

RESOURCE LIBRARY

LEGISLATION AND RIGHTS FOR PEOPLE WITH DISABILITIES

PROJECT RESOURCES

- **European Commission (no date) *EUROBAROMETER: Discrimination in the EU in 2012*. Available at:**
http://ec.europa.eu/public_opinion/archives/ebs/ebs_393_fact_mt_en.pdf
Research comparing opinions from Malta with the EU27 on the perceptions of discrimination, policies for combatting discrimination, awareness of victim's rights and views about equal opportunities in employment
- **Employment & Training Corporation (2010) *Job Bridge*. Available at:**
<http://etc.gov.mt/Page/91/job-bridge.aspx>
Job Bridge is a pre-employment programme based on the Supported Employment Method. It is targeted for jobseekers with intellectual disability between the ages of 16 to 25 and who have completed compulsory education.
- **Kummissjoni Nazzjonali Persuni b'Diżabilità (2012) *Research*. Available at:**
<http://www.knpd.org/Issues/research.html>
On this page, you can find information about research that has been conducted about disabled people in employment.
- **Justice Services (no date) *CHAPTER 413: EQUAL OPPORTUNITIES (PERSONS WITH DISABILITY) ACT*. Available at:**
<http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8879>
The equal opportunities for persons with disabilities act aims to remove discrimination of disabled people in the workplace.
- **KUMMISSJONI NAZZJONALI PERSUNI B'DIŻABILITÀ (2013) *UNCRPD Disabled People's Advisory Committee*. Available at: www.knpd.org/pubs/pdf/DPAC TOR 20130227 MT .pdf**
There is a broad concept of disability, such as a person with hearing impairment, a person with mobility impairment, a person with visual impairment, a person with intellectual impairment, a person with mental health issues, a person with specific learning difficulties, a person with epilepsy, a person with chronic illness, a person with multiple impairments, a person with hidden impairments.

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- **Parliamentary Secretariat for Health (2014) *A National Health Systems Strategy for Malta 2014-2020: Securing our health system for future generations*. Available at: https://health.gov.mt/en/CMO/Documents/alert_nhss_eng.pdf**
Chronic Medical Condition: a medical condition which a. fails to respond to medical treatment; b. is ongoing or consistently recurring; c. requires palliative treatment; d. requires long periods of medical supervision; e. has no known cure; f. leads to permanent disability; g. is caused by changes to the body which cannot be reversed; h. requires you to be specially trained or rehabilitated; non-communicable-diseases (associated with obesity, unhealthy lifestyle and ageing); and cancer (Malignant neoplasms).
- **National Commission Persons with Disability (2012) *The current situation of disabled persons with challenging behaviour in Malta: Promoting the social inclusion of disabled persons with challenging behaviour*. Available at: <http://www.knpd.org/pubs/20120918ESF3105execsumENG.pdf>**
This research is a detailed study of the quality of life of disabled persons with challenging behaviour. Disabled persons who have challenging behaviour are among those who are most at risk of exclusion from society, education and training, and the labour market.

EXTERNAL RESOURCES

- **European Equality Law Network (2015) *Malta*. Available at: <http://www.equalitylaw.eu/country/malta>**
Provides details about all relevant Maltese laws regarding non-discrimination in the workplace.
- **United Nations Convention on the Rights of Persons with Disabilities (2014) *Implementation of the Convention on the Rights of Persons with Disabilities - Initial reports submitted by States parties under article 35 of the Convention: Malta*. Available at: <https://www.gov.mt/en/Government/Press%20Releases/Documents/pr150271a.pdf>**
This report has been prepared in accordance with the Committee's Guidelines on treaty-specific document to be submitted by State parties under article 35 paragraph 1 of the Convention on the Rights of Persons with Disability (CRPD/C/23).
- **Ministry for Education and Employment (2014) *The National Employment Policy*. Available at: <http://education.gov.mt/employment/Documents/EMPLOYMENT%20POLICY%20DOC%20sml.pdf>**

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Chapter 11 focuses on Initiatives for Persons with Disability. This chapter looks at past as well as current schemes used in Malta to include disabled people in the workplace.

