

A Review of the National Minimum Curriculum from an Equality Perspective

Lot 2

Supporting Document

A REVIEW OF PRIMARY SCHOOL AND SECONDARY SCHOOL SYLLABI

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This document is being submitted in support of the report entitled A Review of the National Minimum Curriculum from an Equality Perspective. It has been written in such a way as to ensure that the section on each subject may be pulled out and utilised by educators. The review on each subject contains a broad background to the subject, particularly for the purposes of equality, an equality review and a set of recommendations on recommendations which will strengthen the role of the syllabi in the promotion of equality.

All syllabi reviewed herein were obtained from the official website www.curriculum.gov.mt in October and November 2010. The reviews carried out herein refer to the official syllabi available on the website in those months.

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Primary School Syllabi

Maltese Primary School Syllabus

Subject	Maltese
Grouping	Languages
Level	Primary School
General, Rationale, Aims and Objectives	<p>The aim of the Maltese Primary School Syllabus is to give students an overall understanding of the Maltese language. There is a focus on developing the students reading, writing, speaking and listening skills. Furthermore, the syllabus puts emphasis on the importance of language for interaction, communication, thought and the developments and expression of individual opinions. As a method, the syllabus focuses on grammar and vocabulary while taking a thematic and contextual approach.</p>
Equality – the Six Grounds	<p>The syllabus does not discuss any grounds of discrimination although it does make reference, in its aims, fostering of a positive attitude to Maltese and other languages. Although this is not in itself a direct support of equality, the fostering of respect of other linguistic societies is a part of respect for diversity and equality.</p>
Recommendations	<p>The Maltese syllabus is necessarily focused on developing students' reading, writing speaking and listening skills. These in themselves are crucial to developing students' sense of critical thinking and communication skills. While appreciating the workload of educators we are making the following</p>

recommendations which can be introduced into the curriculum without any major changes and in such a way as to complement the other subjects:

- It is recommended that a detailed action programme to introduce the topic of discrimination through the Maltese syllabus is drawn up. This could include a selection of topics which consider different aspects of discrimination and could be used by teachers to discuss discrimination through various exercises (reading, listening, writing and speaking). The aim of this is to give students the opportunity to think about issues surrounding discrimination and to discuss them in various contexts. The aim is not only to ensure that they are aware of discrimination but to lay the foundation to critical discussions which will take place at later stages of education.
- When using mutli-media aids it is positive for children to get a broad idea of society. We would, therefore, recommend avoiding representing solely stereotypical roles. [Thus, for instance, if using pictures to represent a sport, it would be positive to show persons with disabilities participating without, necessarily, stressing their disability. Similarly, when portraying workplaces it would be beneficial to show people of all ages and sexes performing a variety of jobs.] These are just examples of some of the ways that diversity can be promoted even where it is not, specifically, itself the object of discussion. It should be particularly effective

in representing a society that is diverse without stressing on the diversity, but representing it as a natural phenomenon.

- An effort to avoid stereotypes would also be beneficial in the study of adjectives. It is therefore important to avoid presenting the typical descriptions such as 'zaghzugh b'sahtu' [a strong young man] and 'xih dghajjed' [a frail old man] or 'ragel intelligenti' [an intelligent man]. The problem is not in explaining this vocabulary, of course a broad vocabulary benefits students greatly. The difficulty arises in cases where there are no variations on the stereotypes. Thus, it would be fine, for instance, to speak of a frail older man but would be beneficial to also use certain adjectives to present a strong older man or woman. Likewise, while it is obviously important to make certain distinctions and explain certain descriptions which might be more commonly used with some persons than with others, it is important not to represent any older person as frail, or of according strength or intelligence only to young or middle-aged men.
- With students in the higher grades of primary school, the implications of using derogatory terms could also be explained and discussed. This could be introduced at the stages that students start to develop their argumentative skills and will serve as a foundation to deeper discussions in secondary school. Students could

be given various ways to describe people without being offensive, derogatory or condescending. This could also be considered when discussing tonality, diction and eloquence which features in various years in the syllabus.

- Throughout their primary school years, the students are encouraged to communicate their experiences about daily activities, their life, films they may have seen etc. It is recommended that educators are prepared in the event that children recount incidents of discrimination, particularly in cases that the children are unaware of the discrimination involved. A balance needs to be struck between not making the child feel uncomfortable and, at the same time, making them aware of situations which are discriminatory, especially where they are exposed to discriminatory attitudes at home or with friends/other family members.
- The syllabus states that students should not be made to feel shy or inferior when discussing their experiences. It is recommended that the aim to make students feel comfortable is not only limited to the sharing of experiences but also to the general language lesson, particularly where there are students of mixed abilities, different minority groups etc.
- Because the syllabus is so central to the development of students' reading and writing skills, it is important to ensure that students with learning difficulties are

provided with the space and tools necessary to be able to actively participate in the class.

