

National Commission for the Promotion of Equality

Final Report

Voice for All VS/2007/0477



For Diversity



Against Discrimination



This publication is supported by the European Community Programme for Employment and Social Solidarity - PROGRESS (2007 - 2013)

The Decision N° is 1672/ 2006 establishing a Community programme for employment and social solidarity - Progress was adopted by the European Parliament and the Council on 24 October 2006 and published in the OJ on 15 November 2006. Its overall aim is to support financially the implementation of the objectives of the European Union in the employment and social affairs area as set out in the Social Agenda and thereby contribute to the achievement of the Lisbon Strategy goals in these fields.

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For Diversity



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Foreward

Through the project 'Voice for All' VS/2007/0477, the National Commission for the Promotion of Equality (NCPE) has sought to challenge stereotypes which justify and lead to discrimination. In order to do this it employed various techniques which provided a safe space and time for participants to ponder upon their own behaviour.

'Voice for All' aimed at empowering the public to challenge the learning and thinking processes which give rise to discrimination based on race, sexual orientation, gender, age, religion and disability and endorse diversity. Diversity enriches the quality of life yet through misrepresentation and lack of understanding it can become a cause for discrimination and segregation. By providing information, space and time for the public to stop and think about the six grounds of discrimination, 'Voice for All' has sought to promote dialogue and activate cooperation whilst enabling the public to adopt an outlook which is based on awareness and understanding

'Voice for All' has reached its aims by utilizing unconventional techniques which originate within the artistic and creative realm. This report serves to record all these techniques and activities and showcase their results. As a project, 'Voice for All' has targeted Small and Medium Enterprises (SMEs), public sector organisations, members of the media, NGOs, civil society, secondary schools, educators, teachers and the general public.

NCPE would like to publicly acknowledge the work carried out by the Project Coordinator, Ms. Bianca Zammit, for the preparation, implementation and finalization of this project, as well as Mr. Neville Borg the National Researcher on this project. Gratitude and acknowledgment are also given to Ms. Therese Spiteri, Senior Project Coordinator and Mr. Edmond Apap, Assistant Project Officer for their constant pertinent contribution throughout the implementation of this project.

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Executive Director

National Commission for the Promotion of Equality

Project Leader
'Voice for All' Project

January 2009

Project 'Voice for All'

'Voice for All' incorporated an extensive number of activities targeting diverse audiences from all walks of life. A number of activities were specifically aimed at promoting initiatives taken to help eliminate discrimination on the six grounds of discrimination in specific spheres of life such as private/public employment, education/schools and the media.

Others were directed at the general public with the aim of starting a national debate on the six grounds of discrimination. 'Voice for All' was not a purely educational or guidance project. It was not telling people what to think. Rather it presented everyday discriminatory situations and provided participants with the time to stop and think about such issues. This approach focused on the individual, emphasising the multiple identities each person holds. 'Voice for All' went a step further and incorporated thoughts, ideas and opinions into practical and feasible recommendations in the form of good practices. This was meant to encourage participants to translate their thoughts into action.

During the forum theatre training sessions, the main output of 'Voice for All' was to empower participants to take non-violent and direct action when they encounter discrimination. This training was provided to teachers, media, public sector organisations, SME's, large corporations, NGOs and civil society and secondary school students. By informing participants on the sort of action that can be taken, through training about their rights and obligations, 'Voice for All' encouraged their active participation in democracy. The project also encouraged creativity particularly through the good practice competition for people to come up with ideas on how to promote diversity in their surroundings. In addition, 'Voice for All' has contributed in starting a national debate on the topic of discrimination through various activities aimed at promoting information with the general public.

Voice for All Logo

The purpose of having a logo is that of having one symbol which captures the true meaning of the project and promotes this meaning clearly in such a way that it can be understood by all.

The logo chosen for this project is based on the fact that having a localized project and not simply borrowing an idea from a foreign country and implementing it nationally makes the project more relevant to its target audience.

The logo features a typical Maltese skyline with varied speech bubbles symbolising different opinions, points of view and experiences. In addition the rich colours used, symbolise the rich diversity present within Maltese culture, which although being part of our heritage is a fact not always acknowledged. By using its Maltese name, 'Voice for All' is symbolising its objectives which are aimed at confronting local issues whilst keeping abreast with good practices uncovered from other EU member states.



Forum Theatre

NCPE chose Forum Theatre – Theatre of the Oppressed as the main medium by which to raise awareness on the six grounds of discrimination as well as double/multiple discrimination due to the practical experience it provided.

This section will present an outline about forum theatre, an overview of the forum theatre sessions, including the various stages it involved. Then it will describe the sessions which were held as part of this project, including its results.

Forum theatre is an interactive theatre tool invented in the 1960s by Augusto Boal and influenced by Paulo Freire. The basic idea behind forum theatre is that by taking a step backwards and reflecting on occurrences people have the ability to act rather than simply react to various stimuli as they happen. In forum theatre, the audience is referred to as spect-actors because it is active and has the power to influence what happens on stage. Spect-actors are shown a short play which includes some form of oppression or exploitation which is directly relevant to them i.e.: a common occurrence in their lives or in their friends and relative's lives.

Once the play has been performed, there is a brief discussion amongst spect-actors, mediated by a figure known as 'the Joker', an impartial figure. This brief discussion also allows for spect-actors to talk with the actors on stage in order to understand their point of view. After this, the play is performed once more, however, this time round the spect-actor can stop the play at any time and take the place of any actor on stage. Most spect-actors will take the place of the person receiving the oppression, in this case being discriminated against, when they have another strategy by which to behave in the face of this discrimination. By doing so participants rehearse and put into practice their ideas, get a better intuition into what works and what doesn't, which any discussion limited to verbal exchanges can never bring forth. On the contrary, forum theatre becomes a kind of theatrical debate, in which experiences and ideas are rehearsed and shared, generating both solidarity and a sense of empowerment.





An acting company was contracted to provide forum theatre training to secondary school students, teachers, media, public sector organisations, large businesses, SME's, NGO's and civil society. This expertise had to be outsourced and contracted through a call for tenders which was issued, with the successful bidder being chosen through an evaluation committee.

In order to provide training to secondary schools, a circular inviting schools to participate was sent out to all secondary schools (including public, private and church schools) in Malta and Gozo through the Ministry of Education, Culture Youth and Sport. The circular included an application form which encouraged schools to apply for forum theatre training sessions.