- **Farrugia, N. (no date) *Issues related to disability and equality – state obligations and an agenda for action: A fieldworker’s view*. Available at:**

<http://www.euroinfo.ee/malta/pdf/21.pdf>

This paper looks at the expectations covering all aspects of equal opportunities. Many of these are being addressed, but many are also not being taken to a level where real difference can be achieved.

- **Parlament Ta Malta (no date) *NATIONAL REPORT ON STRATEGIES FOR SOCIAL PROTECTION AND SOCIAL INCLUSION 2008-2010: MALTA*. Available at:**

www.parlament.mt/file.aspx?f=6525

Part 2 of the report focuses on the National Action Plan on Social Inclusion, looking at the key challenges, priority objectives and targets.

- **Vallejo, C. and Dooly, M. (2008) *Educational Policies that Address Social Inequality - Country Report: Malta*. Available at:** <http://www.epasi.eu/country-reports/malta.cfm>

This report looks at the historical overview and impact on social and educational disadvantage and summarised educational disadvantage in Malta nowadays.

- **The Federation of Organisations for Persons with Disability (MALTA) (no date) *Implementation of the UN Convention on the Rights of Persons with Disabilities*. Available at:** <http://www.internationaldisabilityalliance.org/sites/disalliance.e-presentaciones.net/files/public/files/UPR17-MFOPD%20report.odt>

This report looks at the practical implementation of the United Nations Convention on the Rights of Persons with Disability as ratified by the Government of Malta in 2012.

- **Academic Network of European Disability Networks (Maria Victoria Gauci) (2011) Available at:** <http://www.disability-europe.net/countries/malta>

The Academic Network of European Disability experts (ANED) was established by the European Commission in 2008 to provide scientific support and advice for its disability policy Unit. In particular, the activities of the Network will support the future development of the EU Disability Action Plan and practical implementation of the United Nations Convention on the Rights of Disabled People. The website includes country reports for Malta

- **International Disability Alliance (IDA) (no date) *Suggestions for disability-relevant questions to be included in the list of issues for Pre-sessional Working Group, CRC***

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61st Session. Available at:

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=12&ved=0ahUKEwjD0_icJ_LAhXlCwKHWyJB5I4ChAWCDgwAQ&url=http%3A%2F%2Fbinter.net.ohchr.org%2FTreaties%2FCRC%2FShared%2520Documents%2FMLT%2FINT_CR_C_NGO_MLT_13926_E.doc&usg=AFQjCNEuilSgrbrlP13FATrosFSZ6JY4Gg&bvm=bv.115339255,d.bGs

This document highlights the key legal points in the inclusion of disabled people in employment and society and included suggestions for the list of issues, based on references to persons with disabilities to be found in the State reports submitted to the Committee on the Rights of the Child.

- **Parliamentary Secretariat For Rights Of Persons with Disability and Active Ageing, National Commission Persons With Disability & Kunitat Azzjoni Lejn Soċjetà Ġusta (no date) Available at:**

<https://activeageing.gov.mt/en/Documents/Book%20design%20english.pdf>

It should be acknowledged that persons with disability in Malta and Gozo, still face an uphill struggle to find their rightful place in society. The National Policy on the Rights of Persons with Disability attempts to address various themes with the ultimate goal, not only of improving the quality of life of persons with disability and their families, but also of ensuring that they are treated at par with non-disabled people.