- Furthermore, it is recommended that in class and group activities, a mixed ability approach is adopted so that students can both learn from each other and appreciate each other's diverse strengths.
- For the purpose of this report, a review of the individual teaching resources was not carried out. However, as a general point, it is worth pointing out that a review of all the teaching materials is necessary to ensure that the resources are not, themselves, perpetuating stereotypes which lead to discrimination. It is important that when giving examples in class, educators represent a diverse society and avoid stereotypes which may reflect a discriminatory attitude.
- Finally some ways that diversity can be promoted through the mechanisms in place in the syllabus are the following:
 - ❖ Essay topics/comprehensions could focus on various aspects of discrimination as well as positive examples of understanding and respect.
 - ❖ When writing invitations, cards etc. it is important to be aware of students who come from different minorities and to give them the same chance to represent their own feasts in these exercises.
 - ❖ Students' creative work could be evaluated to ensure that they are not unwittingly developing

	<p>discriminatory attitudes because of what they are exposed to.</p> <ul style="list-style-type: none"> ❖ When considering letter writing to make a complaint, write to the newspapers etc. some themes which consider the topic of discrimination and respect can be considered. ❖ When discussing interview and survey skills it would be beneficial if children are encouraged to choose a diverse group of people to interview. Furthermore, where the syllabus contemplates taking students to conduct interviews with members of the community this could be the perfect opportunity to work with different minority groups or societies who represent people who are discriminated against. Children can choose their own questions to ask. This will not only increase their understanding and get them to raise their own questions but dispel fear by meeting and getting to know people they would have otherwise not have met. ❖ Finally it is worth noting that where discussions on discrimination take place, the suggestion of the syllabus not to stop students from talking or to get angry at them holds. Very often their attitude is the result of what they are exposed to, and the only way that understanding and respect can be fostered is through providing the space for dialigue and facilitating the broadening of their horizons.
Further Comments	The study of languages plays a crucial role in the development

of the faculties of understanding and critical reasoning. Furthermore, students are informed through the texts that they read and develop critical thinking skills through discussion. The language syllabus, therefore, has an important role to play in the attitudes that children will adopt and in the way that they will express themselves in future. As a result, they are extremely effective tools in the fostering of understanding and respect.

The suggestions which are being made in this report, together with the recommendations for the secondary school syllabus aim to work on the instrumental role that the Maltese Language syllabus has to play in the raising of awareness and development of critical reasoning. The syllabus has, for a long time, been instrumental in raising students' awareness of a variety of social and environmental issues through the choice of topics. While, undoubtedly, there are already educators who are adopting this approach with regard to discrimination, it would be a positive experience if there is an overall plan to raise understanding and respect for all persons to complement the syllabus.

English Primary

Subject	English
Grouping	Languages
Level	Primary School
General, Rationale, Aims and Objectives	The primary school syllabus for the teaching of the English Language aims to develop the students' linguistic abilities to allow them to use language for the enhancement of knowledge and for social interaction.
Equality – the Six Grounds	<p>The English Language syllabus does not specifically address the 6 grounds of discrimination directly. However, it does contribute to the development of an integral rational process which forms the basis of understanding and respect for diversity. That is, it equips the students with the basic skills necessary to develop critical thinking and understanding.</p> <p>Furthermore, as its aims, the syllabus aims to promote cross-cultural understanding and to develop an awareness of foreign languages. Although this does not directly counter discrimination, it is one of the tools which facilitate respect and understanding. In a similar vein, students' listening and communication skills are developed. They are encouraged to listen to and respect other people's opinions and, while being confident about their own opinion, to be respectful and polite of other people's point of view. Again, while this does not specifically counter any particular ground of discrimination it is central to the overall fostering of respect, understanding and</p>

	cooperation.
Recommendations	<p>The teaching of English necessitates a focus on understanding the language and is crucial in equipping students with the tools for the advancement of their knowledge and understanding. Furthermore, there is great emphasis on language as a tool for social interaction. However, some recommendations could be made which will increase the impact of the syllabus on respect for diversity and the changing of intolerant attitudes:</p> <ul style="list-style-type: none"> • It is recommended that a plan to address the problem of discrimination and promote diversity is drawn up. This could include a series of topics which teachers can address in class (through essays, comprehensions etc.). It is preferable that the plan does not only focus on discrimination but also on diversity. It would be positive for students to gain an exposure to diversity in an indirect way. • A literature review has not been carried out for the purpose of this syllabus. However, it is crucial that all materials are reviewed so as to ensure that the resources themselves don't perpetuate discriminatory attitudes, even if it is just in the examples given for grammar exercises. Furthermore, books and passages for comprehension and discussion could be chosen in line with the aforementioned action plan in order to introduce the topics to the students for discussion. • It is, further, recommended that in the use of

alternative media as a learning tool, stereotypes are also avoided. That is, for instance, when using pictures, it would be a positive thing to avoid presenting all pictures of an English society made up of a single ethnicity and with no disabilities etc. It is positive for children to be exposed to a diverse and varied society.

- It is recommended that one of the aims of the primary school syllabus is to introduce students to various English speaking societies around the world. They can be encouraged to make charts about various aspects of the culture in other English-speaking countries. There could also be other activities like a day of festivities where students can partake in the rich history of festivals in various countries. Children can also be taught about the different communities and minority groups which are present in the U.K. itself.
- In giving examples for the explanation of vocabulary, it would be preferable if stereotypes are challenged. That is to say, for instance, to refrain from consistently conjugating images of old weak people, strong young men and submissive obedient women. Stereotypes are thus recognized as (often false) generalizations that belie reality, often to the detriment of certain groups.
- Whilst nursery rhymes are an almost expected part of primary syllabus, some nursery rhymes such as “There was an old woman who lived in a shoe” or “Three Blind Mice” might benefit some attention. Although at the age that nursery rhymes are taught, children might not

	<p>have developed the faculty to have a strong argumentative discussion, it would be positive to counter the impressions that are coming from the nursery rhymes or, indeed, fairytales, with positive examples. In the cases mentioned, for instance, it would be positive to then have an activity which compares a bitter and cruel old woman with a caring competent one, or to give an example of a blind mice (or people) who are not scattering all over the place but have other competences. The aim here is not to stress on the issues in such a way as to remove the light-hearted and enjoyable nature of these central elements of childhood. It is simply aimed at avoiding having children develop a negative image of different persons but adopting a creative and balanced approach, albeit, an indirect one.</p> <ul style="list-style-type: none"> • Finally, it is important that students with learning difficulties or disabilities which impair communication are not excluded from class activities. Furthermore, time can also be dedicated to learning alternative forms of communication with people who have communication impediments.
<p>Further Comments</p>	<p>The syllabus is mindful of the role that languages have to play in the faculty of understanding and critical reasoning. Furthermore, it aims to develop students' communication skills and focuses on languages as a form of social interaction. The recommendations made within this report are intended solely to build upon the structure that is already present within the</p>

