



# INCLUSIVE EDUCATION IN MALTA

## LEGAL OBLIGATIONS & BEYOND



Disabled children  
are first and  
foremost  
children...they  
have rights like  
all other  
children.



# THE SALAMANCA STATEMENT

- *Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.*
- *Every child has unique characteristics, interests, abilities and learning needs.*
- *Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.*







## THE SALAMANCA STATEMENT

- ✓ *Those with special educational needs must have access to mainstream schools, which should accommodate them with a child-centred pedagogy capable of meeting those needs.*
- ✓ *Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.*



## **UN CONVENTION FOR THE RIGHTS OF THE CHILD**

### **ARTICLE 2 ( NON-DISCRIMINATION )**

*The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.*

### **ARTICLE 3 ( BEST INTERESTS OF THE CHILD )**

*The best interests of the child must be a top priority in all decisions and actions that affect children.*

### **ARTICLE 12 ( RESPECT FOR THE VIEWS OF THE CHILD )**

*Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*



## UN CONVENTION ON THE RIGHTS OF DISABLED PEOPLE ( 2006)

*“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”*



# UNCRPD: ARTICLE 24: EDUCATION

*The right of persons with disabilities to education*

*Without discrimination...equal opportunity*

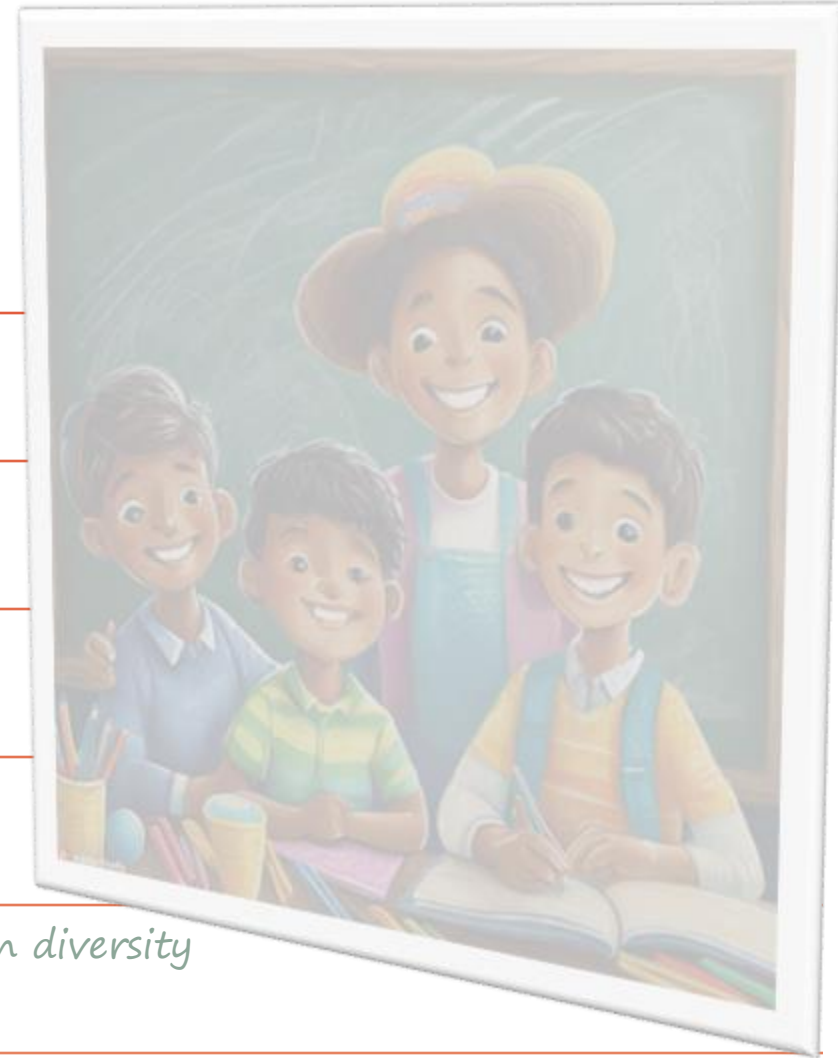
*Ensure an inclusive education system*

*The full development of human potential and sense of dignity and self-worth*

*The strengthening of respect for human rights, fundamental freedoms and human diversity*

*The development of their personality, talents and creativity...their mental and physical abilities, to their fullest potential*