- **Kummissjoni Nazzjonali Persuni b'Dizabilità (2010) National Policy on Disabled Persons and Employment. Available at:**

<http://www.knpd.org/pubs/pdf/Employment%20Policy%20EN.pdf>

Maltese society believes firmly in respecting the dignity of each person, without distinction or discrimination, and in the provision of equal opportunities for every citizen. This can only be achieved when every individual citizen is fully included in the country's social, cultural and economic development. Therefore, in keeping with the spirit of mainstreaming, these principles should directly inform decision making in the employment sector.

- **Justice Services (no date) Employment and Industrial Relations Act. Available at:**
<http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8918>

Legislation stating that employers can't discriminate based on disability

- **Gatt, A. (no date) Protection of Disabled People under Maltese and European Law. Available at:** <http://www.euroinfo.ee/malta/pdf/20.pdf>

This article looks at how disabled people are protected under European law.

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- **Camilleri, I. (2012) *Malta praised for its special needs integration*. Available at: <http://www.timesofmalta.com/articles/view/20120711/local/Malta-praised-for-its-special-needs-integration.428039>**

This article is about Malta's inclusive education system for people with special needs and compares its successfulness to other EU nations. The article also explains that in some cases, disabled people are deprived of educational and employment opportunities altogether and they frequently leave school with few or no qualifications.

- **Burlo, E.T (2010) 'Inclusive education: a qualitative leap', *Life Span and Disability*, XIII (2), pp.203-221.**

This article aims at joining the debate triggered off by Vianello & Lanfranchi's (2009) article published in *Life Span and Disability*, 12 (1), 41-52. The Author highlights the situation of Inclusive Education in Malta and backs Vianello and Lanfranchi's hypothesis that children with intellectual impairment gain more when educated in ordinary settings. The importance of implementing inclusive education in a 'good enough' way with ordinary teachers fully engaged with all their students, including those with intellectual impairment, has been highlighted. The Author discusses the importance of empowering and supporting educators to include all their students in their ordinary classrooms and providing them with the necessary support, without creating structures which could lead to the teacher's disempowerment and the students' segregation and eventual exclusion. If inclusive education is such a powerful tool for the development of children, not educating children in an inclusive environment could be seen as an abuse (an educational system's abuse) on the children whose development it is duty bound to facilitate.

- **National Commission Persons with Disability (KNPD) (2007) *Rights, not charity: Guidelines towards an inclusive society and a positive difference in the lives of Maltese and Gozitan disabled people*. Available at: http://knpd.org/pubs/pdf/dritijietmhuxkarita_e.pdf**

The 'Rights, not charity' manual was undertaken as a project on the occasion of the 2007 'European Year of Equal Opportunities for All' and is sponsored by funds allocated for this Year by the Maltese Government and the European Union. This manual is divided into two sections. In the first section, the manual explains and promotes the social model of disability, as opposed to the medical model. If we eliminate as many of the social obstacles as possible, we will be facilitating total inclusion. This means that we need change in society (attitudes, physical environment, dissemination of information, the way we communicate) to eliminate discrimination against disabled people.

- **Callus, A.-M. (2014) 'From 'for' to 'of': a typology of Maltese disability organisations', *Disability & Society*, 29(1), pp.1-15.**

The main aim of this article is to adapt the Typology of Disability Organisations that Oliver devised, and subsequently developed further in 1990, to a different context, in this case the Maltese disability sector. The paper first traces the history of the disabled people's movement and presents Oliver's Typology, which makes a clear distinction between organisations for and of disabled persons. The article then highlights the main characteristics of the Maltese disability sector and develops the Typology of the organisations operating within that sector. It shows how it is non-disabled people that are mostly in control of disability organisations, and suggests ways in which there can be a stronger movement towards the development and strengthening of disabled people's organisations. The article shows how Oliver's Typology can be used flexibly and adapted to various contexts. It also shows how drawing up a Typology of Disability Organisations can shed light on the environment within which these organisations operate, identifying areas of strength and possible areas for growth.