	<p>syllabus simply to strengthen the role that English can play in the broadening of students perspectives and the appreciation and respect for diversity.</p> <p>The resources that are used by educators have not been analysed herein, therefore, it is possible that some of the recommendations are already in place. Nevertheless, it would be positive if the syllabus were to be accompanied by the plan suggested in the first recommendation of this report. This will act as an aid for educators to maximise on the flexibility of the language syllabus in such a way as to use essays, comprehensions, topics for discussion and projects as a means to promote the respect for diversity and broaden students' understanding of the pertinent issues. Furthermore, this will act as a foundation for the complexity of questions that will be discussed at later stages of their education.</p>
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Social Studies Primary School

Subject	Social Studies
Grouping	Humanities
Level	Primary School
General, Rationale, Aims and Objectives	<p>The social studies syllabus aims to give students an understanding of their social and physical environment as well as a background of history. It seeks to explain the world through geography and culture teaching students about their own culture and the diversity of the world. The syllabus also aims to develop their ideas and instil a sense of tolerance through understanding. Furthermore, it aims to make them aware of their role in the local and global societies. The syllabus also aims to instil students with a will for peace and solidarity with others with the purpose of promoting peace as an alternative to war and terrorism.</p>
Equality – the Six Grounds	<p>The syllabus broadly aims to promote diversity through the raising of awareness and understanding about the diversity that exists globally. It also seeks to teach students how to listen to the opinions of others and how to respect them. Furthermore, it aims to make students aware of expressing their opinions without hurting or offending others.</p> <p>Furthermore, the syllabus aims to give students an</p>

	<p>understanding of their rights and obligations. By explaining the notion of entitlement and rights, they could become sensitive to the rights that both they and others are entitled to. This may help them to fight for equality where they are affected and where the rights of others are not being respected. It therefore counters discrimination by equipping potential victims and witnesses with an understanding of their rights and obligations. It also deters students from discriminating against persons in the future by explaining what their obligations are and by teaching them to respect dignity and diversity.</p> <p>The syllabus is, therefore, broadly equipped to teach students about equality as a concept, while different aspects of discrimination run throughout the major themes that affect society. Its role in the development of children's attitudes towards equality is therefore unparalleled in the National Minimum Curriculum.</p>
Recommendations	<p>Because of the role that Social Studies plays in the shaping of students' attitudes towards discrimination, great care must be taken in the way that the themes are considered. The recommendations that are made in this section broadly refer to the rationale behind the social studies programme, since only the rationale and the syllabus of year one were available for the purpose of this study. In order to strengthen the role of the Social Studies curriculum in the elimination of discrimination we are making the following recommendations:</p> <ul style="list-style-type: none">- In the discussions on Maltese identity and society, efforts should be made to represent the diversity and fluidity that exists

in Malta, and not only focus solely on mainstream society.

- When discussing roles of different members of society, it is important that students are made aware of the fact that roles are not pre-determined by society itself but that individuals are free to choose their roles in society irrespective of age, gender, race, religion or disability.

- The equality of men and women, in the home, at the workplace and in the wider society should be stressed. It is essential that female students understand that they enjoy the same opportunities as their male counterparts.

- When discussing the role of politics in our history and society it is necessary to highlight the importance of understanding of other people's ideas. It would be worth stressing that politics is not something that could divide people but a tool to improve society through different ideas. The role that of a multiplicity of beliefs and political views plays for the development of society could be explained, with the aim of increasing awareness of and understanding for political opinions. Furthermore they should be encouraged to think and to become active citizens through positive contribution rather than blind allegiance.

- When discussing the family, we would like to recommend that the section on the family is revised (n.b. We only have access to the first year syllabus) and that the following is implemented:

o To avoid representing only the traditional or more common family structures. It is necessary to also consider families which are not made up of two married parents and the children.

- When discussing the roles which individual parents play in a child's upbringing, it is crucial not to take a gender-based approach.
- When discussing the role that children will play in families in future it is also important to avoid presenting the view that they will all grow up, get married and have children. There is a risk that such a strict understanding of the development of life will lead them to understand that whoever does not conform is somehow abnormal and breaks the codes of society. This will sow the seeds of a discriminatory approach in future, especially where same-sex couples are concerned.
 - When discussing rights and duties, it would be positive to focus on basic human rights. The dignity of all persons and the right of everyone to be treated equally should be respected. Furthermore they should be discussed in context.
 - As students grow older, discussions about specific problems related to equality in Malta could be discussed. The syllabus should not shy away from contentious issues and, furthermore, it might be positive for the students to meet members of society who are marginalised and discriminated against. This can be done, in particular, through collaboration with representative groups and associations.
 - With older students, when discussing events in Maltese history, it is important to highlight the fact that previously religiously-motivated battles have political foundations, and that there is no intrinsic quality which necessitates religions to be at war with each other. It would be positive to show some recent examples of initiatives between different religions and races.
 - In discussing culture, it is necessary to stress that culture