Forum theatre sessions took place at the Senglea Local Council, following a call for venue tender. The sessions were held between 27th October 2008 and 5th December 2008 and were provided to the following secondary schools:

- St Nicholas, Rabat
- St. Margaret's College, Cospicua
- St. Margaret's College, Vittoriosa
- St. Clare's College, Pembroke
- Marija Assumpta, Hamrun
- St. Clare's College, Gzira
- San Frangisk T'Assisi, Sta Venera
- Margaret Mortimer, Sta Lucija
- Maria Regina, Blata L-Bajda
- St. Albert, Valletta
- Maria Regina, Mosta

Specialized forum theatre sessions were also provided to the public sector and public service organisations, large business executives, small and medium enterprises (SMEs), Heads of schools, teachers and facilitators, the media, NGO personnel and members of civil society.



Feedback from sessions

Each session usually started with an interactive game, otherwise known as an ice breaker, with the aim of creating an informal atmosphere and most importantly a comfortable space. This comfortable space is necessary for the forum theatre to work out well as it facilitates and promotes growth which is directed towards self-realization. In more formal settings many organisations and groups create some ground rules of how to work together. These are many times written out and affixed in a very visible place in order to allow for the regular revisiting of this list, with the aim of remembering and going back to them. This list serves the purpose of creating the space required in order to reach the set target. In forum theatre the space needed is not brought about through discussion and rules writing but rather through a number of games where interaction is not limited to verbal exchanges but rather by using the whole body with its richness of expressions and unlimited possibilities. The space becomes comfortable when participants are their informal selves and do not feel threatened by other people judging them. Judgement and prejudice limits the self and others and kills opportunities.

Once these introductory games fulfilled their purpose, participants were divided into smaller groups and given both paper and time to dwell upon their understanding and experience of discrimination and log all their ideas onto the paper. They were then asked to choose one form of discrimination and make a sketch out of it which they then showed to the other groups who had to identify the type of discrimination taking place.

The next step was to make two additional sketches of what happened before the chosen action presented earlier, and the ideal situation, i.e. how the sketch can change to show a win-win situation or one which is more just.

When asked to name the basis of discrimination which they encounter in their lives or which are most dominant in society at large, secondary school students mentioned the following: political ideas, low marks in exams, jealousy, family status, race, disability, class, different religions, homosexuality and senior citizens. The students in general tended to agree that discrimination on the above grounds took the form of bullying and violence and some students pointed out that bullying also took place between adults and at the work place.

In the training sessions provided to the other target groups the forms of discrimination included more specific groups of people such as prison in-mates, the Libyan population who migrated to Malta, Muslims, single parents, prostitutes, people who use a wheelchair and people who identify as trans. Also worth mentioning are people related to famous and important people in Malta.

After these introductory activities, six sketches which had been prepared before-hand by the acting company, were presented to the participants. The six sketches each focused on one ground of discrimination. Each sketch was mediated through the joker. After each sketch was acted out, the spect-actors could ask questions to the characters and take their place. The following are the sketches and solutions given.

Gender Discrimination at Work

Man brought up in an environment where a woman's place is behind the kitchen sink. This is something which he carried on believing throughout his life both in his career and private life. This comes out when he is seen constantly ordering his colleague to run errands for him such as making his coffee and he never really acknowledges her politeness and shows absolutely no gratitude towards her.

These are some of the reactions, thoughts and solutions given:

- Men should never think that females have to be obedient or 'serve' them whenever they asked them as if they were their servants. During the discussion, students discussed how this kind of attitude comes from one's upbringing. The mother always serves her husband; girls should do the housework while boys can do whatever they want. So boys grow up with this accepted way of treating women.
- What do you expect from boys? They love to be served, but some of them also think that women should not be oppressed by men. They believe that men should know how to do certain things as well and sometimes why not serve the women too. On the other hand they also think that in certain situations, women should be capable of allowing men to treat them like a servant. Why doesn't he do the coffee himself and maybe offer one to his mate as well! In case he doesn't know how to do it, he can learn!
- The solution mentioned several times was that of making a roster so that tasks are equally divided.

Age Discrimination at Work

Young employees start working at a company where one of the older employees is asked to train them. Little does he know that the training he is giving them, will qualify them to take over his job. Excited as he is that he has been asked to train the newcomers, he shares all of his knowledge with them, but when the director approaches him for a power point presentation, his excitement soon ends when he realises that he is not versed with modern technology.

These are some of the reactions, thoughts and solutions given:

- The main reaction was that it is unfair that a person loses her/his job because of their age. Rather than looking at knowledge along traditional rigid lines, knowledge can be seen as flexible and dynamic. The elderly person can teach new employees his experience whilst the new employee can teach the older person latest technology.
- Many students agreed that it was good for a company to keep abreast of changes and new technology by providing ongoing training to the employees.

Discrimination of Different Beliefs

A teacher walks in a classroom and starts the lesson by asking the students to make the sign of the cross. A young girl of a different belief to Catholicism doesn't feel that she has to obey if she does not believe in it. Her teacher decides to approach her about this one day in front of the class and questions her actions.

These are some of the reactions, thoughts and solutions given:

- Many groups agreed that we must accept each other and one must not oblige others to change their cultures because they are living in a different country with different beliefs.
- The teacher should respect different religions and should actively seek out information on this new religion in order to be more aware.
- A solution mentioned was that in such a situation this person should stay in the religion class in order to have a basic idea on the religion of the country but be allowed to do other work and not participate in the lesson.

Discrimination Against People with Disability

A young woman attends a job interview to work as a clerk, however, after being misled by the advertisement, she does not realise that she is not fully suitable for the job at hand due to the fact that the job requires phone communication and she is dumb. This she finds out when inside the interviewing room. Will she still be given a chance for the job or will she be asked to leave without even being given a chance?

These are some of the reactions, thoughts and solutions given:

- Candidate has an excellent CV, even though she/he cannot communicate well and would not be able to answer phone calls. Management can decide to alter the job requirements slightly and give this candidate the job.
- Companies should be clearer when compiling the job requirements appearing in their job vacancy adverts.

Race Discrimination

A mermaid, who belongs to a different race, does not speak any of the local languages and encounters a problem when trying to explain to the doctor why she/he has come to hospital and what she/he requires. How will the mermaid communicate with the doctor? What action will the doctor take, if at all?

These are some of the reactions, thoughts and solutions given:

- The need for readily available interpreters in public places which provide services such as hospitals was given as a solution.
- Also, various institutions should have the knowledge of how to contact an interpreter and/or intercultural mediator in case the need arises.