RECOMMENDATIONS

PROJECT RESOURCES

- **Agenzija Sapport (2012). *Overview*. Available at:**
<http://fsws.gov.mt/en/sapport/Pages/overview-sapport.aspx>
Aġenzija Sapport is committed to enhance the quality of life of persons with disability through innovative personalised support, expertise, and advocacy.
- **Calleja, C. (2012) *Work for the disabled*. Available at:**
<http://www.timesofmalta.com/articles/view/20120613/local/Work-for-the-disabled.424046>
This article demonstrates that people with disabilities can work just as effectively as people who do not have an impairment.
- **Employment & Training Corporation (2010) *Persons in Disadvantaged Situations*. Available at:**
http://etc.gov.mt/Category/3/43/Persons_in_Disadvantaged_Situations.aspx
All the services we offer, including Work Exposure Schemes and mainstream training programmes, are available to all persons in disadvantaged situations; however, our Inclusive Employment Services are specifically designed to help disadvantaged individuals who have a harder time finding work.

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- **Kummissjoni Nazzjonali Persuni b'Diżabilità (KNPD) (2012) Available at:** <http://www.knpd.org/>
The National Commission Persons with Disability is committed to rendering Maltese society an inclusive one, in a way that persons with disability reach their full potential in all aspects of life, enjoying a high quality of life thanks to equal opportunities. In fulfilling this mission, KNPD works in order to eliminate any form of direct or indirect social discrimination against persons with disability and their families while providing them with the necessary assistance and support. Their website provides information about Maltese legislation, the services of the KNPD, issues and awareness raising and has their own resources database.
- **Job Accommodation Network (no date) *Accommodation and Compliance Series: Job Coaching in the Workplace*. Available at:** <https://askjan.org/topics/jobcoaching.htm>
Job coaches are individuals who specialize in assisting individuals with disabilities to learn and accurately carry out job duties. Job coaches provide one-on-one training tailored to the needs of the employee.
- **British Association for the Person Centred Approach (2015) *What is the Person-Centred Approach*. Available at:** <http://www.bapca.org.uk/about/what-is-it.html>
Originally described as non-directive, this therapy moved away from the idea that the therapist was the expert and towards a theory that trusted the innate tendency (known as the actualising tendency) of human beings to find fulfilment of their personal potentials.
- **Linebaugh, M. (2016) *How Sheltered Work Affects Social Security Disability*. Available at:** <http://www.disabilitysecrets.com/resources/disability/how-sheltered-work-affects-social-security-dis>
Sheltered work is work done by people with disabilities under special supervision and is geared towards providing disabled people with the basic skills needed to work in the general economy.
- **The World Bank Group (2016) *Social Inclusion*. Available at:** <http://www.worldbank.org/en/topic/socialdevelopment/brief/social-inclusion>
The World Bank defines social inclusion as the process of improving the terms for individuals and groups to take part in society.
- **Investing in your Future (no date) *ESF 3.62: ME2 - Integration of Persons with a Disability in the Labour Market*. Available at:** <https://investinyourfuture.gov.mt/project/equal-opportunities/me2-integration-of-persons-with-a-disability-in-the-labour-market-33947765>
A summary of the ME2 project, outlining its purpose, objectives and results.

