St. Schmidle, mathematics and geography teacher

"There are two dimensions. One is the school as an old-fashioned hierarchical structure where adults teach children and assess their performance. And the other dimension is this co-determination aspect, which has now also been integrated into the school ordinance. This makes participation as it is interpreted into something contradictory, and it doesn't always work. On the other side, Liechtenstein is a very rich country where young people already have a lot. Young people who are very busy with studying, hobbies and social media, and this gives you the feeling that they already have a lot to keep them busy, and are sometimes even stressed. This is when participation and even the entire political mindset get lost in the shuffle."

A. Heeb, school social worker



"For me, the question is about co-determination and taking part in the decision-making process. I believe that the learners have co-determination, they can give inputs and their opinion is welcomed. But I also think that they don't have a say in the decision-making process. This means that learners should have co-determination, that they're not only asked about their opinion but can also take decisions. And this doesn't happen."

M. Zerlauth, geography and English teacher



## Is participation important at all?



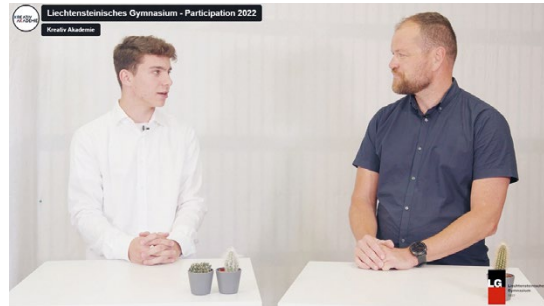
"I think it's important for everybody to feel that they can determine something in life. This is important at school too, as school is really about the learners and it would be great if they could be involved in determining how it's organized and what happens there."

M. Derungs, history and English teacher

"Yes, I think it's important as this would improve the motivation of the learners in my class, and motivated young people learn better and more easily. On the greater stage this doesn't only apply to my classes. If the state wants responsible citizens, it has to start giving them possibilities for making decisions at an early age. This can or should happen at school, so that later on we have citizens who can take well-founded decisions and who also trust themselves to take such decisions, and who act with self-confidence and look at things critically. They will then also be willing to invest in the well-being of the general public."

M. Zerlauth, geography and English teacher

"I think it's very important for the learners to say what they want and to contribute creative ideas. It's very important that they are heard and that their needs are documented. It's difficult some-

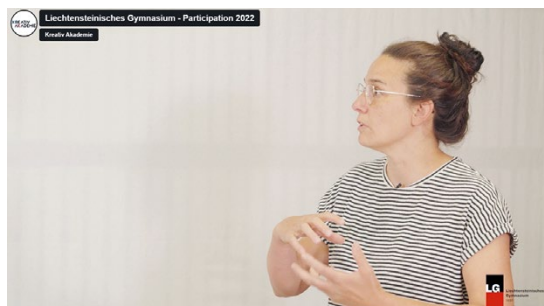


times to implement these, but it's important to me that there are platforms where they can express their opinions. I think that there are learners who are enthusiastic, who commit to things that interest them and capture their attention. And I think that they also have some success. They achieve things that ultimately change the school. Sometimes it's a little more slowly than we'd like, but things are happening."

S. Schmidle, mathematics and geography teacher



## More co-determination in the future?



"I get the feeling that the right of co-determination is always a co-determination obligation. For example, if a break room is requested, one should also think about who will clean and take care of this room. It's not just a right to have co-determination, i.e., 'we want more, more, more!' There's also an obligation to say we want to have co-de-

termination, but we also have to accept responsibility for something."

A. Heeb, school social worker

"I've thought long and hard about the word 'give.' Can I give co-determination? I would like to discuss this with you sometime. I came to the conclusion that you can give co-determination, but that you can also want co-determination. I think that in what you're doing today, you actively engaged with the topic and made this topic your own. You didn't ask me. That's good. And this is why, for me, the word 'give' has a dimension where learners wait passively for the principal or the school to give them something. That's one option. But I think it's also good if the learners actively want something."

E. Nägele, principal



**We've now asked many questions  
and listened to many answers.  
What's our conclusion?**

"As you can see, some learners have really interesting ideas. The question is, however, can these ideas also be implemented? There are already some vehicles and opportunities for participation. And there are also some requests and wishes of learners that can't be respected. So there are some vehicles for participation that would have to be changed or adjusted to keep the learners happy while ensuring a constructive future for Liechtenstein Gymnasium."

Raphael, moderator

**"... So there are some vehicles for participation that would have to be changed or adjusted to keep the learners happy ...."**

# Our ParticipationDay in Schaan

**Project team**

Lower and middle school learners

**Municipality of**

Schaan

**Supported by**

*infoklick.ch*, association for child and youth  
promotion

**Contact person**

Daniel Walser, [daniel.walser@schaan.li](mailto:daniel.walser@schaan.li)

## Children's Conference



The Children's Conference took place at the Schaan village school on April 11, 2022. All lower and middle school learners attended. They worked in groups, divided by classes. As the Schaan village school works with groups of children of different

ages, the age bandwidth was relatively big. The *Trip to my Kingdom* story was used to introduce us to the topic. We were motivated to work in small groups on "everything you would like to have in your community if you were the king of Schaan." Ideas were collected by way of discussion, drawings, photographs and crafts. The results achieved by the groups were then presented to the whole group (per class), discussed and assessed. All projects were allocated to specific topics for an exhibition in the school's corridors. The winning projects formed part of a special presentation. This gave us the opportunity to look at the projects again and to form an own opinion. Two days later, the best projects of the school were chosen in an online voting procedure. These projects will provide the foundation for the next ChildrensParticipationDay.