Discrimination Based on Sexual Orientation

Three people who do not know each other are invited on a talk show of which they do not know the topic. As the show starts we find out that one person is a member of the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) community, another identifies as heterosexual and who has friends from the LGBTQ community and the third is LGBTQ phobic. How does the discussion progress? How do they react to each other? Will they face their issues?

These are some of the reactions, thoughts and solutions given:

- The following questions were posed to the LGBTQ person: “how come you became a homosexual?” “why do you prefer a person of the same sex?”, “have you ever had a past experience with a person of the opposite sex before and how did you feel?”, “do you have straight friends?”, “What was the reaction of your family when you came out?”.
- The following questions were posed to the heterosexual person who dislikes LGBTQ people: “why do you dislike a person who identifies as LGBTQ?”, “what if you or a relative was a homosexual?” “If you have a child who identifies as LGBTQ, are you going to dislike your own child as well?”

Forum theatre training sessions were provided to three hundred secondary school students and thirty of each of the following: teachers, business executive, public sector officials, NGOs and civil society members and media members in total.



Play

A script was written with the intention of providing the impetus upon which the audience may be enticed into self-reflection upon the occurrence of discrimination occurring in their surroundings and their capacity for self-improvement.

NCPE issued a call for tenders for the creation and performance of a play. The team who provided this service was chosen following an evaluation committee meeting

The play was performed on the 20th, 21st and 22nd November 2008 at the 'Voice for All' VS/2007/0477 marquee in Valletta as part of the awareness raising campaign. Another performance was staged on the 24th November 2008 at the Mnarja Filarmonik Society in Nadur, Gozo.

The concept

How many times is one discriminated in a day? And how many times is that very same person carrying out some kind of discrimination? Can the victim in one context be the perpetrator in another?

This is the concept which this one hour long play explored at a fresh, energetic and dynamic pace. Presented with nine characters we met these people who go about their normal everyday life, spanning different social classes, level of education, varied workplaces and different cultures, ages and physical abilities. The play moved at a steady pace as the spectator travelled along the characters from one place to the next. The audience, as the outer observant eye, witnessed various situations which brought to light the six discriminatory areas: gender, race, religion, disability, sexual orientation and age.

The characters

- Maria a career woman in her 30s who has recently let her boss know that she is pregnant
- Mark a young man with a hearing impairment, very bright, from an upper class family
- Gina Monica's mother, a woman in her late 40s, newly separated and has been recently made redundant and is looking for a new job as a way to restart her life- she does not need the money



THEATRICAL PRODUCTION
Written & directed by Simone Spiteri • Performed by Du Theatre

Lehen għal kulhadd

VOICE FOR ALL

20-21-22 November 2008
7:45pm-9:30pm
The Marquee, Freedom Square, Valletta

23 November 2008
4:00pm-6:00pm
Mnarja Filarmonika Society, Nadur, Gozo
(13 December Street)

Entrance: free of charge
(first-come-first-served basis)

Lehen għal kulhadd
VOICE FOR ALL

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Logos: NCPE, European Commission, Mnarja Filarmonika Society, Du Theatre, CR.



- Lara a pretty young girl, currently working as babysitter for Gina's younger daughter, very ambitious
- Anita a young Indian girl living in Malta trying her hand at any job that comes her way in order to be able to pay the rent and send some money home
- John 28 year old young man from a non-Catholic denomination
- Pauline A landlady
- Andrea Anita's and John's housemate- a young homosexual woman, she has no support from her family and very few friends
- Peter A manager in a big company
- Nicole a 21 year old young woman looking for her first job, very pretty but has no experience in the working world
- Helen A 28 year old woman who suffers from multiple sclerosis, she is independent and bright but is physically challenged

The play took these situations to another level because these were not isolated moments which reflect some degree of inequality during sporadic occasions in one's normal life but an interlinking web of one (frequent) situation which led to another where discriminatory feelings were present, even though perhaps different, from the preceding circumstance. In fact each character is somehow related to another character either through family relations, friendship, workplace colleagues or

through chance encounters. Each scene/ encounter moves the day forward so if we first met Maria who met Mark, who is her client, Mark in turn met his mother Gina in the next scene who then introduced Anita as their new housekeeper in the next scene and so on.

This concept of interlinking characters and having their lives and treatment of each other pertain to more than one scene was because the play wanted to subtly highlight that one person who discriminated in a particular everyday situation could also, in another situation, be the one who is discriminated against. Hence this same person who is the victim in one situation becomes the perpetrator in another. For example a person who was discriminated against because she is a woman and, therefore, not deemed competent enough to carry out a 'male' job, instigates this discrimination at the playground by prohibiting her children from playing with immigrant children because of their different race.

Borrowing from realistic instances familiar to any human being the pieces played upon character pathos and interaction. Using an innovative and fresh dramatic structure it placed the human emotive makeup under a magnifying lense, through which the myriad of characters in the play investigated their reactions when faced with the reality of discrimination, this discrimination causes havoc to the social and emotive balance.

Awareness Raising Campaign

The awareness raising campaign consisted of various activities with the aim of disseminating the message identified stereotypes and discrimination. Furthermore by promoting good practices identified with the aim of inducing a more inclusive society which offers equal opportunities for all, the positive side was shown.

This section shall present the various activities which form part of the awareness raising campaign and include: the awareness raising event, TV and radio PSAs and newspaper adverts.



1. Awareness Raising Event

The awareness raising event aimed at disseminating good practices on the six grounds of discrimination amongst the general public. A call for tenders was issued, with the successful team being awarded following an evaluation process. A meeting was held in November between this project's coordinator and the animators, distribution and desk staff outsourced as part of the above tender. During the meeting all the staff was successfully trained on the six grounds of discrimination. All the staff was provided with the projects t-shirt which they wore for the duration of the event.

The awareness raising event was held between the 20th and 22nd November 2008 and hosted in a marquee in the centre of Valletta. The marquee was divided into two parts: one part being dedicated to disseminating information and the other being utilized as a theatre for forum theatre and play to be performed. Outside the marquee, there was a large banner bearing the project name and a cardboard clock which bore the wording "next show at" in order to advise the public about the forum theatre and play. Inside the marquee there were posters advertising the good practice competition, the forum theatre training sessions and the play.





Below is a detailed description of the events which took place over these three days:

• **Thursday 20th November 2008**

At 9 AM, the animators, encouraged onlookers to enter the marquee and the distribution staff started disseminating the good practice brochure. This brochure was intended for the general public and included a number of good practices covering the six grounds of discrimination with the aim of creating and promoting a more inclusive society. Inside this brochure, there was also a flyer advertising the play performances which clearly showed the date, time and venue.