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EXTERNAL RESOURCES

- **[Bartolo, P.A. \(no date\) *The move towards a more inclusive system in Malta \(details\)*. Available at: <http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=283>](http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=283)**
This website provides details about the relevance, aims, context as well as issues and challenges of inclusion in Malta. The implementation process, key outcomes and lessons learnt as well as evaluation and future development are also discussed.
- **Bartolo, P.A. (2010) 'The process of teacher education for inclusion: the Maltese experience', *Journal of Research in Special Educational Needs*, 10(1), pp. 139–148**
This paper discusses major challenges for the development of teacher education for inclusion through an analysis of relevant recent experience in Malta. Inclusion in society and in education has been explicitly on the Maltese national agenda for the past two decades. The Faculty of Education of the University of Malta has been one of the main actors of the inclusion initiative and has also taken a European initiative through the recent co-ordination of a seven-country, 3-year European Union Comenius project on preparing teachers for responding to student diversity. This paper is based mostly on the reflective experience of the author at the Faculty of Education over the past several years. A brief picture of the Maltese education system is followed by a description of the challenges that have been encountered in the promotion of inclusion. These include the development of a rights-based approach to the education of persons with disability and the widening of its application to all minority or disadvantaged groups, and the impact of political and social contexts on the development of inclusive schools. These developments are then related to intertwined initiatives for teacher education for diversity that were further influenced by the leadership of deans and heads of the department in the faculty of education. Finally, four current issues are highlighted, namely: the strategic balance between the education of specialist educators and that of all teachers for diversity, and between specific and infusion models for such education, and, finally, the pedagogic balance between the academic and experiential learning about inclusion, and between the theory and practice of inclusive teaching.
- **Cardona, G.C. (2013) 'Overcoming disabling barriers: disability and attitudes to disability within the Maltese context: an insider's perspective', *Disability & Society*, 28 (2), pp. 279-284**
This article explores the way a number of disabled people and a parent of a disabled child living in Malta, a small island in the Mediterranean, look at their daily experiences of disability and talk about what changes they would like to see in Maltese society for them to feel more equal and included. While participants

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acknowledge that much progress has been made in terms of inclusion, they still feel that there are still disabling attitudes that are posing limits to their choices. Lacking a true disabled people's movement, disabled people express the need for more unity within the disabled community. Even if the article offers hope for the development of a grassroots disabled people's movement, this possibility remains inconclusive – but the report does offer hope for future action.

- **Sultana, R.G. (1998) 'Education and Social Cohesion in a Micro-State: The Case of Malta', *Education and Society*, 16(1). pp. 3-14**

This article sets out to explore the contribution that education can make to social cohesion in a democratic society. Particular reference is made to the challenge faced in this regard by the small Mediterranean state of Malta, where in the past decade and a half a number of measures have been adopted with the hope of intensifying solidarity between citizens. The discussion is placed within a context which does justice to the specificity of Malta, and particularly to the characteristic features of small scale and homogeneity, and how this impacts on any consideration of social inclusion and integration. The article concludes by arguing that selecting, differentiating and channelling structures continue subverting the educational process, and create the conditions for the marginalisation and exclusion of specific groups of students.

- **Buhagiar, MA & Tanti, MB (2011) 'Working Toward the Inclusion of Blind Students In Malta: The Case of Mathematics Classrooms', *Eğitimde Kuram ve Uygulama (Journal of Theory and Practice in Education)*, 7 (1), pp.59-78**

Basing ourselves on a case study in which one of us successfully taught mathematics to an adult blind student on a one-to-one basis and her more recent positive experience of teaching a blind student within a regular classroom, we try to shed light on the mathematics education of blind students and the ramifications that this carries for the inclusion of blind students in mathematics classrooms. The ensuing discussion is embedded within the inclusion discourse that is gradually evolving in educational spheres. Our paper ultimately carries a message of hope: not only can blind students learn mathematics and get certified for it, but it seems that they can also do so within a normal classroom situation.

- **Cardona, G.C. (2011) *Inclusive education: a special right?* Commonwealth Education Partnerships. Available at: <http://www.cedol.org/wp-content/uploads/2012/02/Gordon-Cardona-article.pdf>**

We need to make a further shift in how we perceive the role of education. We have to conceive educational institutions as not simply a preparation for work but as an opportunity for children to appreciate human diversity and build positive characters and social values. Indeed, while there are many things I learned from my non-

disabled peers at school and beyond, I hope that I also contributed to their experience and indirectly helped them enrich their lives.