## Our ideas for Schaan



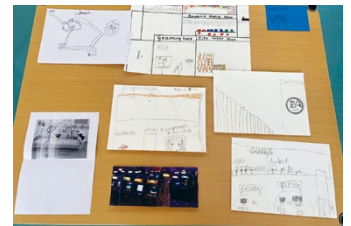
**Environment and nature**  
More climate-friendly, less traffic (more bicyclists), nature conservancy, more meadows and forests, less waste, more recycling



**Design of school and schoolyard**  
Artificial lawn; climbing gym; new toys; more colorful, new table-tennis tables; air freshener for toilets



**Museum**  
Crystal museum, Ancient Egypt



**Gaming**  
Gaming hall, shop, e-sport center



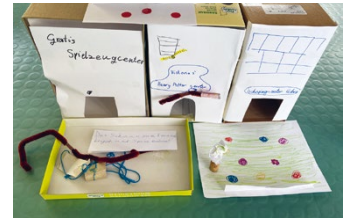
**Playground**  
Indoor playground, pirate ship on the playground, climbing center



**Night out and partying**  
Children's disco

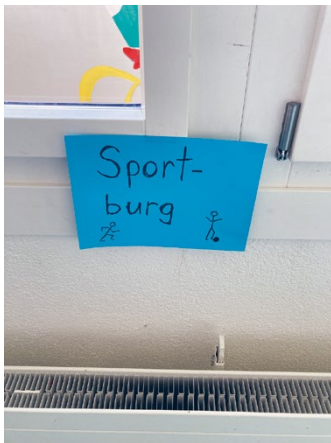


**Sport and exercise**  
Renovation of skatepark, open sports hall, tennis court, bike court, indoor area with artificial lawn, go-kart track, swimming pool, climbing gym, skating rink



**Miscellaneous**  
Ski lift in Schaan, cinema, underground train from Schaan to Planken, library, vibrant Schaan with meeting point, laboratory for inventions and surprises, toy center, Harry Potter house, shopping mall

## Our winning group projects



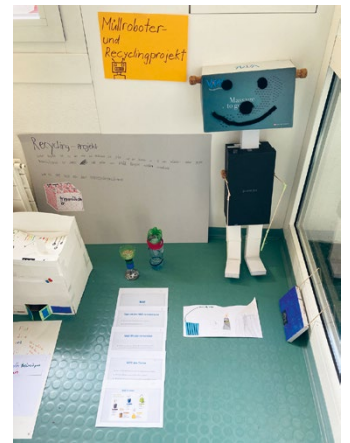
**Sports Castle**



**Water Park**



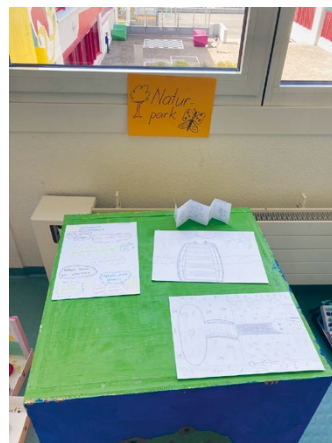
**Zoo**



**Waste Robot & Recycling**



**Laser Day**



**Nature Park**



**School Dog**



**Children's Casino**



**Tree House**



**Trampoline Park**



## ChildrensParticipationDay

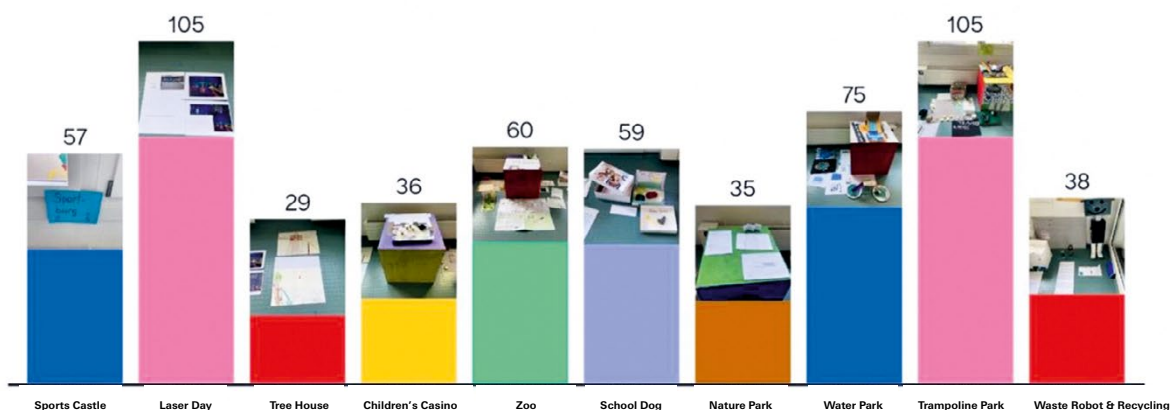
On Saturday, June 11, 2022, around twenty children attended the ParticipationDay. While the Children's Conference took place during school hours, attendance at this event was voluntary. After a short introduction we could decide on which project we wanted to continue working. We decided in favor of four different projects. With the support of the group leaders and a number of specialists, the proj-

ects were fleshed out with sketches and we looked for realistic solutions. At this event too, we presented our work to the rest of the group. After the presentations we had to decide which project we would like to help implement. Three projects will likely be continued. The event closed with a shared lunch.