	<p>is constantly evolving. When explaining the changes in the dynamics of society that have occurred from the past to the present it is also advisable to highlight that changes will occur in future.</p>
Further Comments	<p>- The Social Studies syllabus is extremely important as it explains the dynamics of society and is the best place for students to understand the changing nature of society and the roles we all have to play. The syllabus itself clearly reflects the will to broaden the perspectives of students to create a more tolerant society. The only point which must be pointed out is that caution should be had when representing traditional models of social structures to ensure that these do not perpetuate the systems which gave rise to discrimination in the first place.</p>

Mathematics Primary

Subject	Mathematics
Grouping	Mathematics
Level	Primary School
General, Rationale, Aims and Objectives	<p>The syllabus of mathematics is focused on developing students' numeracy skills, geometrical skills, spatial awareness, data handling and problem solving. Broadly it aims to develop their sense of logic and reasoning. Furthermore, the syllabus aims to teach students to express their own ideas and react to those of others.</p>
Equality – the Six Grounds	<p>The syllabus does not contemplate the six grounds of discrimination.</p> <p>On a general level, the syllabus does intend to use language which is simple and accessible to all students. Although this does not address discrimination as such, it works to ensure that children who are weaker in their linguistic abilities or who are not able to speak English are not left behind in a class.</p> <p>Furthermore, the syllabus aims to try to give students of lower mathematical ability the chance to experience as broad a range of knowledge as possible.</p>
Recommendations	<p>Mathematics is a technical subject and the syllabus is necessarily focused on developing the particular skills at hand. However, we recommend the following in order to</p>

ensure that the syllabus is in line with the general policies and suggestions being put forward:

- Although a review of the exercise books and reference materials has not been carried out for the purpose of this study, it is recommended that all the materials are reviewed to ensure that the examples given (in problems for instance) do not promote discrimination or intolerance. The same could be said for the examples given by teachers in class (in this respect, perhaps a set of guidelines could be issued).
- While choosing students to solve problems/carry out exercises, educators should give all students a chance and should have no preferences.
- The syllabus itself does acknowledge that all students should be encouraged to reach their maximum potential. This is very positive. It is important, however, that two points are made. The first is that students with a slower approach to mathematics are not stigmatised immediately by a class which is somehow divided into good or bad students – any attention which is due must be given on an individual level. Secondly, because mathematics covers a broad range of skills, it is very possible that students who are stronger in one skill are not necessarily stronger in another. Thus, when choosing groups to sit together, or allotting

	<p>the placement in a class, it would be positive for teachers to get students of different abilities to work together. This will be beneficial not only from the point of view of learning, but also because children may understand their own strengths and weaknesses and those of their fellow students. It will also make students who are weaker in one area feel confident in another.</p>
Further Comments	None.

Science Primary

Subject	Science
Grouping	Sciences
Level	Primary School
General, Rationale, Aims and Objectives	<p>The Science Syllabus aims to give students a general understanding of basic scientific knowledge and the capacity to understand phenomena and reason in a scientific way. This is done through a contextual approach, introducing science through everyday life. Furthermore, it aims to make students aware of the influence of science on society. It also aims to make children open-minded and curious in their approach.</p>
Equality – the Six Grounds	<p>The syllabus does not consider any of the six grounds of discrimination.</p> <p>Broadly, however, it does seek to explain the differences between people from a scientific perspective. Furthermore, it considers the basic fundamental tenets of the human form as well as various differences. The syllabus also aims to explain some of the superficial differences such as clothing and lifestyle by referring to physical conditions such as the weather. All these elements may help the students to consider differences scientifically and, therefore, indirectly contribute to a more equal understanding of humanity.</p>
Recommendations	<p>Science has a significant role to play in the promotion of equality. In particular, it serves to dispel some misconceptions</p>

which lead people to adopt a discriminatory attitude. By encouraging children to think in a scientific way and, furthermore, by explaining certain differences – and indeed human commonalities - scientifically, students’ abilities to understand things empirically and rationally will be further advanced. We are therefore making the following recommendations in order for science syllabus to contribute to the promotion of equality through the National Minimum Curriculum:

- In the sections on human biology it would be positive for students to get an understanding of the fact that different disabilities can be explained scientifically and that there are many impediments that have been, and continue to be overcome through developments in science and technology. It would also be possible to consider disability in terms of particular impediments. The aim of this is to avoid having students consider people as generally ‘disabled’.
- In lessons on biology, it would be positive to stress the point that the factors which make people different do not make them unequal.
- A section on the role of diverse cultures and people in science could be introduced. This could include everything from the role that different cultures have played in the development of science to notable scientists who were/are women (e.g Marie Curie), or had a particular disability (e.g. Stephen Hawking) etc.
- In the section on the similarities and differences

	<p>between humans, it would be positive to stress on the importance of equality in spite of differences and to consider any myths – for example that of ‘race’ - which have no scientific basis.</p> <ul style="list-style-type: none">• When working in groups, it is essential that educators adopt a mixed approach and to not segregate students. Furthermore, all students in class should be treated equally and not discriminated against in any way.
Further Comments	None

ICT Primary

Subject	ICT
Grouping	Technology
Level	Primary School
General, Rationale, Aims and Objectives	<p>The ICT syllabus is aimed at enhancing students' access to knowledge and to better equip them to participate in all aspects of life through ICT. At primary level, it is mainly intended as a tool for the advancement of education. Moreover, the syllabus intends to develop the social skills which students need through co-operative and collaborative learning.</p> <p>The syllabus also intends to encourage those users who do not have access to ICT outside the home. Furthermore, the syllabus aims to promote lifelong learning through ICT.</p>
Equality – the Six Grounds	<p>The ICT syllabus does promote equality for those who are generally discriminated against on the grounds of disability. In particular, the syllabus aims to help those learners who have special needs integrate, in particular through strengthening their independence and developing of knowledge and abilities.</p>
Recommendations	<p>The syllabus is mainly aimed at increasing students' ICT skills. However, with a few minor amendments, it can contribute to eradication of discrimination and the promotion of understanding and respect for all peoples through the following recommendations:</p> <ul style="list-style-type: none"> • One of the most crucial tools for Human Rights