- **Agius Ferrante, C. (2012) *A case study of inclusion and diversity: a whole school approach using the social model of disability*. Doctoral thesis, Northumbria University. Available at: http://nrl.northumbria.ac.uk/8772/1/agius-ferrante.charmaine_phd.pdf**

This thesis evaluates the experiences of a Maltese school that decided to embrace the philosophy of inclusion. It provides a synthesis of knowledge about the processes of inclusive education, derived from the experience of the main stakeholders in the school. The main research question being: “What changes does the implementation of the Social Model of Disability that focuses on abilities and skills rather than labelling and deficit have on a school population?”

- **Employment and Training Corporation (ETC) (2007) *Peer Review – Assisting the Disadvantaged Groups Malta, May 10-11 2007: Summary of the Peer Review meeting*. Available at: http://pdf.mutual-learning-employment.net/pdf/MT%2007/Malta_07_summary%20report.pdf**

The key goals of the Mutual Learning Programme are to enhance the transferability of the most effective policies within key areas of the European Employment Strategy and to encourage stakeholders to promote a wider and more effective dissemination of information about the European Employment Strategy and its implementation. This particular review in Malta helped addressing the Employment Guideline No. 19 with a special focus on inclusion of the disadvantaged people into the labour market.

- **Clough, P., Nutbrown, C. & Page, J. (Eds.) (2012) *Researching Early Childhood Education: Voices from Malta*. Sheffield: The University of Sheffield.**

The publication of this collection of research essays focuses on various aspects of early childhood education in Malta, including living with disabilities such as Down’s syndrome

- **Camilleri, M.A. & Camilleri, A. (2015) ‘Education and social cohesion for economic growth’, *International Journal of Leadership in Education*, pp.1-15.**

Relevant theoretical underpinnings suggest that higher education, continuous professional development and training provide numerous opportunities for societal advancement. This contribution posits that interventions in the realms of education can play a significant role in shaping key performance indicators for laudable social outcomes. It suggests that education leadership may contribute to create a fair, just and equitable society for all. This article discusses how education fosters social cohesion. This paper sheds light on Malta’s National Reform Programme in order to

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meet the European Union's (EU's) 2020 strategy. It presents an assessment of the economic, social and environmental situation in Malta. The smallest EU state is pursuing its policy efforts to reduce early school leaving. At the same time, it is striving to address skills gaps (and mismatches) in its domestic labour market. This case study indicates that with better education leadership, there may be implications for economic growth, job creation and competitiveness. It shows that family-friendly measures including better access to childcare, more flexible working schemes and employer incentives can help individuals to return to work. In conclusion, this contribution maintains that the pursuit towards continuous improvements in education leadership and social progress can create a virtuous cycle of productivity outcomes and economic growth.

- **Borg, A. (2013) Learning Support Zones: *The Unheard Voices of Students exhibiting Social, Emotional and Behavioural Difficulties*. Professional doctorate thesis, University of East London. Available at: <http://roar.uel.ac.uk/3437/>**
This research sets out to examine the Learning Support Zone (LSZ) initiative, introduced in Maltese state secondary schools to promote the inclusion of secondary students exhibiting social, emotional and behavioural difficulties (SEBD). A mixed-methods research design was employed with the purpose of exploring the level of application and implementation of LSZ provisions across colleges in Malta, as well as eliciting the students' views about their experience of the service and the influence this initiative has had on their life at school. The participants included in this study consisted of 18 LSZ co-ordinators and nine secondary students exhibiting SEBD. The findings stemming from this research indicate that a significant number of state secondary schools in Malta have subscribed to the LSZ initiative, and have thus assimilated this provision in their respective schools. The students enrolled in LSZs highlighted the pivotal role such provisions occupy in their education. They also emphasized the effective contribution LSZs are providing to students exhibiting SEBD, in terms of the support that is offered in coping with the difficulties they experience, in mainstream educational settings.
- **European Agency for Special Needs and Inclusive Education (no date) *EDUCATION FOR ALL - Special Needs and Inclusive Education in Malta: External Audit Report*. Available at: <https://education.gov.mt/en/Documents/Special%20Needs%20and%20Inclusive%20Education%20in%20Malta%20%C2%AD-%20External%20Audit%20Report.pdf>**
This report aims to provide a comprehensive picture of the current special needs and inclusive education system in Malta. It is anticipated that, in the longer term, this information will be used as the basis for in-depth discussion with all stakeholders in the Maltese education system.