Meanwhile, inside the marquee NCPE staff was also available in order to answer queries, provide further information and direct them to the appropriate body according to their particular needs.

Several onlookers entered the marquee in order to answer a questionnaire on their perceptions in relation to each of the six grounds of discrimination. This questionnaire formed part of an evaluation on the effectiveness of each project activity to produce its said result; that of challenging stereotypes. The study went a step further and compared and evaluated these perceptions with the ones of the Eurobarometer, recording any significant differences. A number of desk staff helped the general public fill in the questionnaire. Whoever filled in the questionnaire was given a biro which bore the project's logo as a memento.

A number of onlookers visited the projects' website and took part in the quiz on the six grounds of discrimination. This promoted further discussion on the six grounds and NCPE staff was continuously approached by people who wanted to discuss a topic in further detail.

Inside the marquee a number of people gathered to watch a video showcasing the various project activities. The video captured snapshots of the forum theatre training sessions and went through the sketches provided for each ground of discrimination. It then included various opinions on each ground by secondary school students coming from different schools. Finally, it included opinions on their experience of forum theatre. The video went on to advertise the play and give a synopsis of its plot. It also, advertised the good practice competition and included a definition of a good practice and how to apply.

Finally, the video focused on those good practices studied as part of the research. The following good practices were filmed:

- Mr. Stephen Vella – Foundation for Social Welfare Services
- Mr. Mario Gerada – Drachma
- Ms. Gabriella Calleja – Malta Gay Rights Movement (MGRM)

The video also included a short description of NCPE, its remit and how it operates, described by Ms. Bugeja, Executive Director of NCPE.

In the evening the first showing of the play took place. The play started at 8PM and lasted one hour. It was open to the general public.

• **Friday 21st November 2008**

The distribution staff and animators continued to promote the event with passers-by. The desk staff helped people fill in the questionnaires. NCPE staff continued to answer queries.

In the morning a group of 56 secondary school students arrived at the marquee in order to participate in the forum theatre training session which lasted three hours.

A press call was issued which invited the media to attend the event. The national media attended the event, recorded the forum theatre training session and interviewed NCPE staff. The event was then publicised during the 8PM news on national television. Several radio stations also interviewed the Executive Director and reported the event.

In the evening there was the second performance of the play. This show was recorded in order to be able to air it on national television at a later stage.

• **Saturday 22nd November 2008**

The distribution staff and animators continued to promote the event with passers-by. The desk staff helped people fill in the questionnaires. NCPE staff continued to answer queries.

In the afternoon, a forum theatre training session was provided for NGOs and civil society members.

The third showing of the play was performed and pulled a record number of audiences.

2. TV and Radio Public Service Announcements (PSAs)

The TV and Radio PSAs had two objectives – to raise awareness that discrimination is both intolerable and illegal and secondly to project examples of good practices showing that diversity is a better social model than an assemblage of stereotypes. From a communications perspective it makes sense that these two objectives are treated as sides of the same coin. Awareness raising on discrimination is at one with the projection of positive images of social life without discrimination. The communications rationale is clear, people tend to respond to accept positive messages more than they do negative ones, particularly when these address their own behaviour. The central theme being played is the negative aspects of stereotypes to the positive elements of diversity.

The second element of the communications strategy which is closely related to the first is to jolt viewers and listeners into questioning the stereotypes that they accept in their real world. The idea is to make people ponder, think and realize and perhaps feel embarrassed as they are made to confront their own stereotypes face to face.

The strategy to achieve this goal was to project a scene of normality whereby the viewer is lulled into not knowing what the actual point of the communication is. Then towards the end of the spot the whole meaning is revealed, thereby rendering the entire spot meaningful to the viewer and listener. The slogan and tag line used were “Discrimination on the basis of age, gender, race, religion, disability and sexual orientation is oppressive. Do not be part of it”

TV PSAs

The storylines of the TV PSAs are as follows:

Gender: Two mechanics are fixing a car. There are close-ups showing different actions and parts of their bodies. Then they both turn and take off their head gear revealing a man and a woman.

Race: Children are playing hide and seek in a kindergarten. During the first shots only Maltese children are visible. As the PSA progresses children coming from a variety of cultures and countries start to emerge and intermingle together.

Religion: A catholic priest comes out of church and goes to the mosque to visit the imam and together go the protestant church to visit the vicar.



Sexual Orientation: Two couples are sitting around a café table sipping coffee and chatting together. A number of shots capture smiles, giggling and hands. The shots then focus on both couples revealing that one couple is homosexual whilst the other is heterosexual.

Age: An elderly and a young person wake up, leave their homes, catch the bus and go to work, going through life motions in a similar manner.

Disability: Twins are working out at a gym. The shots close in on various equipment and the exercise that both are doing. Once the shot detracts it reveals that one of the twins uses a wheelchair.



Radio PSAs

The scripts for the Radio PSAs were as follows:

Gender: I meet people of all ages from all walks of life from all over the world and I am respected and complimented. I meet a lot of elderly whom I used to work with last year and every time they see me they come to embrace me and tell me how much they've missed me. I started out in England then came back and now I definitely can never leave this job because I found a beautiful family in it. I am Lucille and have been a bus driver for the last 2 years.

Race: I like to play football with my friends from school. My favourite team is Brazil. I get along with my friends from school and like playing games on my computer. My name is Mick my surname is Abbuain. I have an older sister and a younger brother. My father is Libyan and my mother is Maltese.

Religion: In Malta I've met a lot of people from a lot of cultures and got along very well. I was the PRO for the council of Maltese schools. I never found any diff culty working. I always got along well with people even foreigners and we all got along well. I am Donia Borg. I am Moroccan and Muslim, married to my Maltese husband and have three children.

Sexual Orientation: You have to understand I mean relationships aren't that easy. Everybody seems to have their pro's and con's. I mean of course you argue. One time we went abroad, we went to a museum and got so caught up in one of the art works that we didn't even notice that we were about to be locked in! I am Mario and have been going out with my partner Joseph for these past 4 years.

Age: My children laughed at me at first but they soon saw that it was a good idea. I wish that everybody does the same, no matter the age you can do anything. I am Mary. I am 71 years old and have been using the computer for 5 years; the internet has opened up a new world in front of my eyes.