	<p>education is the internet. Students, particularly in the older years, could be introduced to the wealth of information that there is about human rights in general, and about equality and discrimination in particular through e-learning and projects. Some websites which provide valuable e-learning fora include the UN's cyberschoolbus http://www.un.org/cyberschoolbus/ which contains information about human rights, including discrimination on various grounds. They are targeted specifically at children and are simple but effective ways of informing students not only about the particular issues but also build their research skills in this regard. Furthermore, educators can encourage students to visit these web pages not only at school but during their spare time as they are full of activities and information.</p> <ul style="list-style-type: none"> • The ICT syllabus also highlights the role that ICT has in the appreciation of society, including its ability to introduce students to places that they have never been before. It would be beneficial for students to be given projects on different countries and customs which will develop their capacity to use the internet as a tool to help them understand other cultures. • Finally, as with all other subjects, all the resources used in the lessons need to be analysed to make sure that they are free of any discriminatory inferences – on whatever the ground may be.
Further	<ul style="list-style-type: none"> • The syllabus recognises the role that ICT has to play,

Comments	<p>specifically as regards people with disabilities. However, the syllabus itself does not contemplate any tools or mechanisms which can specifically help children who have a disability make full benefit of the advantages which ICT offers to counter impairments. It is important, particularly those suffering from impediments which limit their access to education, that the syllabus is accompanied by a supporting document which lays out how ICT is to be used to allow persons with disability to fully participate in the areas of education and communication which may have been limited to them before. It is crucial that tools and peripherals which help students with a disability overcome their impairment are investigated and that educators and facilitators are informed about their usage. In particular it would be beneficial for the syllabus to build upon the lines proposed by the Federation for Accessibility in Information Technology available at</p> <p>http://www.knpd.org/mittsfita/education.htm</p> <p>Together with other departments, the ICT school departments can also collect resources available on the internet for the use in other lessons. Apart from the UN's Cyber School Bus cited above, many resources for use in classrooms are also to be found on Oxfam's resource section for schools available at http://www.oxfam.org.uk/education/resources/</p>
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Art and Design Primary

Subject	Art and Design
Grouping	Arts
Level	Primary
General, Rationale, Aims and Objectives	The aim of the arts syllabus is to encourage students to express their creativity and develop their senses, predominantly through non-verbal communication.
Equality – the Six Grounds	The syllabus does not directly contemplate the six grounds of equality. It does, however, strive to engage the students' interests in art forms from different cultures. This may contribute to a positive view of diversity and, therefore, lead to less discrimination and more equality on the basis of race or religion.
Recommendations	<p>The art syllabus is central to the development of understanding through the use of the senses, particularly, but not exclusively sight. It contributes to the development of understanding of the world in a way that is different to that experienced in most other subjects. It can therefore enhance children's understanding of equality and diversity from a different perspective. We are therefore making the following recommendations:</p> <ul style="list-style-type: none"> • Among the aims in the syllabus, it would be positive if the aim to ensure that all students have equal access to express themselves freely through art is added. This aims to ensure that students can express their

	<p>individuality and, furthermore, that there is an equality of access to art, including through the provision of aids where the access of students with particular disabilities might be hindered.</p> <ul style="list-style-type: none"> • It would be positive for students to critically reflect upon the presence of discrimination in art • It would also be beneficial for students to discuss the ways in we can counter discrimination and promote equality through art. See for instance (www.disablityartsonline.org.uk) Examples include the way in which art acts as the language of communication where there are linguistic or other barriers; or the way in which persons who have speech impediments can communicate through art. These are just basic examples which can be worked into a project which the students can set up at school. Examples can be modelled on the manifest equality project which took place in March 2010 this year (http://manifestequality.com/). It would also be positive to look at the works of artists such as Brigitte Rabarijoana who portrays a message of equality for African women through her art. • When setting up work in groups it is important to ensure as diverse a group as possible. This is not only to ensure the equality of all students in the classroom but also to promote equality through communication and understanding.
Further Comments	None

Drama Primary

Subject	Drama
Grouping	Arts
Level	Primary School
General, Rationale, Aims and Objectives	<p>One of the primary objectives of the drama syllabus is enable students to think creatively and to approach learning in a holistic and positive manner. The aim is to engage all the students' senses in the learning process so that the learning experience goes beyond the mere level of comprehension and becomes a process of understanding on a deep and holistic level. It creates abstract situations which the students are encouraged to experience in a complete yet uncommitted way.</p>
Equality – the Six Grounds	<p>The syllabus does not tackle the six grounds of equality directly. However, in the rationale, an example of creating a context for students to try to understand blindness is given. Thus, although it is not directly contemplated in the syllabus per se, it can be said that the role of the drama syllabus in the fostering of understanding was already contemplated by the drafters of the syllabus.</p>
Recommendations	<p>The teaching of drama is aimed at creating self-awareness and understanding through a student-centred approach. Through the subject, students can become aware of themselves and others. In order for the drama syllabus to reach its potential in its contribution to the raising of awareness and respect for</p>

diversity, the following recommendations are being made:

