



iO1 Country Report  
Principality of Liechtenstein

GIVE – Guidance for  
Individual Vocations in  
Europe

GIVE – Guidance for Individual Vocations in Europe  
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# 1. Introduction

## 1.1. What is at stake? (compiled by coordinator)

Boundaryless careers (working simultaneously for multiple employers in multiple projects in a short sequence) in digitalised labor markets, the rise of the platform economy as digital matchmakers, boosts an ongoing trend towards (enforced) self-reliance and self-optimisation of modern employees.

Persons performing these new forms of labor are coined “**ENTREEMPLOYEES**” (Pongraz 2003). Today entrepreneurial labor is most easily to depict in forms of labor such as crowd workers and on-demand workers of the platform economy as well as solo self-employed, but also takes shape within conventional employment by focusing on self-governance (e. g. management by objectives) and removing all traditional boundaries with regard to time, space, content and qualification. These new forms of labor involve opportunities such as career entry points and flexible working conditions, but also challenges of self-control and self-marketing.

Reduced regulations and job security makes them risky for persons with few resources and low qualification leading to the establishment of a disadvantaged sub-group of entreployees, the “**SELF-ENTREPRENEURIAL DAY LABORERS**” (Voß 2003), a new group of working poor.

The spread of entreployees entails a transformation of the concept of vocation. While the Fordist model of employee is built on a concept of vocation, characterised by rigidly standardised qualifications and basic work virtues, the post-Fordist entreployee has his very own “**INDIVIDUAL VOCATION**” (Voß 2003): a personalized model of specific competence and experience, integrated in a rationalized, though individual, way of life. This new type of labor is not replacing the Fordist model of employee altogether. In many fields of work the typical occupational employee still dominates. But especially in sectors representing modern capitalism such as IT, media, culture, consulting, research and training as well as in the service economy entreployees are to be found in large numbers, heralding a changing relationship between providers and users of human labor characterised by an increase of casualization and, of course, also influencing the situation of employees in normal employment (comp. Crouch 2019).

The spread of new forms of labor and vocational identities are a challenge for educational guidance. It is not enough anymore to support clients in choosing and starting their career and in switching jobs. Guidance has to empower a new, very diverse client group to perform their individual vocations or move on to more stable forms of employment.

## 1.2. The Erasmus+ Project “GIVE – Guidance for Individual Vocations in Europe”

Responding to the challenge sketched out above, the Erasmus+ funded project "Guidance for Individual Vocations in Europe" (2019-2021) aims at fostering an innovative and inclusive offer of educational and vocational guidance by supporting guidance practitioners as well as policy maker to:

have a firm understanding of the rise of new forms of labor, the resulting transformation of the concept of vocation and the impact of these developments on educational guidance, know how to access persons conducting new forms of labor (entreployees) as new target groups for guidance, have appropriate counselling tools for these new target groups at hand and adapt their policies to this challenge at structural and strategical level.

The project is conducted by a European consortium consisting of institutions with long standing expertise in the field of educational guidance, labour (market) and education policy, discontinuous career biographies, policy analysis, consulting, scientific research and developing (web based) learning solution:

- ÖSB Studien und Beratung gemeinnützige GmbH (AT) – coordinator
- bbb Büro für berufliche Bildungsplanung (DE)
- i-smARt Trust reg. (LIE)
- Vyzkumny ustav prace a socialnich veci (CZ).

### 1.3. Objective and structure of the CR

The present country report documents the current status of new forms of labor and their effects on the labor market of Liechtenstein. To establish a common understanding about the new forms of labor, the object of investigation will be introduced first, followed by a brief outline of the Liechtenstein labor market. Since Liechtenstein and Switzerland form a customs and monetary union, a look across the border to Switzerland is given. Therefore, the cross-border interaction between education and business is exemplarily demonstrated and applied for the training as a vocational and career counselor. Finally, the resulting challenges for educational guidance and the existing approaches to tackle these challenges in Liechtenstein are presented.

## 2. Situation and trends of new forms of labor in Liechtenstein

### 2.1. Defining the object of investigation

In recent years we have witnessed the emergence of, and growth in, forms of labor, different to the standard employment relationship (full time dependent employment). Unfortunately, the scientific discourse lacks a clear cut definition or at least a shared understanding of what constitutes “new forms of labor”. Consequently, these new forms are coined: “new forms of work” or “new forms of labor” or “new forms of employment”.