- **Employment and Training Corporation (2005) *Jobsearch and Persons with Disability: Results of a study among persons with disability and employers.***

Available at: <http://etc.gov.mt/Resources/file/Resources/2005%20-%20Jobsearch%20and%20Persons%20with%20Disability.pdf>

The ETC has compiled this report in order to gather more information on the job search and work experience of persons with disability. The aims of this project are twofold. Firstly, to find out more about the experiences and aspirations of persons with disabilities who are seeking to enter the labour market as well as those who have managed to do so. Secondly, to understand the factors and conditions that positively or negatively affect the access of persons with disability to the labour market, and what would be the best policy approaches that respond to these factors.

- **European Union (2012) *Supported Employment for people with disabilities in the EU and EFTA-EEA good practices and recommendations in support of a flexicurity approach.*** Available at:

http://ec.europa.eu/justice/discrimination/files/cowi.final_study_report_may_2011_final_en.pdf

The EU and EFTA_EEA consider participation in society as a fundamental right for all citizens. People with disabilities do face barriers in their daily lives, which impede their full participation. In line with the United Nations Convention on the Rights of People with Disabilities, disability is considered a matter of rights and law. The EU disability strategy 2010-2020 aims at eliminating barriers, preventing discrimination and empowering people with disabilities to enjoy fully their rights and participation in society on equal terms with others.

The report looks at case studies from EU countries, including Malta, with regards to supported employment.

- **Aquilina, L. (2014) *Young Maltese people with physical disability in the workplace.*** Available at: <https://www.um.edu.mt/library/oar/handle/123456789/4951>

Employment is a fundamental human right for everyone. Unfortunately, in Malta, the employment rate for people with physical impairments remains low compared to that of people without disabilities (Academic Network of European Disability, 2009). Employers' and co-workers' attitude act an important part for the integration of this minority group in the workplace. The purpose of the study was to examine whether people with physical disability are being accepted in the employment sector. In this regard, this study uses face to face interviews with employed young people with physical disability to understand how they are being treated in the workplace. Moreover, qualitative questionnaires were presented to human resources managers as a tool to gain an insight in understanding about the attitudes of employers and co-workers. Results from people with physical impairment indicate

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that in Malta it is difficult to be employed however once they are employed, employers do their utmost to accommodate their employees with physical impairment. The study shows that there is still need for employers and co-workers to change this mentality. The data establish that small companies show more interest in employing people with disability than medium and large companies. Moreover, findings show that employers need more financial support from the government. Suggestions and conclusions based on the findings are discussed and recommendations for employers, policy makers, educators and co-workers are presented.

- **Grasselli, P., Montesi, C. & Iannone, P. (2006) Mediterranean models of Welfare towards families and women. Available at:**

<http://www.econstor.eu/handle/10419/118422>

The paper makes a short history of Malta's Welfare State especially considering legislation concerning families and women. In addition to the description of the legislative measures, a deeper investigation is also devoted to other programs realized at European and national level: Equal Program (2004-2006) and Malta's latest "Action Plan", alias the National Social Plan in its general lines of policy towards families and women. Besides the illustration of the services provided to families by the Ministry of Family and Social Solidarity in the context of the National Action Plan, three other articulations of the Plan are briefly examined: Gender Equity National Action Plan (2003-2004), National Action Plan on Poverty and Social Exclusion (2004-2006), National Action Plan for Employment (2004).