- The drama syllabus focuses greatly on encouraging students to explore themselves and others. It therefore holds immense importance in helping them to explore discrimination in a non-formal and engaging setting. It is thus recommended that a plan is drawn up in which the ways that the drama syllabus can contribute to these aims is specifically laid out. This could include a list of topics and examples of how they can be covered.
- In accordance with the above plan, resources and lesson ideas could be made available to educators. These will include examples (such as the one on blindness given in the rationale to the syllabus) which will facilitate the work of educators in exploring the subject.
- When considering visual awareness, it would be positive for students to be exposed to understanding different persons, different realities and different abilities.
- When considering role play and character interaction, it would be beneficial for educators to give examples of a diverse group of people. Furthermore, after describing them, students may be encouraged to delve deeper into the character that they are considering in order for them to come to understand the human person as a complex whole and not get accustomed to identifying people by particular individual traits.
- Furthermore, through the analyses of emotion, drama

allows students to explore characters through the suspension of disbelief. This could work to strengthen their sense of empathy and could raise important awareness of what people feel in individual situations. This could help them to understand the feeling of being discriminated against. Because they are acting out a character, they could explore the characters of various persons, irrespective of age, religion, race, sexual orientation or gender.

- Some lessons which would expose students to the different cultures of the world could be given. Furthermore, it would be particularly positive for minorities in class to be free to work in any variations on the understanding of drama (particularly in the older grades of primary school). Moreover, when choosing plays for the students to act out, or films to show them, it would be a positive experience for them to be exposed to various forms of drama which exist both locally and internationally.
- When Music is used in the lessons, it would be positive to use music from various cultural traditions.
- When considering nursery rhymes and fairytales in the syllabus, it is important that students are not merely exposed to what might be discriminatory attitudes. Where these are reflected in any particular nursery rhymes or stories, the teachers could create encourage students to think and try to feel what the person felt. Furthermore, where it is a not a matter of direct

	<p>discrimination but of stereotyping which may lead to discrimination, educators could encourage students to critically explore and discuss the hidden messages within the fairytales and its implications and perhaps to creatively explore the possibility of making changes to the story/rhyme.</p> <ul style="list-style-type: none"> • When using group work, it is positive to put students in groups which are as diverse as possible. • Children could be taught about discrimination through mechanisms such as <i>Forum Theatre</i>.
Further Comments	<p>Communication is a central part of the drama syllabus. However, there is not much information available in the syllabus or the rationale regarding how drama is going to be made accessible to persons with communication impairments. Similarly, the syllabus also gives a fair bit of attention to the raising of self awareness through movement. This is a very positive approach; however, it must be ensured that students who have any form of disability are not left out of the exercises.</p> <p>While these issues do not strictly need to be considered in the syllabus, it would be positive if the issue was given consideration at a national level and that it is not left to the individual teachers to consider.</p> <p>Overall, it may be stated that drama can be a free form of expression to persons on whom society generally places limitations and stigmatizes. It has the power not only to raise</p>

	<p>awareness with other persons but also to empower minority groups or persons at risk of being discriminated. It is a versatile and free means of communication and it would therefore be extremely positive if its potential for this purpose is used to the full.</p>
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Music Primary

Subject	Music
Grouping	Arts
Level	Primary School
General, Rationale, Aims and Objectives	The syllabus aims to increase students' appreciation and knowledge of music in general and of some of its technical features. The syllabus also aims to develop students' personal and communicative skills.
Equality – the Six Grounds	The syllabus does not consider any of the six grounds of discrimination. It does, however, contribute to the fostering of understanding and respect for diversity in the inclusion of the music of different cultures in the syllabus.
Recommendations	<p>Music is a strong tool for communication and can, therefore, have a significant role to play in the fostering of respect for diversity and the promotion of equality. Furthermore, it is a method of communication which is different to other forms. It is therefore accessible in a different way and affects people's understanding in a different way. We would therefore make the following recommendations in order to maximise on the benefits of discrimination as a tool for the promotion of equality:</p> <ul style="list-style-type: none"> • A plan on the way that equality can be promoted through music throughout primary school.

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| | <ul style="list-style-type: none">• While there is some emphasis of music from different cultures, we recommend that this can be increased. Furthermore, the scope could be broadened beyond a folkloristic approach towards a more diverse approach of foreign music. Furthermore, it would be positive to refrain solely from referring to cultural regions or countries, but to also identify the diversity of music within cultural groups.• Furthermore, it is noteworthy that a lot of the music that is specifically mentioned for consideration in the syllabus is predominantly by white western men, with very few exceptions. It would also be positive to introduce students to the music of a more diverse group of composers.• It would also be worth considering the role that various peoples and cultures have had on the development of different genres of western Music.• Music connects people and it is suggested that students are given the opportunity to come up with their own ideas about how music can overcome intolerance and inequality.• It is recommended that where exercises require group work, the groups are as diverse as possible.• It is recommended that students are free to express the whole of their individuality through music.• When giving students roles within an orchestra, choir etc. it is recommended that they are not discriminated against in any way. |
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	<ul style="list-style-type: none">• Students could examine the empowering role that music plays in the lives of people who were marginalised. (such as by showing the film “Music by Prudence” which has an extremely empowering and positive message for musicians who suffer from disabilities).• Students could also be introduced to different mechanisms which make music more accessible such as Braille Music Technology.
Further Comments	None

Religion

Subject	Religion
Grouping	Other
Level	Primary School
General, Rationale, Aims and Objectives	The Religion primary syllabus basically aims to teach students about the Catholic Religion. It also aims to instil a sense of responsibility, social consciousness and respect for the dignity of all human beings.
Equality – the Six Grounds	The religion syllabus deals with equality in the broad sense in that it aims to teach students to respect all persons of different religions and cultures. It also aims to promote the love and respect for the dignity of every human being as God's creation. It aims to promote equality for persons of all religions and cultures, however, this is more clear in the general aims than it is through the particular elements of the syllabus.
Recommendations	While the general Religion syllabus does establish the basic values which act as a foundation for equality and respect, its contents could be reformed in order to create a respect for people through knowledge and understanding. The following recommendations aim to strengthen the role of religious studies in promoting equality and respect for diversity:

To give students an understanding of religions other than solely the Roman Catholic religion. While the predominant religion in Malta is Catholicism, students may be more respectful of other religious communities if understand something about them. There does not need to be an in depth analyses of all other religions, however, a basic explanation of the world's major religions would be preferable in the national minimum curriculum.