In the paper at hand, our definition of “new forms of labor” is guided by the definition of international and European sources, for reasons of comparability:

The OECD (2019) states in a recent report the following “new forms of work”, as receiving most policy attention in 44 selected countries of the OECD, EU and G20:

- Platform work: Matching customer and clients by means of a virtual platform (most commonly cited)
- Self-employment with a special focus on “fals/bogus self-employment” and own-account workers (self-employed workers without employees)
- Fixed-term & temporary work
- Variable hours contracts: Contracts that include a clause stating that hours worked can vary from one week to the next

Based on the “indicators” (Eurofound 2015, 4/5:

- Relationship between employers and employees different from the established one-to-one employment relationship
- Provision of work on a discontinuous or intermittent basis

- Networking and cooperating arrangements between self-employed
- Place of work other than the premises of the employer
- Strong or prevalent support of ICT

Eurofound (2015, p 4-9) defined the following “New Forms of Employment”:

- Employee sharing: An individual worker is jointly hired by a group of employers (excluding work agency)
- Job sharing: A single employer hires two or more workers to jointly fill a specific job
- Interim management: A worker is hired for a temporary period of time by an employer with employee status rather than that of an external advisor
- Casual work: Irregular on-demand work
- ICT-based mobile work: Workers operating from various possible locations supported by ICT. Different from traditional teleworking, being even less “place-bound”
- Voucher-based work: The employment relationship is based on a voucher rather than an employment contract
- Portfolio work: Multiple small jobs/contracts for a large number of clients
- Crowd employment: Platform matched work
- Collaborative employment: New cooperation models among self-employed

Not all of these new forms of labor are to be found in all European country on a relevant scale. For the country report at hand, we focus on the most prevalent and well documented forms in Liechtenstein.

## 2.2. Trends of new forms of labor in Liechtenstein

Liechtenstein is a small country with a high economic performance. The economic centre is dependent on recruiting skilled workers abroad. This forms the basis for some special features of the labour market in Liechtenstein, such as the high employment rate, low unemployment rate (2.1% in July 2020, long-term trend), or the very high proportion of cross-border commuters. The majority of employees work in the service sector (61.9%) and in industry (37.4%) and agriculture (0.6%). A special picture shows the staffing of the new jobs created in the past 20 years with commuters from abroad and with a share of over 80%.<sup>1</sup>

Today, the employment of persons engaged in the new forms of labor is not yet common in Liechtenstein. These are only few individual cases. However, the “Digital Agenda Liechtenstein”<sup>2</sup> discusses as possible fields of action and solutions for the near future with the creation of legally secure foundations for the new digital economies, like the associated optimal conditions and the necessary efficient basic infrastructure to support digital business models of the future.

Additionally, two changes are emerging in the labour market that indicate some movement in Liechtenstein: the increase in self-employment and the increase in part-time employment. Nevertheless, the trend towards the creation of new employment opportunities, such as in the home office or in flexible working time models, was noticeably accelerated by the corona crisis. Currently, it is not predictable which forms will establish themselves in the Liechtenstein labor market in the long-term and to what extent.

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<sup>1</sup> Source: Liechtenstein Office of Statistics, Employment Statistics 2018, <https://www.llv.li/files/as/beschaeftigungsstatistik-2018.pdf>

<sup>2</sup> Source: Digital Agenda Liechtenstein 2019, <https://www.regierung.li/digitale-agenda-liechtenstein>

### *A look across the border to Switzerland*

Liechtenstein and Switzerland form a customs and monetary union. Although the economy of Liechtenstein is largely independent of the Swiss economy, many aspects are directly influenced by Switzerland, such as education and health care. It is therefore necessary to look at developments of new forms of labor in Switzerland in the same way and to identify possible trends and implications for Liechtenstein.

Based on the report of the Swiss Federal Council on the effects of digitisation on employment and working conditions - opportunities and risks from November 2017, the spread of platform-based forms of work in Switzerland is hardly ever recorded directly in existing statistics. For this reason, the spread of platform economies cannot be measured directly at present, but can only be estimated using various indicators. However, these suggest that the share of platform employment is likely to be very low (see Table). For example, dependent gainful employment is still the dominant form of work in Switzerland, with a share of around 85%.