### ChildrensParticipationDay on Saturday, June 11

Mentimeter



## Laser Day project

### How should the project be driven forward?

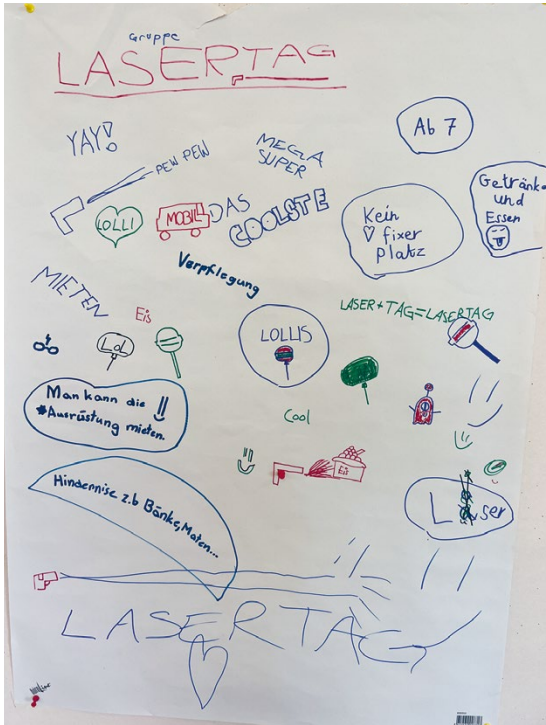
As a first step, plan an individual event (pilot), see how much interest there is and whether something like this should be offered regularly. This pilot event should be assessed.

- Establish a project group (who will act as the leader?) → Equals event organization committee consisting of adults and children
- Plan meeting to start the project → Next steps can be defined at this meeting
- What must the project group do? → How can we be involved in this process?



### What else needs to be clarified?

- Has anyone made any experiences with Laser Day? (e.g., ask Youth Work)
- Could there be any alternatives? (e.g., Nerf tournament)
- Where could the event be held?
- What budget is available? Do the costs have to be covered externally (e.g., foundations)?
- What security measures are needed?
- Who is responsible for the catering?



Projektberatung, Projektförderung

**Projektskizze**

	Was brauchen wir?	Was können wir selbst beitragen?	Was fehlt uns?	Was können wir über?
<b>2</b>	<ul style="list-style-type: none"> <li>Handel/Personal (= Regeln)</li> <li>...was bekommt alles</li> </ul>	<ul style="list-style-type: none"> <li>Unterstützung / Platzbedarf</li> <li>Zeit der Schulen</li> </ul>		
<b>3</b>	<ul style="list-style-type: none"> <li>Elektrizität</li> </ul>			
<b>4</b>	<ul style="list-style-type: none"> <li>Ausrüstung</li> <li>Kassette</li> <li>NIED</li> <li>Handgriffe</li> <li>Verklebung</li> <li>(Handgriffe)</li> </ul>	<ul style="list-style-type: none"> <li>Dinge die keine sammeln</li> <li>Dinge bauen &amp; sammeln</li> </ul>		
<b>5</b>	<ul style="list-style-type: none"> <li>Druck</li> <li>Drucker</li> </ul>			<ul style="list-style-type: none"> <li>Was können wir das sammeln</li> </ul>

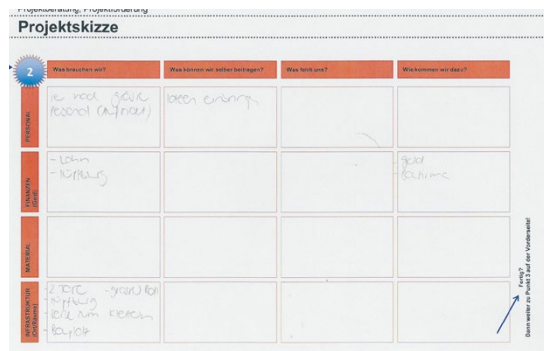
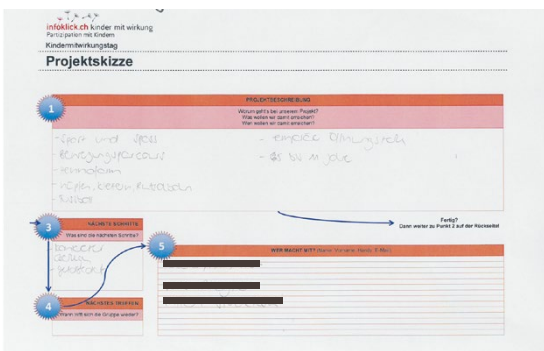
Quelle: www.projektberatung.ch

## Sports Castle project

### What are the next steps?

Clarify basic question: As only two children signed up for this project, could the Sports Castle group maybe form a project group together with the Trampoline Park group? The Sports Castle ideas could easily be implemented as ancillary offers for those who can't use the trampoline. Or vice versa, the trampoline idea could be integrated into the Sports Castle.