*To participate effectively in a free society.*



# UNCRPD: ARTICLE 24: EDUCATION

*...ensure that:*



- a) *Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*
- b) *Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;*
- c) *Reasonable accommodation of the individual's requirements is provided;*
- d) *Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;*
- e) *Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.*



# EQUAL OPPORTUNITIES ( PERSONS WITH DISABILITY) ACT ( CAP. 413) :

*(5) Every person with a disability shall enjoy the same fundamental rights and freedoms of the individual without discrimination as declared in the Constitution of Malta.*

EMPLOYMENT

EDUCATION

ACCESS

PROVISION OF GOODS,  
FACILITIES OR SERVICES

HEALTH

ACCOMMODATION



# EQUAL OPPORTUNITIES ACT

## TITLE 2 – EDUCATION

### ARTICLE 11



1)...it shall be unlawful for an educational authority or institution to discriminate against

- a) an applicant for admission as a student on the grounds of his disability or a disability of any of his family members –
- b) a student on the grounds of his disability or disability of any of his family members –



# EDUCATION ACT ( CAP 327)

*6. It is the right of every parent of a minor to give his decision with regard to any matter concerning the education which the minor is to receive.*

*11 (2). Directorate [for Educational Services] (1) In conjunction with Colleges and schools, provide the resources required for inclusive and special educational programmes and for other schemes related to individual educational needs.*



# MALTESE SIGN LANGUAGE RECOGNITION ACT ( CAP 556)



3. (1) The Republic of Malta recognises Maltese sign language as an expression of culture and endorsement for equal opportunities and inclusion. The purpose of this Act is to promote and maintain the use of Maltese Sign Language by declaring Maltese Sign Language to be an official language of Malta...



# PERSONS WITHIN THE AUTISM SPECTRUM ( EMPOWERMENT) ACT ( CAP 557)

*To empower persons within the autism spectrum by providing for their health and well-being in society, the betterment of their living conditions, their participation and inclusion in society and to make ancillary and consequential provisions thereto in full adherence to the UN Convention on the Rights of Persons with Disability.*



# MALTA'S REFUGEE ACT (2000)

- ✓ Children coming from all EU member states and children of third Country Nationals are entitled to free State education.
- ✓ The Migrant Worker (Child Education) subsidiary legislation emphasises the duty of the State to ensure that migrant children are educated according to their individual level of ability, and to be taught both the mother language and culture of their country of origin whenever possible. Education is free for all migrant children.

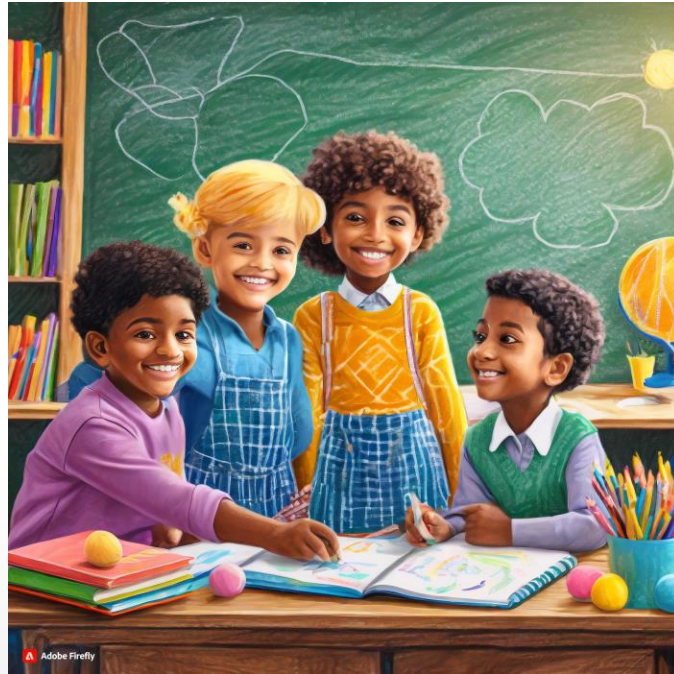
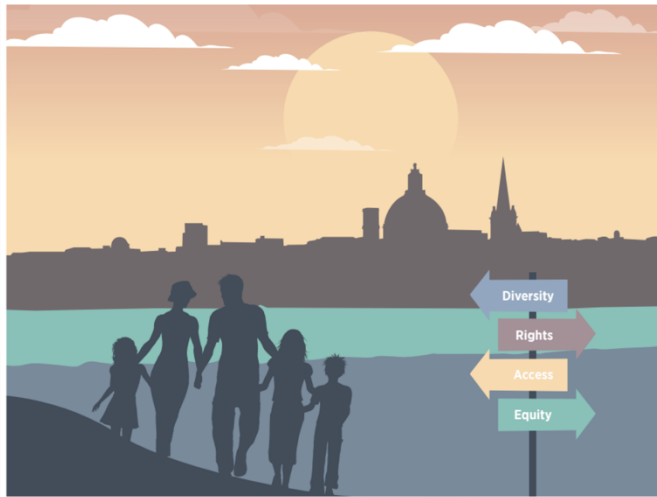