Other indicators must also be considered, e.g. the proportion of short, fixed-term employment contracts, the proportion of self-employed persons, the spread of on-demand work as well as employment with several employers. With regard to atypical forms of work, such as on-call work, there has been no increase over the past few years. While in the 2nd quarter of 2005 around 6.4% of those in employment did work on demand, in the 2nd quarter of 2016 it was still 5.0%. The proportion of self-employed people has also lost importance. Their share decreased from 8% in 2005 to 6.7% in 2016. In the case of employment contracts limited to less than six months, on the other hand, the proportion rose slightly from 1.9% in 2005 to 2.5% in 2016. An increase can also be observed among those in employment with several employers. In 2005, around 6.5% of those in work stated that they had several employers. At around 7.7%, the proportion is still relatively low in the 2nd quarter of 2016. It can be assumed that there is no direct connection with digitization, as the increase has been rather weak, especially since 2010.

Overall, it can be stated that paid employment in Switzerland is still the dominant form of work. No clear trends can be identified with regard to atypical forms of work. According to a recent Internet survey on the spread of crowdwork in Switzerland, of the 2,000 Internet users surveyed, around one in ten people does crowdworking every week. For the majority of the crowdworkers surveyed, platform work is not the main source of income: three out of four crowdworkers use the gig economy as a sideline at most. Crowdwork is the only source of income for a small minority of the online population. Since the survey was conducted exclusively among Internet users, generalizations for the general population are difficult. Accordingly, the results of the online survey should be interpreted with caution. The existing indicators and the qualitative assessments by experts currently point to the minor importance of crowdworking and work-on-demand via the Internet in Switzerland.

In general, it can be seen that the new forms of work that have arisen as a result of digitization in Switzerland and in many western industrialized countries are still at the beginning of their development. However, the strong growth potential and the possibility of expansion into new industries are occasionally pointed out. But there are also various indications that there are limits to the importance of crowdwork and work-on-demand via apps / internet - as well as conventional self-employment: For example, companies v. a. in knowledge and technology-intensive areas an interest in retaining know-how and technologies within the company. Furthermore, local service provision remains necessary for many activities, which clearly limits the potential of crowdwork. Ultimately, legal imponderables can also slow the spread of platform economies.

With regard to the growth potential of platform employment, weighty differences between the industries are found: While the potential of the platform economy is assessed as rather small in the industrial sector, contracts to freelancers and self-employed people in the media and graphics industry and in the IT sector have long played an important role. In these areas, the emergence of digital technologies is only changing the type of order placement, which can increasingly also be done via platforms. What is new is that platforms can lead to a greater range of external contract awards and increase competition. In addition, new forms of work emerged in other industries, for example in the transport industry or in IT customer service. To what extent these models will prevail and expand to other industries is currently still open.

#### *Conclusions:*

New employment opportunities through innovative business models and more flexible working conditions are conceivable, but so far insufficiently documented. Also with regard to an increase in atypical and precarious employment relationships, no clear trend can be identified.

#### *Personas / Examples:*

##### **Own account work: Sabia, 36 years old**

Sabia is a translator with French mother tongue. She worked for a Liechtenstein trust company for more than 12 years, but now she is no longer employed due to internal restructurings. Actually, she is expecting her first child, but will become a single parent.

Today, she is looking for orientation on the job market and the ability to combine work and family. From time to time she can help with schoolwork or give extra lessons in school, and sometimes she receives orders from companies, but nothing is really long-lasting and nothing is financially sustainable. In addition, the market is literally flooded with translators living abroad, none of whom have to cope with the high cost of living in Liechtenstein and can therefore offer their fees much more cheaply.

Motives for guidance: Sabia is looking for a solution to achieve financial security for herself and her child on the one hand, and on the other hand to allow herself a particular amount of freedom to raise her children.

Title of a possible offer: „Fight for survival of the self-employed: Living standards in the global competition.”

### 3. Resulting challenges for educational guidance in Liechtenstein

In Liechtenstein, the profile of guidance counsellors in the field of vocational, academic and career guidance differs from that in Austria, Germany and the Czech Republic, where there are various ways to enter the field of career guidance, some of which require prior experience in career guidance.

The vocational, study and career counsellors working in Liechtenstein all complete their training in Switzerland, where there are three renowned institutions for the training of professionals in vocational, study

and career counselling, the University of Bern, the University of Applied Sciences Northwestern Switzerland, and the Zurich University of Applied Sciences. These universities of applied sciences or universities offer a two-year Master of Advanced Studies in vocational, study and career counselling. In Liechtenstein and Switzerland, this training is legally obligatory in order to be entitled to bear the title of "professional, study and career counsellor". The training follows an elaborated curriculum that provides counsellors with the skills necessary for their professional activities. Building on this, the Swiss Service Centre for Vocational Education and Training and Career Guidance ([www.sdbb.ch](http://www.sdbb.ch)) offers a wide range of further training courses, which build on the two-year training course mentioned above and prepare guidance counsellors for any trends and particularities in everyday working life.