The general question is whether a type of open sports hall (e.g., manned on Sunday afternoon, similar to the "Halle für alle" (hall for everybody) with many fun sport offers managed by *aha* for young people) wouldn't in fact cover the need. For example, bubble soccer could also be offered here. It's also possible that the Trampoline Park as well as the Laser Day (e.g., if a Nerf tournament should be planned) could be integrated into the open sports hall.



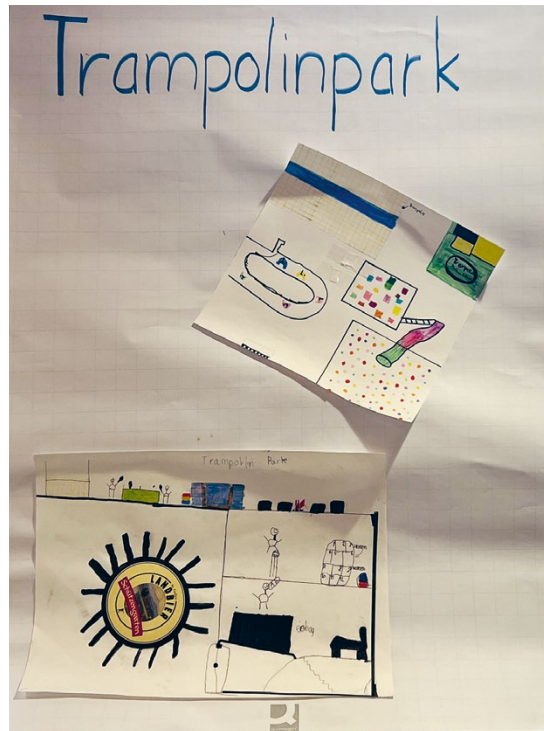
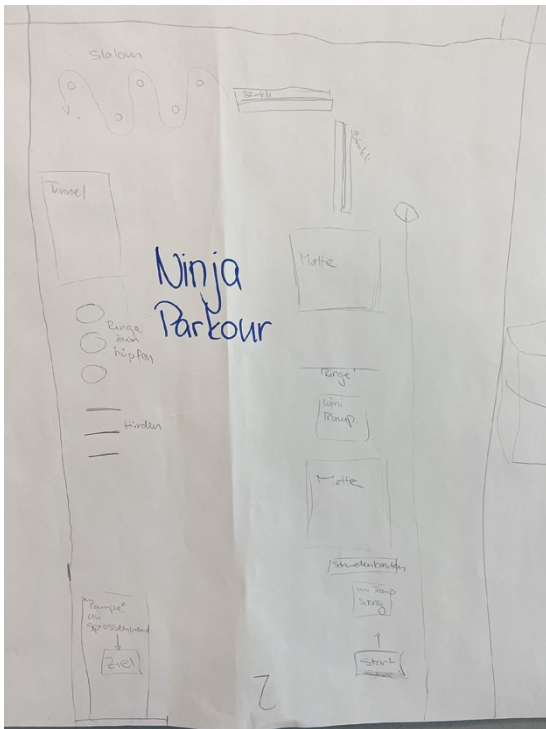
# Trampoline Park project

## How should the project be driven forward?

- Establish a project group (who will act as the leader?) → Equals event organization committee consisting of adults and children
- Plan meeting to start the project → Next steps can be defined at this meeting
- What must the project group do? → How can we be involved in this process?

## What else needs to be clarified?

- Has anyone made any experiences with children and trampolines? (e.g., ask sports teachers, gymnastics club)
- When would the sports hall be available?
- What trampolines are available?
- Check out any mobile solutions: Costs? (ask caretakers)
- What budget is available?  
Do the costs have to be covered externally (e.g., foundations)?
- What security measures are needed?
- Who is responsible for the catering?



**Projektskizze**

	Was brauchen wir?	Was können wir selber beisteuern?	Was fehlt uns?	Wie kommen wir dazu?
<b>PERSONEN</b>	jud. für Betreuung Kiosk Auf- und Abbau-Team Betreuung Helfer:innen?	helfen beim Auf-/Abbau Freiwillige Helfer:innen		Klasse, Lehrpersonen, Gemeinde, Familie, Schule
<b>PLATZ</b>	Trampoline und evtl. aus der 3. oder 4. Etage	Gemeinde/Schule		
<b>HAUPTZIEL</b>	2 von 3 Teilen der Turnhalle	Gemeinde/Schule		

Quelle: weiter zu Punkt 3 unter 'Vorbereitung'

**Projektskizze**

**1. Projektziele**

1. Unser Projekt ist ein temporärer Trampolinpark/Halle.
2. Wir wollen Trampolin springen ohne zu weit 40 Minuten hin zu fahren.
3. Kinder, Jugendliche und Eltern.