Disability: This year I'm in my fourth year at University. I'm studying Engineering. I like to travel, walk, swim and surf the internet. Next month it'll be six years since I first started going out with Mark and these days we still meet up in Paceville. At the moment I am also doing voluntary work. I am Amy Zahra and I use artificial legs.

3. Newspaper Adverts

Three newspaper adverts were created and published on the seven Sunday newspapers with the aim of raising awareness amongst the general public and other stakeholders on activities emanating out of the project. One advert publicised the four play performances. The second advert printed the good practice competition and forum theatre training sessions. The third advert publicized the final conference.

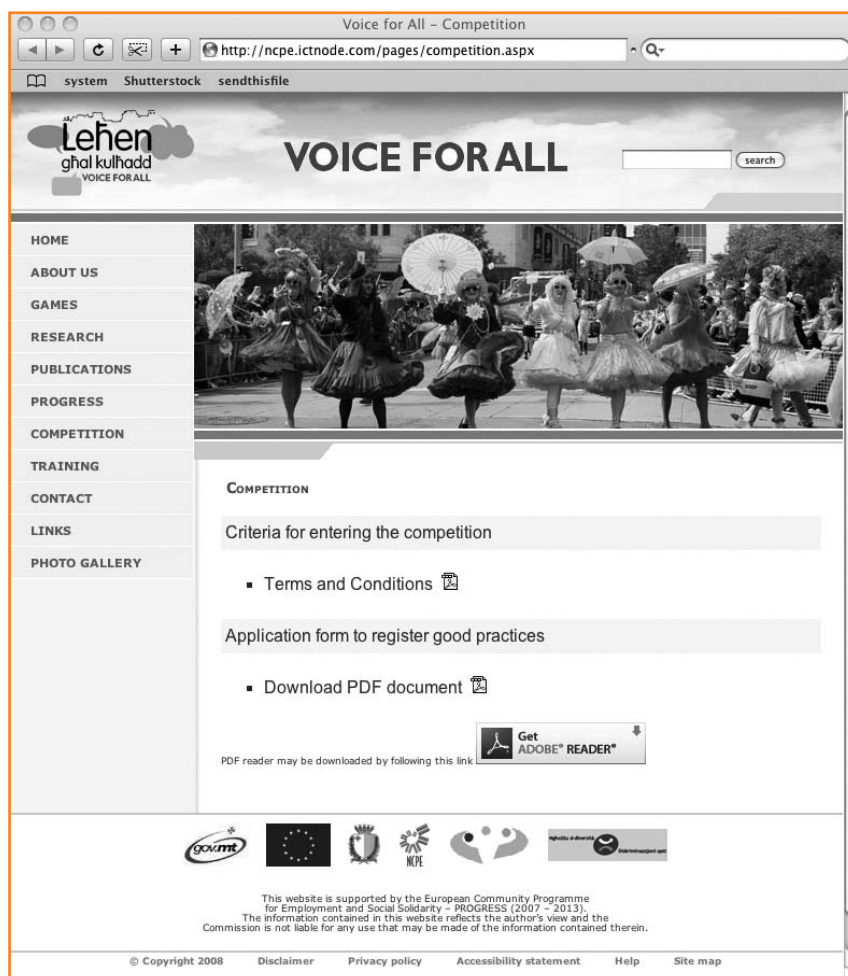
The campaign was successful in encouraging the public to meditate the six grounds of discrimination and more particularly be better informed on the local legislation in terms of each ground and also on what sort of action can be taken and by whom.

Website

A website was created with the aim of acting as the main portal of the project and providing an easy access to the various project activities. The website was designed specifically to reach a wide target audience by attracting specific groups to its various sections. An outsourced company provided the website after having answered a call for tenders and was successful during an evaluation committee meeting. The website rigorously adhered to FITA regulations. The website's address is: www.voiceforall.gov.mt

The website includes the following sections:

- **Home** – information on the project including various upcoming activities
- **About Us** – information about NCPE, research partners and EU campaign 'for diversity – against discrimination'
- **Games** – a user-friendly quiz on the six grounds of discrimination which serves as an educational tool by expanding knowledge on local legislation and history pertaining to each ground
- **Research** – It includes a summary on the research being carried out and an introduction and links to the three research partners
- **Publications** – includes all documents created for 'Voice for All' and PowerPoint presentations to provide efficient eco-friendly access.
- **PROGRESS** – information on the European Community Programme for Employment and Social Solidarity
- **Competition** – information about recognized good practices, criteria for entering the competition and an application form allowing website users to register their good practice in order to enter the competition.
- **Training** – information on forum theatre training sessions, including an application form
- **Contact** – main contact details and a simple online help form
- **Links** – to the NCPE website, EU -For diversity -Against Discrimination- campaign and the three research partners
- **Photo Gallery** – photos from the various project activities



Research

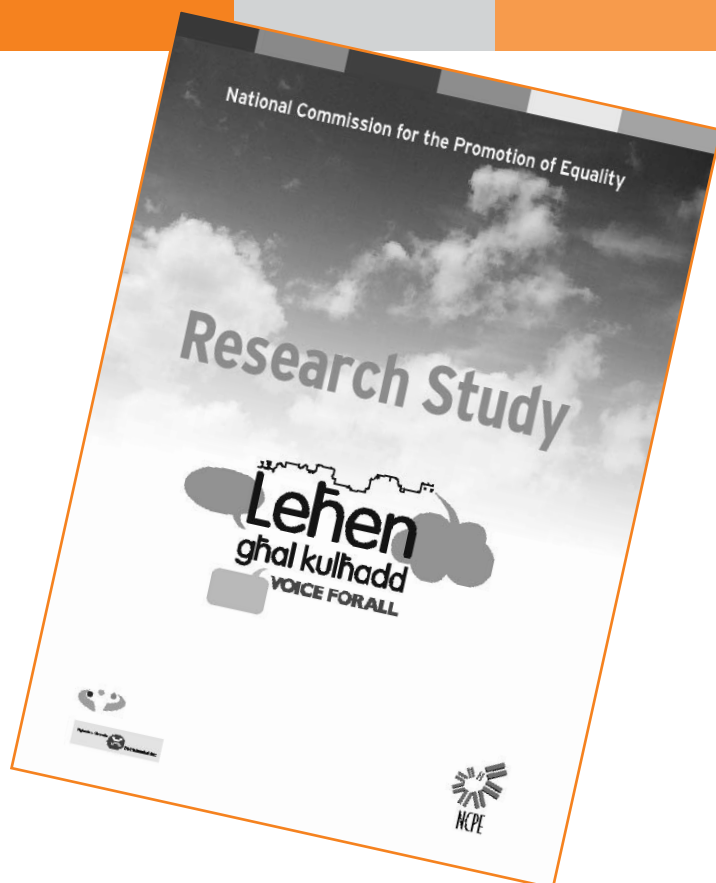
The “Voice for All” research component was a transnational research study carried out within four European countries – Malta, Northern Ireland, Italy and Cyprus. The research partners therefore consisted of two long-standing members of the European Union (Italy and Northern Ireland – UK acceded in 1957 and 1973 respectively) and two newer Member States (both Malta and Cyprus joined the EU in 2004).