- When discussing other religions with students, it is important that educators adopt a respectful and inclusive approach to different religions, wherein similarities and differences may be explored within a healthy and non-discriminatory environment.

- While it is understandable that when discussing the Catholic faith, students are taught that they will find fulfilment in God, they should not be given the impression that anyone who is not Catholic cannot find fulfilment through their own faith or personal values. This is especially so considering the increased diversity in the population in general and in schools specifically.

- The focus of the syllabus could be on the values of faith and not the formalities. Students could be taught about persons of different denominations who have fulfilled the values which are shared by Catholics through their own faith and work (e.g. Gandhi)

- When discussing Catholic holidays, it is important to discuss similarities with feasts of other denominations.

- Finally, because some of the biblical stories are reflective of a patriarchal structure of society, it would be beneficial to ensure that students are made aware that the roles of women in

	<p>modern society are not the same as they used to be. This is particularly so with regard to attitudes about the roles of women in the family and at work. This will avoid the perpetuation of discrimination on the bases of gender with religious pretences.</p> <p>- Similarly one can look at the considerations of disability in the Bible and discuss the similarities and differences in understanding today.</p>
Further Comments	<p>Because of the nature of the syllabus we recommend that students who are not catholic are entitled to opt out of the religion classes without suffering any formal or informal repercussions.</p> <p>Furthermore, however it is also important to create a space for debate in an open and nonjudgmental environment.</p> <p>We also strongly recommend that the teaching of religion is compatible with scientific knowledge, particularly that creationist understandings are not presented as scientific facts.</p> <p>Finally, we also recommend that different pedagogical methods such as the use of charts and role-plays are used to familiarise students with the values of other faiths. By understanding other faiths that students will learn how to respect people from other denominations. It is important that they find their first and most basic example of respect and understanding in their religion lessons.</p>

Physical Education Primary

Subject	Physical Education
Grouping	Sports
Level	Primary School
General, Rationale, Aims and Objectives	The Physical Education Syllabus aims to engage children's participation in sport while developing a range of physical, cognitive and social skills.
Equality – the Six Grounds	The syllabus does not consider any of the six grounds of discrimination.
Recommendations	<p>In order for the P.E. syllabus to further contribute to the promotion of equality through the National Minimum Curriculum, we would like to make the following recommendations:</p> <ul style="list-style-type: none"> • That it is specifically stipulated in the syllabus that all students should have the same access to participate in sport activities and that no discrimination is made on any grounds. • That when students practice sports, sessions are held jointly and all students are treated equally. • That the syllabus makes due consideration to make sports accessible to students who have a mobility impairment. In this respect it is quite noteworthy that the syllabus goes into significant details about how exercises are to be taught and carried out. There is also

	<p>an attempt to raise awareness about teaching students about understanding the body through different exercises. There is, however, no mention of how these exercises can be carried out for students with mobility difficulties. This limits accessibility to the particular policy adhered to by individual teachers rather than guaranteeing it through the national syllabus.</p> <ul style="list-style-type: none"> • That throughout the years students are taught about diversity through sports. In particular it would be positive if they are introduced to sportsmen and sportswomen of all ages, gender orientation, races, religions and abilities. Furthermore, the students can be encouraged to discuss and think of ways in which equality can be promoted through sports.
Further Comments	None

Personal and Social Development

Subject	Personal and Social Development
Grouping	Other
Level	Primary School
General, Rationale, Aims and Objectives	<p>The PSD syllabus is crucial in shaping the way that children understand the world and in strengthening their inter-personal and social skills. It equips them with the necessary skill to develop relationships with other people and achieve a sense of fulfilment at an important point in life for the formation of their character. Moreover, it develops their sense of empathy and responsibility as well as helping them to distinguish between right and wrong. Finally, it also teaches them to respect themselves and others. The syllabus also aims to give them an understanding of the implications of their own attitudes to different issues.</p>
Equality – the Six Grounds	<p>The syllabus tackles equality from a gender perspective and from a religious perspective directly. The syllabus tackles gender roles and the effect that the media and society play in them (although it is not entirely clear from the syllabus itself what position is taken). Furthermore, the syllabus also contemplates the duty that both sexes have as care givers in a society.</p> <p>The syllabus also discusses respect for divergent opinions and for different cultures and religions. Children are also exposed to children’s rights and this will ensure that they are aware of</p>

the fact that they are equally citizens with rights and duties and that their age does not mean that they are secondary members of society.

The syllabus also deals broadly with the question of prejudice and children are encouraged to be inclusive. In addition to this, a sense of equality is also fostered indirectly. In particular, students are encouraged to develop their sense of self-worth. This will tackle discrimination from the aspect of potential victims, as if they are made aware of their entitlement not to be discriminated against, they are empowered to stand up against discrimination in future.

Furthermore, students are being made aware of how their actions affect the feelings of others. This is particularly important for children to understand that their discriminatory attitudes have the capacity to hurt people very deeply.

The students are also made aware of the importance of respecting their friends and classmates. Furthermore, the syllabus also aims to teach them to respect the opinions of others and to highlight the fact that different people have different opinions. The syllabus also highlights the fact that people are special for different reasons. This will help them to appreciate the qualities of other who are different to themselves.