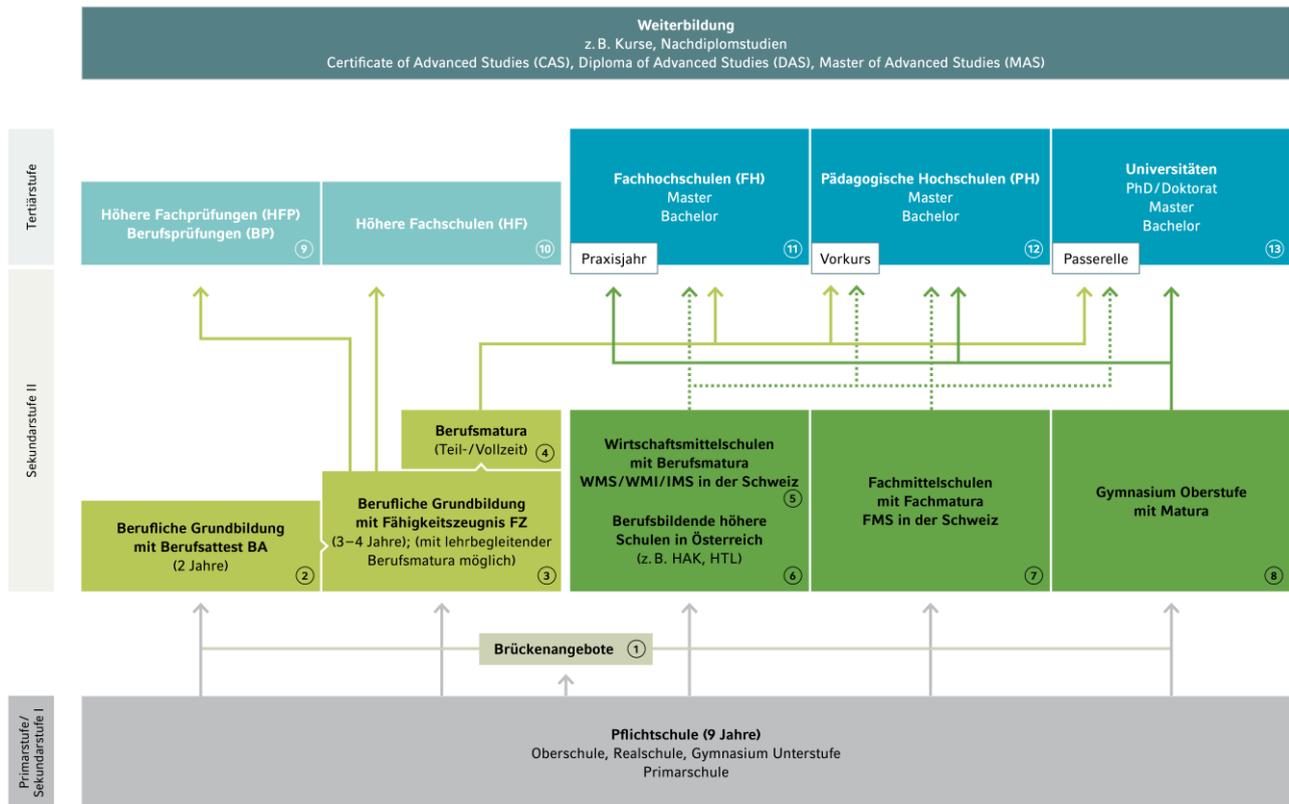
The main challenges for guidance counselling with regard to new consulting topics and new target groups and for Liechtenstein are briefly summarized:

- The current, comfortable situation on the labor market makes it difficult to penetrate the relevant offices with the topics of this working group.
- In order to be able to intervene at an early stage in the training of career counsellors, this must be done through the educational institutions in Switzerland.