*“A child-friendly society is one in which children and families, who are alien to that society, feel part of and thrive in it. This is because by their very nature, the rights of children are all inclusive and, therefore, a society that truly upholds these rights is an open one”.*

*Pauline Miceli, Former Commissioner for Children*



## A National Inclusive Education Framework



## A Policy on Inclusive Education in Schools

**Route to Quality Inclusion**







# POLICY BENCHMARKS

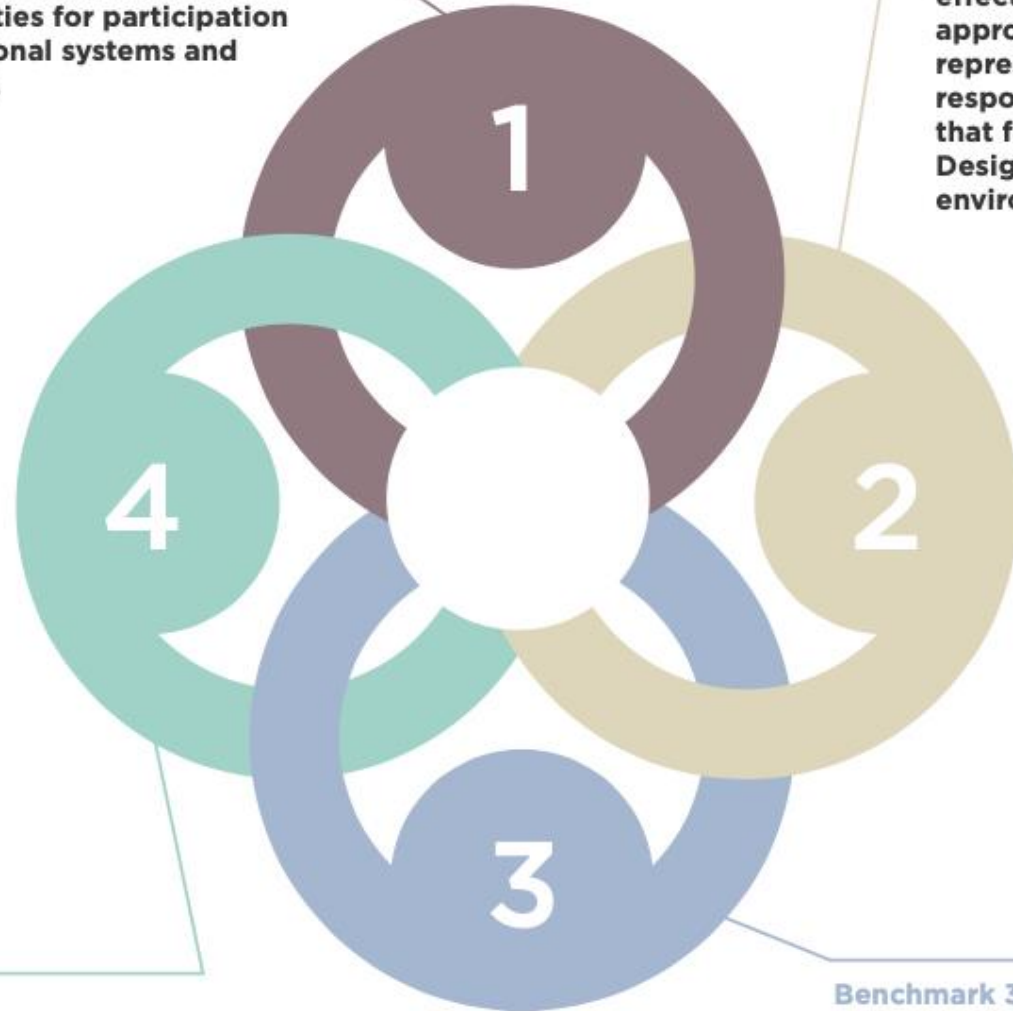


## Benchmark 1

All learners have access to opportunities for participation in educational systems and structures.