The research was carried out in each partner country by the following organisations:

- National Commission for the Promotion of Equality - Malta
- Institute for Conflict Research - Northern Ireland
- UNAR (Dipartimento per le Pari Opportunità) - Italy
- SYMFILIOSI - Cyprus

The aim of the research was to provide a transnational analysis of the situation related to the six grounds of discrimination (namely **Race/Ethnicity, Gender, Sexual Orientation, Disability, Religion, and Age**) within each partner country. This analysis included a discussion on the socio-economic, cultural and legal factors affecting the presence of each form of discrimination within the respective society. The report also included a series of recommendations on possible actions to be taken to combat discrimination and further social equality.

Another aim of the research was that of identifying specific good practices in the fields of social inclusion, equality and non-discrimination being undertaken within each partner country. The concept of a good practice can be defined as ‘any initiative, policy or guidelines adopted to promote integration and ensure a culture of equality and respect amongst all persons,



on the grounds of either race/ethnicity, gender, sexual orientation, disability, religion, or age'. These good practices were identified throughout a variety of fields, such as education, the media, the public sector, the private sector, and civil society.

The primary outcome of the research project was a published Research Report containing the research studies conducted by all transnational partners. Furthermore, a Good Practices Document, outlining the various good practices identified, was also published. These good practices were also promoted through the publication of a series of brochures, each targeted at, and distributed amongst, a specific social group. These aforementioned publications were also made available on the project website.

Study Visits

The 'Voice for All' project entailed a brief study visit by a three-person NCPE delegation within each of the transnational partner countries. The study visit was a learning experience and an opportunity to achieve a better understanding of the main issues in each country and the identified good practices, as well as a good foundation for networking. The following is the agenda of meetings held in each respective country:

Northern Ireland 26th – 28th November 2008

The following is a list of organisations with which meetings were held:

- Institute for Conflict Research (ICR)
- Northern Ireland Council for Integrated Education (NICIE)
- Equality Commission for Northern Ireland
- Belfast City Council Good Relations Unit
- Belfast GEMS
- South Belfast Roundtable

The meetings revolved around the various good practices being implemented to challenge discrimination on each of the six grounds. Particular emphasis was placed on the present situation of Northern Ireland in terms of facing its past and dealing with its modern multicultural reality.

Institute for Conflict Research (ICR) – ICR is the research partner conducting the Northern Irish research for the 'Voice for All' Project.

Northern Ireland Council for Integrated Education (NICIE) – In an effort to eliminate the religious division within the education sector, NICIE have developed an anti-bias curriculum. The curriculum seeks to reduce prejudice by altering the following: the policies and practices of how the school is run; the experiences and activities provided for or created by children; the language used amongst the children, and between the teachers and the children; and the physical environment of the classroom.

Equality Commission for Northern Ireland – The Equality Commission is an independent public body that works towards ensuring equality of opportunity and combat discrimination on the grounds of age, race, gender, disability, sexual orientation, religious belief, and political opinion. The primary challenges faced by the Equality Commission, and the manner in which it faces these challenges, were discussed during the meeting.

Belfast City Council Good Relations Unit - The Good Relations Unit seeks to promote good relations by eliminating notions of sectarianism and community

conflict within Belfast. Issues discussed included the manner in which diversity is promoted throughout the city, and the various projects undertaken by the Council to minimise violence and conflict.

Belfast GEMS – During this meeting the Minority Ethnic Employability Support Project (MEESP) was discussed. MEESP is a project aimed at increasing the employment prospects of ethnic minorities within Belfast by providing training, assistance, and access to services.

South Belfast Roundtable - The Roundtable involves a partnership of local communities, voluntary, and statutory sectors to ensure good communication, cooperation and practical action through sharing of resources, skills and knowledge. The Roundtable aims to facilitate information sharing and discussions amongst all relevant South Belfast stakeholders, and to develop and participate in a strategic educational process locally that will promote improved mutual understanding, contact, interaction and cohesiveness;

Coalition on Sexual Orientation (CoSO) – CoSO consists of a group of organisations working with LGBTQ issues in Northern Ireland. Amongst the issues discussed, was how to promote LGBTQ rights and equality on the ground of sexual orientation within a predominantly religious social community.

Cyprus

2nd - 5th December 2008

The following is a list of organisations with which meetings were held:

- Cyprus Equality Authority (CEA)
- English School Training Programme
- Ministry of Labour Equality Officer
- Trade Union PEO
- Ministry of Education
- Confederation of Organisations of the Disabled (KYSOA)

During this study visit, good practices on the six grounds of discrimination were seen. During the meetings, the current situation was discussed in terms of its history and those practices being implemented to induce a more equal society.

Cyprus Equality Authority (CEA) – CEA acts as the Cypriot National Equality Body on discrimination issues. Issues discussed during this meeting included the challenges faced by CEA, the administrative procedures through which reports of discrimination are processed, and the projects undertaken by CEA.

English School Training Programme – During this meeting the NCPE delegation met an intercultural officer at a private school which both Greek-Cypriot and Turkish-Cypriot students attend. The training provided to staff, and the manner in which diversity issues were tackled within the classroom were discussed.

Ministry of Labour Equality Officer – During this meeting the policies being undertaken by the Ministry of Labour to promote equality issues, particularly in relation to employment, were discussed.

Trade Union PEO – PEO coordinated a number of anti-discrimination seminars targeting NGO activists and trade unionists who are active in the field of non-discrimination. These training sessions aimed to create a better understanding of common issues faced by NGOs and civil society, and allowed for the network on anti-discrimination to reconnect and to learn from different experiences.

Ministry of Education – The NCPE delegation met a team working within the Ministry of Education in charge of formulating a plan for educational reform. This plan, with a particular focus on equality issues, was discussed in depth.