## 4. Existing approaches to tackle the challenges in Liechtenstein

*The educational guidance system in Liechtenstein*

## Bildungswege nach der Pflichtschule / Liechtenstein



### 1 Brückenangebote

Die meist einjährigen Angebote dienen dazu, sich nach der Pflichtschulzeit gezielt auf eine berufliche Ausbildung oder weiterführende Schule vorzubereiten. Mögliche Brückenangebote sind beispielsweise das Freiwillige 10. Schuljahr oder der Gestalterische Vorkurs der Kunstschule Liechtenstein.

### 2 Berufliche Grundbildung mit Berufsattest (BA)

Die zweijährige berufliche Grundbildung (Lehre) richtet sich an Jugendliche, die eher praktisch begabt sind. Nach Absolvierung des Berufsattests ist in der Regel ein Einstieg in das zweite Lehrjahr der beruflichen Grundbildung mit Fähigkeitszeugnis desselben Berufes möglich.

### 3 Berufliche Grundbildung mit Fähigkeitszeugnis (FZ)

Je nach Beruf dauert die berufliche Grundbildung (Lehre) drei oder vier Jahre. Bei sehr guten schulischen Leistungen kann parallel zur Lehre die Berufsmatura erworben werden.

### 4 Berufsmatura

Nach Abschluss einer Lehre kann an der Berufsmaturitätsschule in Liechtenstein die liechtensteinische Berufsmatura absolviert werden. Dies geschieht entweder über die einjährige Vollzeitvariante oder alternativ über die zweijährige Teilzeitvariante. Die liechtensteinische Berufsmaturität berechtigt zum Studium an allen Fachhochschulen, Hochschulen und Universitäten in Liechtenstein und Österreich, sowie an allen Fachhochschulen in der Schweiz.

### 5 Wirtschaftsmittelschule / Informatikmittelschule

Die Wirtschaftsmittelschule (WMS / WMI) und die Informatikmittelschule (IMS) sind schweizerische Vollzeitschulen auf der Sekundarstufe II. Sie verbinden Allgemeinbildung mit berufsbezogener Ausbildung. Die Abschlüsse berechtigen zu einem prüfungsfreien Übertritt an die entsprechenden Fachhochschulen (Wirtschaft und Informatik) und gelten zudem als Fähigkeitszeugnisse für die Berufe Kaufmann / Kauffrau und Informatiker / Informatikerin.

### 6 Berufsbildende höhere Schule

Berufsbildende Höhere Schulen (BHS) in Österreich vermitteln berufliche Qualifikationen und vertiefte Allgemeinbildung. In Vorarlberg ansässige Berufsbildende Höhere Schulen sind die HAK, HTL, Tourismusschulen, BAfEP und HLW. Die Berufsbildenden Höheren Schulen dauern fünf Jahre und schliessen mit einer Maturität, sowie einem Berufsdiplom ab. Der Abschluss berechtigt zum Studium an allen Universitäten und Fachhochschulen in Österreich, im jeweiligen Fachbereich sind auch Studien an Fachhochschulen und Universitäten in der Schweiz und Liechtenstein möglich.

### 7 Fachmittelschule

Die Fachmittelschulen (FMS) in der Schweiz bereiten in den Berufsfeldern Gesundheit, Soziales, Pädagogik, Musik oder Gestaltung auf eine Berufsausbildung an höheren Fachschulen (dreijährige Fachmittelschulausbildung) oder Fachhochschulen (vierjährige Fachmittelschulausbildung inklusive Fachmaturität) vor.

### 8 Gymnasium

Die gymnasiale Matura erlaubt die direkte Zulassung zu Universitäten und Pädagogischen Hochschulen in Liechtenstein, der Schweiz und Österreich. Die Zulassung zu Fachhochschulen ist je nachdem mit praktischen Zusatzleistungen verbunden.

Nach dem Erwerb einer gymnasialen Maturität kann eine verkürzte berufliche Grundbildung (Lehre) absolviert werden. In gewissen Fällen kann auch ein direkter Einstieg in eine HF-Ausbildung möglich sein.

### 9 Berufsprüfungen (BP) und Höhere Fachprüfungen (HFP)

Bei Berufsprüfungen (BP) und Höheren Fachprüfungen (HFP) handelt es sich um Weiterbildungen, welche der fachlichen Vertiefung und Spezialisierung von Berufsleuten dienen. Voraussetzung ist ein Fähigkeitszeugnis (FZ) oder eine andere gleichwertige Qualifikation sowie mehrjährige Berufserfahrung. Die Vorbereitung auf die Prüfungen findet in der Regel im Rahmen von berufsbegleitenden Kursen statt.