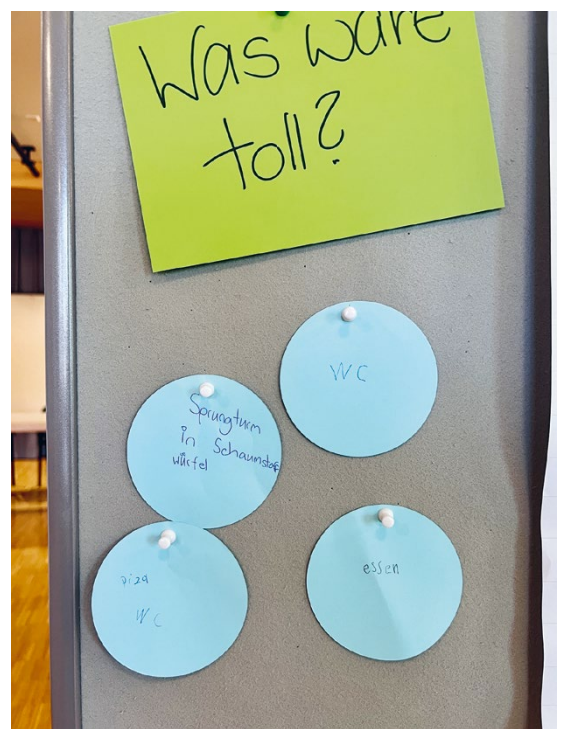
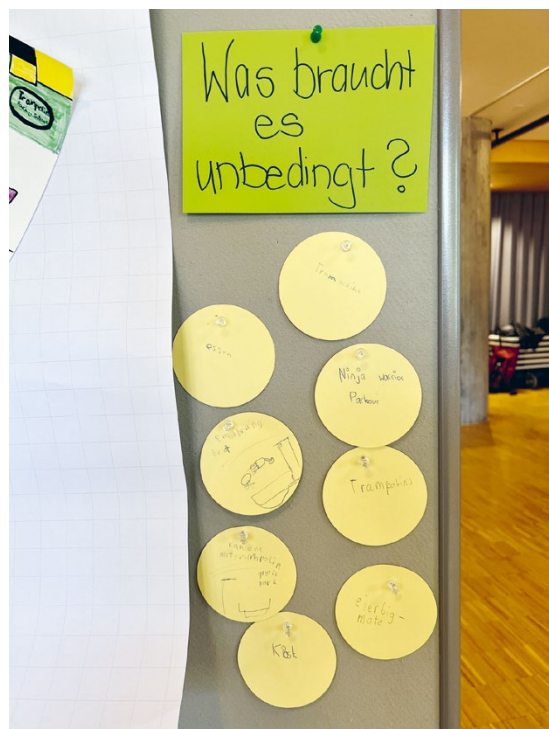
**2. Projektziele**

**3. Projektziele**

**4. Projektziele**



- viel Wasser
- Rutschbahn
- reiches Wasser
- Sprungbrett (tiefer Wasser)  
↳ Turm
- Rutsch-Plane
- Wasserspritze / Wasserspiele
- wie beim Kappeli-Spielplatz (Buchs)
- Truplin pul
- Tire us & gumi
- Pul mit sand
- TV pul pool





## Our feedback to the ParticipationDay in Schaan

### How did you experience this day?

"I enjoyed it. It was fun."

—

"Working on the project was stimulating."

—

"This day was very cool."

### What did you like, and what not?

"I liked almost everything, except that they mentioned the court scribe."

—

"I liked everything, in particular the breakfast and lunch."

—

"I liked everything."

—

"I found the way that we had to talk to one another very interesting."

—

"I liked everything except that some people acted like idiots. (And didn't think realistically.)"

### What outcome do you expect of this day?

"I think that many things will be done."

—

"I expect things to be implemented."

—

"That everybody is satisfied."

—

"I expect that something will be implemented."

### What do you think is needed for children to be heard and to be able to have a say?

—

"Adults should listen to children more."

—

"Having another ParticipationDay."

—

"That the children should be asked."

—

"Attentive adults who can also implement things."

**"The ParticipationDay was very cool :). You also had to think realistically, and it was fun."**



## Our feedback to the ParticipationDay in Schaan

### What other wishes/concerns would you like to submit?

"That the skatepark be renovated."

"I would wish that one or two things are implemented. And a warm thank-you from me."

"The ParticipationDay was interesting, particularly how people talked to one another and the fact that you also had to think realistically. It was fun! We now need attentive adults who can make sure that at least one or two things are implemented. Thank you for this day!"

Girl, middle school e, 10 years

—

"The day was very cool. I now wish that people would ask children what they think in future and that everybody is satisfied. The skatepark in particular should be renovated."

Boy, middle school e, 11 years

—

"It was a fun and enjoyable day. We liked everything, and the project work was interesting. We now expect the projects to be implemented, and think that the adults should listen more to children. We need more such ParticipationDays."