## Benchmark 2

All educators employ effective teaching approaches that are more representative of and responsive to diversity that foster a Universal Design for Learning environment.



## Benchmark 4

All educators have access to flexible education and training that supports their work in delivering quality Inclusive Education.

## Benchmark 3

All schools are supported through well organised support structures that embrace shared cultures and ethos of diversity.

# INCLUSION WITHIN THE MAINSTREAM CLASSROOM

An educational psychologist's assessment report is needed for educators to adapt lessons to meet the specific needs of students. Then, disabled students must undergo an assessment by a board to determine their eligibility for Learning Support Educator (LSE) support, which may be provided in various forms, including shared in the same class or full-time one-to-one support.





# THE MIXED ABILITY CLASSROOM

## PROS

*Promotes Inclusion*

*Encourages Collaboration*

*Enhances Social Skills:*

*Encourages Differentiated Instruction*

*Promotes Appreciation of Diversity*

## CONS

*Challenges in Differentiations*

*Potential for Frustration*

*Teacher Workload*

*Potential for Achievement Gap*

*Behavioural Management*

# THE NATIONAL MINIMUM CURRICULUM



*The National Minimum Curriculum principles 2 and 8 on 'Respect for Diversity' and 'An Inclusive Education' promote education in value orientations with the aim to fostering tolerance, understanding, and respect among peoples, groups and individual persons.*



# SECRETARIAT FOR CATHOLIC EDUCATION: THREE PILLAR APPROACH

WORKING TOWARDS  
EXCELLENCE

INTERDISCIPLINARY  
TEAMWORK

LEARNER CENTERED  
APPROACH





PROFESSIONAL BOUNDARIES



TEAMWORK



SUPPORT SCHOOL COMMUNITY



ADVOCATING FOR THE INDIVIDUAL LEARNER



SELF-CARE & PROFESSIONAL DEVELOPMENT



SERVING THE CLIENTS

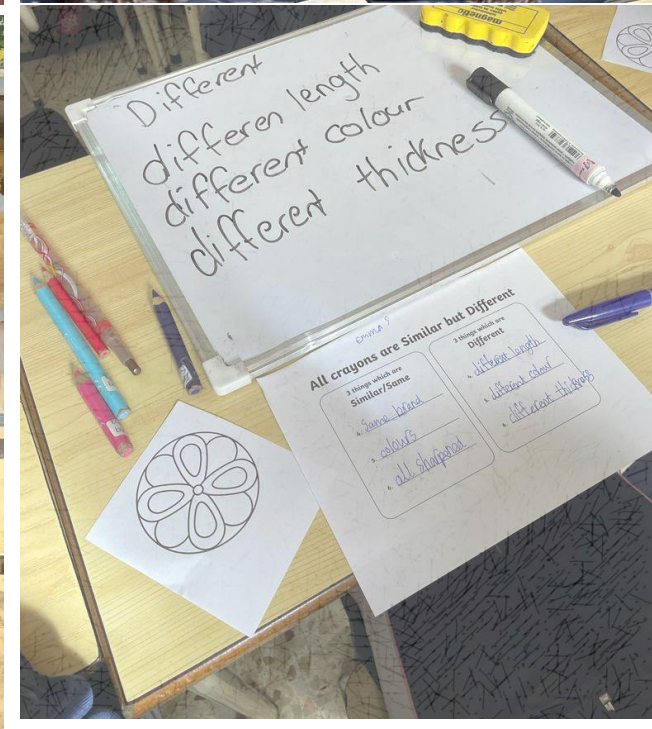




# CONTINUOUS DEVELOPMENT SESSIONS & SUPPORT



# INCLUSIVE PRACTICES











Inclusion requires a radical re-thinking of how we look at education. Inclusive education is about changing the question that we ask about the education of students with disabilities. Rather than asking if a student is able to fit into a mainstream education setting, inclusion is about asking what we need to do to adapt that setting to enable educators to meet the individual educational needs of students with disabilities. Rather than discussing whether or not inclusion is possible, shouldn't we focus on how to make it possible?

Anne-Marie Callus, 2020

<http://www.inclusion-europe.eu/inclusive-education-interview-anne-marie-callus/>





**BEING DIFFERENT IS OKAY!**