### 10 Höhere Fachschulen (HF)

Die Bildungsgänge HF sind praxisorientiert und vermitteln in erster Linie Fachkenntnisse des jeweiligen Bereichs. Sie verbinden theoretische und praktische Ausbildungseinheiten. Personen mit einem Fähigkeitszeugnis (FZ) oder einer anderen gleichwertigen Qualifikation können die Bildungsgänge entweder in einer zweijährigen Vollzeit- oder in einer drei- oder vierjährigen berufsbegleitenden Variante absolvieren.

**11 Fachhochschulen (FH)**

Fachhochschulen (FH) bieten praxisbezogene Studiengänge und Weiterbildungen auf Hochschulstufe an. Oftmals sind an Fachhochschulen Vollzeit- sowie Teilzeitstudien möglich.

**12 Pädagogische Hochschulen (PH)**

An den Pädagogischen Hochschulen (PH) erfolgt die Ausbildung von Lehrpersonen für die Vorschulstufe (Kindergarten) und die Volksschule (Primarschule; Real- und Oberschule).

**13 Universitäten**

Universitäten sind Hochschulen mit Promotionsrecht, die der Pflege und Entwicklung der Wissenschaften durch Forschung, Lehre und Studium dienen. Die Studien an Universitäten sind in der Regel als Vollzeitstudien aufgebaut.

**Praxisjahr**

Eine einjährige Arbeitswelterfahrung schafft für Personen mit einer gymnasialen Maturität die Voraussetzung für Studiengänge an Fachhochschulen.

**Vorkurs**

Der allgemeinbildende Vorkurs für die Zulassung zum Studium an Pädagogischen Hochschulen in der Schweiz ist für Personen verpflichtend, die weder über eine gymnasiale Matura noch über eine Fachmaturität Pädagogik verfügen.

**Passerelle**

Eine Ergänzungsprüfung, welche es Personen mit einer Fach- oder Berufsmaturität ermöglicht, ein Studium an der Universität zu absolvieren.

*One example of the training for career and guidance counsellors:*

Master of Advanced Studies (MAS) ZFH in Berufs-, Studien- & Laufbahnberatung (70 ECTS) at the ZHAW – Zurich University of Applied Sciences:

The MAS consists of four CAS courses and the master module. The further education can be completed as a whole or in modules.

- CAS Interdisciplinary perspective on the world of work (15 ECTS)
- CAS Diagnostics & Counselling in the Working World (15 ECTS)
- CAS Fields of Advice in the World of Work (15 ECTS)
- CAS Fields of Consultation in an Organisational Context (12 ECTS)
- Master module (13 ECTS)

Furthermore, the training includes practical experience of at least twelve weeks (in different consulting contexts and organizations).

## 5. Stakeholder Analysis

The goal of this stakeholder analysis is to strategically consider all project-relevant actors and stakeholders and to specify how to involve them. Which actors in your country will be directly or indirectly involved in the project and the project activities?

Stakeholder	Interests in the project	How to target this stakeholder within the project and dissemination?
Amt für Berufsbildung und Berufsberatung (Office for vocational training and career guidance)	Information sharing and support	Personal & E-Mail contact with the head of the office;
University Bern University Fribourg	Information sharing	Personal & E-Mail contact with the study management; Personal & E-Mail contact with the study management;
FHNW – University of Applied Sciences and Arts Northwestern Switzerland	Information sharing	Personal & E-Mail contact with the study management;
University Lausanne	Information sharing	Personal & E-Mail contact with the study management;
ZHAW – Zurich University of Applied Science, Winterthur	Information sharing	Personal & E-Mail contact with the study management;
Berufsberatung.ch (Informationsportal der Berufs-, Studien- und Laufbahnberatung)	Information sharing, dissemination support	Personal & E-Mail contact with the editorial office;
Profunda Suisse: Schweizerischer Verband der Fachleute für Laufbahnentwicklung	Information sharing	Personal & E-Mail contact with the section management;
AGAB: Vereinigung der Fachleute für Beratung und Information im Mittel- und Hochschulbereich	Information sharing	Personal & E-Mail contact with the section management;
FFBB: fachverein freischaffender berufsberaterinnen und be- rufsberater	Information sharing	Personal & E-Mail contact with the section management;
SGLP: Schweizerische Gesellschaft für Laufbahn- und Perso- nalpsychologie	Information sharing	Personal & E-Mail contact with the section management;