Learners, middle school c, 9 to 10 years

# Our ParticipationDay in Triesen

**Project team**

Primary school learners

**Municipality of**

Triesen

**Supported by**

*infoklick.ch*, association for child and  
youth promotion

**Contact person**

Nicole Felix, [nicolefalk@adon.li](mailto:nicolefalk@adon.li)

triesen 

*mein lebens(t)raum*



## Children's Conference

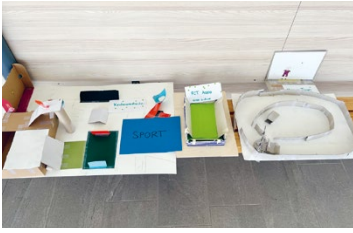


The first Children's Conference took place in Triesen on May 20, 2022. The event was held during school hours with all primary school learners. After the welcoming address by the mayor, the vice-principal and the representative of *infoklick.ch*, who supported the process, we joined our group leaders on a "fantasy trip to my kingdom." This trip took us to a castle with an enormous treasure chest containing all the wishes for our childhood in Triesen. We could take everything from this chest that we'd like to have in our community if we were king or queen of the village.

We were then given the opportunity to apply all our creativity to our wishes and dreams. We sometimes worked in groups, sometimes individually, using many different materials to prepare our proj-

ects. The adults saw with how much energy, imagination and total engagement we approached this task. All the projects were exhibited in the school's corridors and presented by us. All the children had the opportunity to view these projects and to prepare for the voting. We could then choose two personal favorites from among the projects. The winning projects were Water Park, Trampoline Park, Donuts, Indoor Swimming Pool, School Dog, Running Eat, Legoland, Recreation Park and Kiosk. These winning projects were discussed and fleshed out at the ChildrensParticipationDay.

## Our ideas for Triesen (by subject)



### Sport

e.g., racing track, go-kart track, football arena



### Environment

e.g., recycling, less environmental pollution, fewer construction sites



### Animals

e.g., playground for dogs, animal zone in Triesen, zoo



### Food

e.g., shared lunch at school, student cafeteria with 5-star chef



### Playground design

#### Toys

Wish for a big toy shop in Triesen, house with toys



### Ideas for houses

e.g., children's house, playhouse, house of dream professions (e.g., to investigate different professions), community center, house of friendship, etc.



### School and schoolyard design

e.g., school uniform, free choice of subjects after break, tree house at school, solar power, comfortable chairs, zoo in the break area



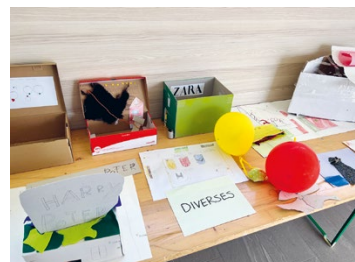
### Toys

Wish for a big toy shop in Triesen, house with toys



### Miscellaneous

e.g., peace balloons, Harry Potter museum, cableway to upper village



## Our winning group projects



Donuts



Running Eat



Trampoline Park/Hall



Recreation Park



Indoor Swimming Pool



Kiosk



Water Park/Lake



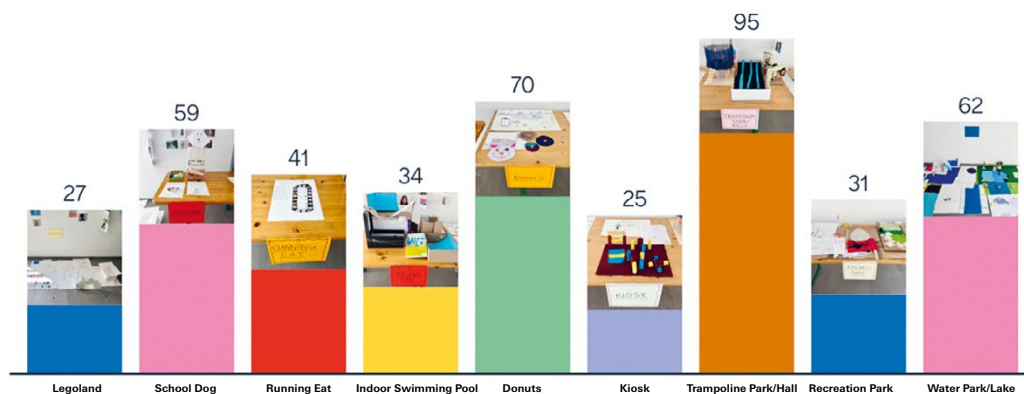
School Dog



Legoland

## ChildrensParticipationDay on Wednesday, June 1

Mentimeter



## ChildrensParticipationDay on Wednesday, June 1



Fifty-eight children registered voluntarily with the primary school to take part in the ChildrensParticipationDay that took place on Wednesday, June 1, 2022. After a shared lunch in the Triesen hall, we continued to work on the winning projects. As there was no further interest in the Legoland, Recreation Park and Kiosk winning projects, these were not pursued further. With the support of spe-

cialists, we developed specific projects at the Children's Conference, which could later be implemented jointly. We did not build castles in the air while talking to the adults, but talked about realistic and fundable projects. The event ended with an ice cream for all and a dance lesson where a professional dancer taught us about dance choreography.