TRAINING COURSE

EXTERNAL RESOURCES

- **Foundation for Information Technology Accessibility (2012) Training Courses.**

Available at: <http://www.fitamalta.eu/fita-services/ict-training/>

In 2002 FITA carried out surveys across disability NGOs, which revealed that there is not enough information about what ICT products and services are available to disabled persons. Many individuals also lack the knowledge to make effective use of the technology, even when this is available to them. The study suggested that too often persons with disability give up on improving their ICT skills simply because they assume that no adequate services are available, to suit their needs. Since then FITA has joined forces with partner organisations in order to help address this gap in service provision with a range of ICT courses.

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- **Galea, F. (2008) *Malta: Career Guidance for Persons with Disabilities*. Available at: <http://cimo.multiedition.fi/newsletter/tine/newsletter/disabilities.php>**
In a new publication from Malta, the focus is cast on people with disabilities and how they often feel alienated from deciding their own lives. In a conference launching the publication, they called for guidance on an even footing with non-disabled people.
- **Azzopardi, A. (no date) *Career Guidance for Persons with Disability*. Available at: http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=197&ved=0ahUKEwjvpter3J_LAhXCHQ8KHUUtA5Y4vgEQFghCMAY&url=http%3A%2F%2Fdasta.uoi.gr%2Findex.php%3Foption%3Dcom_docman%26task%3Ddoc_download%26gid%3D240%26Itemid%3D&usg=AFQjCNGZqWBgxTBHMnYgnrZ1YneAEv_Qcw**
Career and vocational guidance have characterised our educational services in Malta (Debono, Camilleri, Galea and Gravina, 2007). These services are made available to all State schools and most Church and Private Schools at secondary level. When it comes to the primary level, there are resources that need to be shared between a number of schools as the concept of career guidance is still considered part and parcel of secondary educational provision. Most people I interviewed for this research corroborate that it is at this stage that students with a disability go through the most puzzling of decisions.
- **Falzon, R. & Camilleri, S. (2010) 'Dyslexia and the school counsellor: A Maltese case study', *Counselling and Psychotherapy Research*, 10(4), pp.307-315**
Findings from respondents indicate a need for more training, evidencebased knowledge of specific techniques when dealing effectively and successfully with dyslexic clients, specific specialised training to understand dyslexic clients and that counselling has a positive effect on dyslexic clients.
- **Inspire (2015) *Help create better working environments for people with disabilities*. Available at: <http://inspire.org.mt/news/help-create-better-working-environments-for-people-with-disabilities/>**
Legislation in Malta is now quite strict to ensure the physical accessibility of workplaces to people with disabilities. However, true accessibility at the workplace is still an issue. Many companies do not have the skills to be able to support a person with a disability in long term employment and this hinders the possibility of people with a disability from finding gainful employment and keeping this employment in the medium to long term.
- **Investing in your future (no date) *ESF 3.105: Promoting the Social Inclusion of Disabled Persons with Challenging Behaviour*. Available at:**

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<https://investinyourfuture.gov.mt/project/equal-opportunities/promoting-the-social-inclusion-of-disabled-persons-with-challenging-behaviour-33947751?lang=en>

The project provides training for staff working with disabled persons who have challenging behaviour and for family members. After the end of the training, the staff can train other staff within their respective organisations. The project includes a detailed study of the quality of life of disabled persons with challenging behaviour.

- **Gozo News (2015) First Lifelong Learning Hub for the disabled inaugurated in Ghajnsielem.** Available at: <http://gozonews.com/59814/first-lifelong-learning-hub-for-the-disabled-inaugurated-in-ghajnsielem/>

Agenzija Sapport will run training on independent living for people with disabilities, the ETC will run training on sheltered employment to help people with disabilities enter the workforce as well as employers already willing to participate in the programme and the Malta Communications Authority will be providing training on digital technology to people with disabilities to learn how to make good use of this technology and assistive devices.