Confederation of Organisations of the Disabled (KYSOA) – KYSOA consists of a number of organisations working in disability issues in Cyprus. During this meeting the manner in which disability issues are tackled by State authorities, and possible ways in which Civil Society organisations can solve the challenges faced by persons with a disability, were discussed.

Italy

9th – 11th December 2008

The following is a list of organisations with which meetings were held:

- UNAR Week against Racism
- UNAR's National Register of Associations & Database
- Department of Equal Opportunities Donne Sommerse ("Overwhelmed women") project
- FIABA Onlus
- "L'anello debole" award
- San Gallicano Hospital
- IAL Emilia Romagna
- Community of Sant'Egidio
- Arcigay Gayhelpline (Anti-Homophobia Multi-Channel Contact Centre)

During the study visit we met with the various good practices. The meetings revolved around the need to change the culture and to adopt a broader and more dynamic view of society.

UNAR Week against Racism - During this meeting the Week against Racism – a week of activities promoting racial equality and combating racial discrimination – was discussed.

UNAR's National Register of Associations & Database – UNAR's administrative procedures include the maintenance of a register of associations working within equality issues in Italy, and a database of all complaints or requests for information related to racial equality. The NCPE delegation discusses these procedures with a view to fine-tuning its own administrative procedures.

Department of Equal Opportunities Donne Sommerse ("Overwhelmed women") project – The Donne Sommerse project, which aims at promoting practices on how a person can balance their private and professional life, was discussed. The meeting also brought to light the issue of irregular female employment, particularly with respect to migrant women.

FIABA Onlus – FIABA is an organisation dedicated to improving the quality of life for persons with a disability. FIABA organises a yearly FIABADAY – a day dedicated to events raising awareness on the importance of demolishing architectural features that deny access to persons with a disability.

"L'anello debole" award – This yearly prize, awarding audio-visual transmissions and short films that promote equality and anti-discrimination issues, was discussed with the NCPE delegation.

San Gallicano Hospital – This hospital, specialising in Infant Neuropsychiatric Service (INS), has developed a multicultural approach to its functioning in order to be able to assist migrants. The NCPE delegation visited San Gallicano to observe this approach to non-discrimination within the health sector.

IAL Emilia Romagna – This meeting focused on a project conducted by IAL Emilia Romagna aimed at the inclusion in the labour market of persons of Roma and Sinti origin. This project provided training, assistance and access to the labour market to the region's large Roma and Sinti population.

Community of Sant'Egidio – Sant'Egidio is a religious community working on reconciliation and general equality issues. The NCPE delegation discussed the community's work with minority groups, particularly the Roma and Sinti communities, and the various inter-faith activities organised by the community.

Arcigay Gayhelpline (Anti-Homophobia Multi-Channel Contact Centre) – The NCPE delegation visited the central offices of the Gayhelpline in order to witness the administrative procedure through which calls are received, recorded and dealt with. The promotion of this service in various social spheres, including education and the public sector, was also discussed.

Publications

Lehen ghal Kulhadd - Skript Tad-Dramm

(Voice for All – Script for Play)

(ISBN 978-99909-89-31-1)

This publication is intended primarily for PSD and drama teachers, NGO's, equality commissions and civil societies. This script is intended to act as a basis for the reproduction of the play Le' en g' al Kul' add in various communities and settings. It is written in the Maltese language.

Voice for All – Research Report

(ISBN 978-99909-89-33-5)

This publication is targeting SME's, large corporations, public sector and public service organisations, NGO's and civil society, media and educators. The Research Report contains a socio-economic, cultural and legal analysis of the six grounds of discrimination within each partner country, as well as an explanation of the various ways in which the society is tackling issues of equality and non-discrimination.

Voice for All – Good Practice Document

This publication is intended primarily for all the target groups including SME's, large corporations, public sector and public service organisations, NGO's and civil society, media and educators. The Good Practices Document provides a description of a number of good practices identified within the various social spheres for each transnational partner country. This information includes a description of the practice, the way in which the practice was funded, and the conditions necessary for this practice to be repeated.

Good Practice Brochure – for Media

This brochure has been compiled for members of the media, advertising agencies and communication students. The brochure incorporates the good practices relevant for the media identified from the research

Good Practice Brochure – for Educators

This brochure is intended for primary and secondary school teachers, heads of schools, sixth form and university staff, other trainers at educational institutions and officials working within the Ministry of Education, Culture, Youth and Sport. The brochure incorporates the good practices relevant for the educational sector identified from the research

Good Practice Brochure – for NGO's and Civil Society

This brochure targets all NGO's and civil society organizations working in any area. The brochure incorporates the good practices relevant for NGOs and civil society organizations identified from the research.

Good Practice Brochure – for SME's

This brochure is intended for all Small and Medium Enterprises. The brochure incorporates the good practices relevant for SME's identified from the research.

Good Practice Brochure – for Large Corporations

This brochure has been compiled for large corporations and incorporates the good practices relevant for large corporations identified from the research.

Good Practice Brochure – for Public Sector Organizations

This brochure is intended for public sector and public service organizations and incorporates the good practices relevant for the public sector and public services organizations identified from the research.

Good Practice Brochure – for households

This brochure targets all Maltese and Gozitan households and incorporates the good practices relevant for households identified from the research.

Good Practice Competition

A competition on Good Practices Against Discrimination was officially launched on the 7th November 2008 and closed on the 5th December 2008.

It was launched through a press release, a newspaper advert, advertising through government mail shots, advertising with schools through circulars issued in collaboration with the Ministry of Education Culture, Youth and Sport. The evaluation committee was made up of experts in the field of equality and non-discrimination. The criteria for evaluation was based clearly on the following:

- Rationale of good practice
- Replicability
- Graphic quality
- Clarity of the message
- Originality of the work.

The competition targeted educational institutions, public and private sectors organizations, the media, NGOs and civil society. The definition of a good practice was taken as the following “any initiative, policy, or guidelines adopted to promote integration and ensure a culture of equality and respect amongst all persons, on the grounds of either race/ethnicity, gender, sexual orientation, disability, religion, or age.

The aim of this competition was to promote corporate and social responsibility by highlighting all initiatives taken with the aim of increasing equal opportunities, creating a more inclusive environment, promoting diversity and enhancing dialogue in order to improve the quality of life on an individual, societal and national level.

NATIONAL COMPETITION

A competition on good practices Against Discrimination on the basis of Age, Gender, Race, Disability, Sexual Orientation and Religion targeting:

- Educational institutions
- Public sector organisation and public services
- Private enterprises
- The media
- NGO's and civil society

A good practice is any initiative, policy, or guidelines adopted to promote integration and ensure a culture of equality and respect amongst all persons, on the grounds of either race/ethnicity, gender, sexual orientation, disability, religion, or age.