# Water Park project

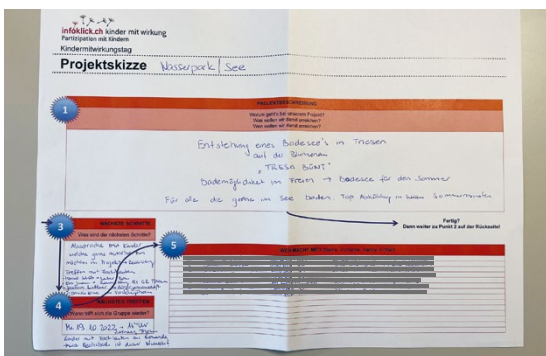
## What next?

- Establish a project group consisting of adults and children (who will act as the leader?)
- Plan meeting to start the project: Define the next steps at this meeting
- What must the project group do?  
How can the children be involved in this process?



## To be clarified

- Has anyone made any experiences in this regard? (e.g., ask Gamprin municipality)
- Could there be any alternatives? Check out any mobile options: Costs? (e.g., water slide)
- Who is responsible for spatial planning and must be involved in the process?
- What budget is available?  
Do the costs have to be covered externally (e.g., foundations)?
- What security measures are needed?



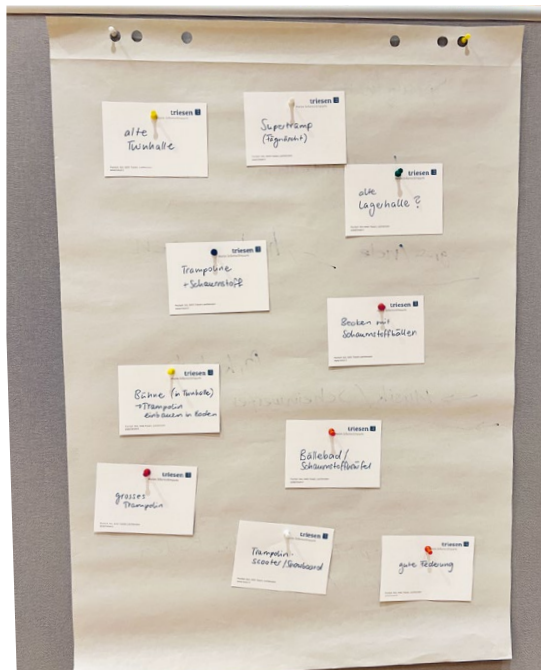
Projektberatung, Projektförderung				
Projektskizze				
	Wasserpark	Wasserpark See	Wasserpark See	
1. Zielsetzung	- Bauelemente / Anbau / Gärten - viele Spielplätze	- Räume planen - Bauelemente - soziale Kommunikation - Spielplätze - "Garten tags" - viel Grün - viel Wasser	Wasserpark für eine Projektgruppe - von Kindern - für Kinder - in der Gemeinde - in der Gemeinde	Projektziele in der Gemeinde Gemeinde
2. Zielsetzung	Die Gemeinde Trägerin sein → für alle Kinder	Sammel- von Geldern → Stiftung, etc.	Projektorganisation - Kinder, Eltern - Lehrpersonen	Diese muss sicher Spendenkonto haben
3. Zielsetzung	- Bauelemente - Spielplätze - Gärten - Wasser - Spielplätze - Gärten - Spielplätze	Gestaltung der Landschaft und der Pflege	den und alle Mitarbeiter für die Gemeinde	Projekt und Budget muss von der Gemeinde geplant werden
4. Zielsetzung	Für alle Kinder Spielplätze - Spielplätze - Gärten - Spielplätze	Gestaltung der Landschaft und der Pflege	Projektziele - von Kindern - für Kinder - in der Gemeinde - in der Gemeinde	Diese muss sicher Spendenkonto haben

## Trampoline Park project

### What next?

As a first step, plan an individual event (pilot), see how much interest there is and whether something like this should be offered regularly. This pilot event should be assessed.

- Establish a project group (who will act as the leader?). Equals event organization committee consisting of adults and children.
- Plan meeting to start the project: Define the next steps at this meeting
- What must the project group do? How can the children be involved in this process?



### To be clarified

- Has anyone made any experiences with children and trampolines? (e.g., ask sports teachers, gymnastics club)
- When would the sports hall be available?
- What trampolines are available?
- Check out any mobile solutions: Costs? (ask caretakers)
- What budget is available? Do the costs have to be covered externally (e.g., foundations)?
- What security measures are needed?
- Who is responsible for the catering?

## Donuts (Dunkin' Donuts) project



### What next?

- Project meeting (who will act as the leader?)
- Draft a letter together with the children
- Reply? Maybe something will emerge in cooperation with Dunkin' Donuts, which would be cool for the kids, but which deviates from their original idea (visit to factory etc.)



Projektkonzeption, Projektförderung			
Projektskizze			
2	1	3	4
Dunkin' Donuts	Plan zwischen bekommen		
Küche? Geschäft?			Hier von Kind anfragen

# Indoor Swimming Pool project

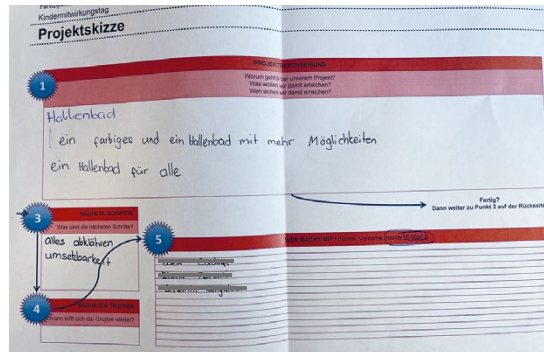
## What next?

- Establish a project group consisting of adults and children (who will act as the leader?)
- Plan meeting to start the project, where next steps can be defined
- What must the project group do?  
How can the children be involved in this process?



## Important

- The number of ideas for this project still have to be reduced! Rather an idea that can be implemented than many unfeasible ideas.
- Clarify with the swimming pool.



2	Wie realisieren wir das?	Wie können wir unsere Idee umsetzen?	Was kostet das?	Wohin können wir das machen?
Bademeister reinigungspersonal				
ca 80'000	Spendenaktion Wahntachtsbasar	Geld Materiale		Gemeinde fragen
Ballen Bretchen Bücher Bücher Gegenstromanlagen Liegestühle		alles		



## School Dog project

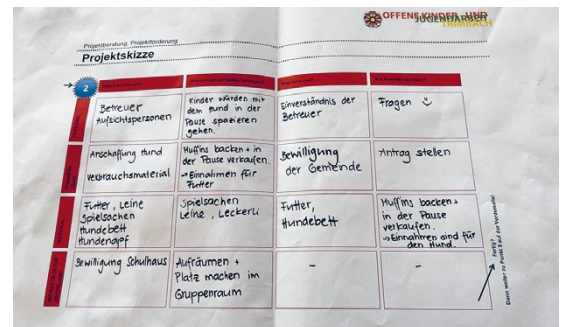
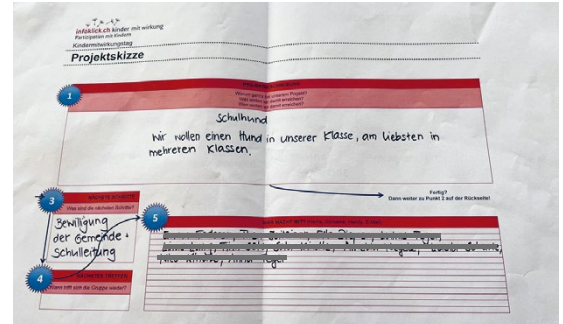
### What next?

- Establish a project group consisting of adults and children (who will act as the leader?)
- Plan meeting to start the project: Define the next steps at this meeting
- What must the project group do? How can the children be involved in this process?

- What budget is available?  
Do the costs have to be covered externally (e.g., foundations)?
- What security measures are needed?
- Who is responsible for feeding the dog?

### To be clarified

- Have experiences been made with a school dog? (ask other schools)
- How can the tasks of taking care of the dog be organized?
- What should be the objective? What impact should the school dog have?



## Running Eat project

### What next?

- Organize a cultural day with different dishes for the children to try out and for the adults to buy.
- Establish a project group consisting of adults and children (who will act as the leader?)
- Plan meeting to start the project: Define the next steps at this meeting
- What must the project group do?  
How can the children be involved in this process?

### To be clarified

- Is there an association for integration or another organization in Triesen that might be interested in offering such a cultural day? Women's association, mothers' association, etc.?
- What budget is available?  
Do the costs have to be covered externally (e.g., foundations)?
- What security measures are needed?







## Our feedback to the ParticipationDay in Triesen

"Everything was great, I can't name anything I didn't like. I think that our project will be implemented."

Girl, 2nd grade

"If I could wish for anything more, I would wish for school uniforms in Liechtenstein's colors."

Girl, 2nd grade

"I really liked the group work, it was quite cool. Our trampoline hall idea is sure to be successful."

Boy, 2nd grade

"I didn't like the noise, but working in a group was great."

Girl, 3rd grade

"The ChildrensParticipationDay was good because we worked in a group and I like thinking about food."

Girl, 2nd grade

"Something like today is needed for us children to be heard. I'm also sure that our idea will be implemented."

Boy, 3rd grade



"Something like what we did today is good so that us children can get a voice. But I generally find that they listen to us quite well."

Boy, 4th grade

# Thank you

In the first instance, our thanks go to all the children and young people who participated in whatever form and actively contributed to Liechtenstein's Children's Report. This report could only be realized through their engagement and willingness to share their ideas and experiences and contribute their talents.

Children and young people need adults who give them the space they need to act out their creative thinking and enable participatory vehicles for children and young people. We therefore also owe a great thank-you to all organizations, communities, associations and specialists who initiated and pushed ahead with the projects. Their support provided children and young people with a special platform for sharing their opinions, ideas, wishes and concerns.

"For the future,  
I wish that all  
children in this  
world have  
the same right  
to art and cul-  
ture as we do."

"KUNSCHT" project group