What has your organisation done that you would like us to know about?

For further information on both initiatives contact us on 2590 3850 or visit our website www.equality.gov.mt

FORUM THEATRE TRAINING

The National Commission for the Promotion of Equality is offering forum theatre training sessions on the six grounds of discrimination to:

- Heads of schools/teachers/educators/facilitators
- Journalists/advertising agencies
- Public service/public sector organizations
- Private enterprises/SMEs
- NGOs / Civil society

Are you interested? Contact us on equality@gov.mt Limited places are available

Lehen ghal kulhadd
VOICE FOR ALL

Logos: NCPE, APSA, European Commission, CR, and other partners.

This project is supported by the European Community Programme for Employment and Social Solidarity - PROGRESS (2007-2013)

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Evaluation

The evaluation analyzed the effectiveness of the project activities in empowering participants to form their own ideas and challenge stereotypes. The findings of which were then compared to the findings of the eurobarometer in order to get a better insight on the six grounds of discrimination in Malta.

The evaluators were chosen following the issuing of a call for tenders and an evaluation committee meeting

Questionnaire

Each activity organised was evaluated through the same questionnaire albeit in different communication methods. While the questionnaire identified the age, sex and occupation of a participant, anonymity was respected.

Objectives

The questionnaire sought to address the following enquiries:

1. What level of self awareness have participants arrived at on issues of discrimination and equality in general?
2. What level of self awareness have participants arrived at on issues of discrimination and equality in particular spheres?
3. Which are the issues of discrimination the participants feel strongly about?
4. Have participants developed skills to identify criteria/situations that amount to discrimination?
5. What do participants expect from public authorities, NCPE and NGOs?
6. What do participants expect from the law?
7. What level of awareness do participants have of the available measures of protection from discrimination that are currently in force?
8. Do participants consider that there is effective protection from discrimination?
9. Are participants prepared to accept diversity?

Sample Group

The evaluation studied 1/3rd of the questionnaires filled in and handed in by each target group for each activity. This was done in order to ensure equality in the age, sex, and target groups selected in order to mirror the eurobarometer basis and thereby come as close as possible to allow a comparison.

Eurobarometer

The questionnaire had to be similar to the eurobarometer as otherwise a comparison would not be possible.

The main Eurobarometers analysed and commented upon for this evaluation were the following

1. Discrimination in the European Union (July 2008)

http://ec.europa.eu/public_opinion/archives/ebs/ebs_296_en.pdf

Malta: http://ec.europa.eu/public_opinion/archives/ebs/ebs_296_sheet_mt.pdf

2. Flash EB: Discrimination in the EU (January 2008)

http://ec.europa.eu/public_opinion/flash/f_232_en.pdf

3. Discrimination in the European Union (January 2007)

http://ec.europa.eu/public_opinion/archives/ebs/ebs_263_sum_en.pdf

Malta: http://ec.europa.eu/public_opinion/archives/ebs/ebs_263_sum_en.pdf

4. Intercultural Dialogue in Europe

http://ec.europa.eu/public_opinion/flash/f_217_sum_en.pdf

5. The Rights of the Child

http://ec.europa.eu/public_opinion/flash/f_235_en.pdf

The results of this evaluation were presented during this project's final conference. The results can be accessed on the project's website.

Final Conference

The final conference was held on 23rd January 2009. During the final conference 'Voice for All's research partners from the Dipartimento Per le Pari Opportunità (Italy), SYMFILIOSI (Cyprus) and the Institute for Conflict Research (Northern Ireland), together with the national researcher at NCPE presented their findings on a study on good practices against discrimination on the grounds of age, gender, race, religion, sexual orientation and disability. The good practices were identified from within the public sector, private enterprises, SMEs, media, educational institutions, NGOs and civil society.

The final conference also included a short video showcasing the various project activities and the presentation of a study of perceptions of participants in various project activities in relation to the six grounds of discrimination and Eurobarometer findings. The successful good practice competition entries were awarded.

FINAL CONFERENCE

The National Commission for the Promotion of Equality invites you to the final conference of the project **Voice for All** VS/2007/0477.

The conference will feature the results from a research study on good practices against discrimination on the grounds of gender, race, sexual orientation, disability, age and religion.

The research focused on the following sectors:

- Educational Institutions (at all levels)
- Public Service and Public Sector Organisations
- SMEs
- Large Corporations
- NGOs and Civil Society
- Media


During the conference, researchers from the National Commission for the Promotion of Equality, Dipartimento Per le Pari Opportunità (Italy), SYMFILIOSI (Cyprus) and the Institute for Conflict Research (Northern Ireland) will be presenting their findings.

It will also include a short video showcasing the various project activities and the presentation of a study of perceptions of participants in various project activities in relation to the six grounds of discrimination and Eurobarometer findings. The successful good practice competition entries shall also be awarded.

Registration form can be accessed on our website: www.equality.gov.mt
For further information, contact NCPE by email on equality@gov.mt or by phone on 2590 3850

Participation is free of charge

Friday, 23rd January 2009
8:30am - 1:00pm
Intercontinental Malta, St Julian's



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Conclusion

The purpose of this report was to record the various activities implemented as part of the project 'Voice for All' and to investigate further the methods used in order to reach the project's aims. These aims included raising awareness on the reality behind stereotypes which lead to discrimination and promote good practices which work to create a more inclusive society.

The project utilized various methods in order for its message to reach out to different groups which cut across society. Each activity served a specific purpose of delivering the project's message clearly to each particular sector, always offering information on how to take action and empowering people to challenge the discrimination

they encounter. This responsibility was encouraged, particularly through the forum theatre training sessions which provided a very practical experience. The project activities also enabled the topic of discrimination to be openly discussed within society and for people to be aware of the protection which is currently available to them through local legislation.

Finally, the project outlined the grey areas which require further work and attention, particularly, in relation to legal protection on the grounds of age, religion and sexual orientation.

'Voice for All' Project aimed at empowering the public to challenge the learning and thinking processes which give rise to discrimination based on race, sexual orientation, gender, age, religion and disability and endorse diversity.

This project has reached its aims by utilizing unconventional techniques which originate within the artistic and creative realm. This report serves to record all these techniques and activities and showcase their results.

ISBN 978-99909-89-32-8



This project is supported by the European Community
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