The syllabus is also positive in that it tackles subjects such as the family not strictly from the traditional perspective. This is extremely crucial for students to understand the diversity that exists within the Maltese social system.

Finally the syllabus contemplates making students think with a

	<p>global perspective and act locally. This is extremely central to encouraging active citizenship and challenging the more traditional notions that give rise to discrimination locally.</p>
Recommendations	<p>The PSD syllabus is positive because it not only discusses certain aspects of equality and discrimination, but it is also central to the formation of children’s approaches to life, including their perceptions of equality. While the syllabus is extremely broad and detailed and while appreciating that a lot of ground has to be covered, we are making the following recommendations which could be worked into the current syllabus:</p> <ul style="list-style-type: none">• An action programme to target discrimination and inequality could be drawn up with all grounds of discrimination to be covered over the six years.• When talking about friends and how one chooses friends, it is important to share the idea that friends do not need to be exactly like them, and they stand to gain a lot from friends who are different. This may encourage them to making a diverse group of friends and understanding that they can have friendships with people who are different to them.• When discussing bullying in the various stages, it would be a positive experience if the topic was tackled not only through a broad approach, but specific instances of discriminatory bullying on different grounds are discussed.• In the topic on religions and cultures, the syllabus contemplates discussing the differences in religions and

cultures. It is recommended that some time could also be dedicated to discussing the similarities which connect one multi-cultural global society. Furthermore, it may be highlighted that respect and understanding does not only mean accepting people so long as they do not come into your personal sphere or not being directly negative towards them, but also treating them in exactly the same way as you would anybody who is of your same religion and culture.

- Furthermore, in discussions on cultures and religion, it is important to highlight the fact that diversity exists within the Maltese community as it does in most societies.
- When discussing their sense of worth and self-esteem, it would be positive to stress that they are equal to everyone else and can do whatever it is that they are determined to do to the maximum of their abilities. They may be made aware of the fact that other people's perceptions and prejudices should not act as a deterrent to what they can achieve and that they should stand their ground where people try to discriminate them, wherever that source of discrimination is coming from.
- In considering respect to authority, it is, of course necessary that children are made aware of the structures of society and of their responsibilities. However, it is recommended that when teaching them about a sense of obedience, children are still made

aware that adults or persons of authority can be wrong in certain situations. They must be aware that deference to authority does not apply where someone is being discriminated against or treated unequally.

- When discussing sexuality and gender roles, it cannot be stressed enough how important it is for educators to exercise extreme caution. It is crucial for them to stress that persons who do not conform to what the media or what society expects of men and women, are not misfits of society. Thus discussions on being a boy or being a girl could be limited to a very superficial distinction and children, especially in the older classes, could be made aware that the fact that they do not conform to what is portrayed as the norm should not make them feel uncomfortable or outcast. Being male or female is an essentially physical distinction and while there are some predominant trends how people fulfil their gender roles, there is no right or wrong way of doing so. Furthermore, other students could be taught how to respect everyone irrespective of how strictly they conform to convention. What is important is not how a person fits into predefined conventions but what value they have as a person. This is extremely important in order to avoid stigmatisation. Students could also be made aware of the offensive nature of using certain terms with gender-specific connotations.
- When discussing families, both male and female students need to be made aware of the fact that girls

are not expected to focus on the traditional role that women have had in a family. They can be shown that women are equally intelligent, capable of becoming successful in their careers and that household chores and family responsibilities may be shared by both men and women.

- When discussing the changes from birth to adult hood, it is important to avoid focusing exclusively on stereotypical cycles of life which automatically include heterosexual relationships which lead to traditional marriage. Children need to be made aware of the fact that persons who take other paths in life can be equally fulfilled.
- When discussing achievements, such as the gaining of stars etc., it is also important to highlight that different people have different abilities and have been given opportunities. Therefore, while it is positive to celebrate their own achievements, they should not look down on students who have not achieved what they have, as everyone has their own special abilities, some of which may not always be immediately apparent.
- When discussing issues of safety, the syllabus is very detailed in terms of raising children's attention and defences against the things that can harm them. This is extremely positive. However, we would also recommend, in this section, discussing with children the things that they might have a perception of being intrinsically harmful or offensive, but which are not.

Examples include persons with a disability or persons of different races. Often society stigmatises these people and furthermore, children develop their own understanding based on their own perceptions and what they hear from others. It might be particularly useful, in these sessions, also to focus on making them aware of the fact that people who are not necessarily like them do not pose a threat to them and should not automatically set off their internal alarm system. Since fear is a significant underlying cause of discrimination, this could tackle a notable problem at a very early stage of development.

- When discussing the value of respecting other people's opinions it might be valuable to talk about the value of respecting people's different political opinions. This will cut down on the polarisation of political debate and aims to foster respect for political ideals.
- In discussing team work, it would be positive to highlight that having people with different ideas and abilities on a team is a positive thing and that a diversity of opinions and abilities increases the value of the work produced by the team. Thus, when looking for team mates, students could be encouraged to find as diverse as a group as possible. This could be encouraged through activities in class, depending, of course on the particular the class.
- When discussing the body in health and safety, disability can be discussed. In particular, students could

	<p>be made aware of the fact that disabilities do not make people any less valuable. This will empower students who have a disability to feel like they can achieve what might initially seem difficult. Furthermore, it will encourage children to stop looking at persons with a disability as unable to achieve things and to look at them, instead, as persons who have abilities which may be different but extremely advanced. Examples of persons who are inspirational and successful in spite of their disability, such as Beethoven and Prof. Stephen Hawking are recommended in order for them to understand the value of looking beyond a person's disability and towards their abilities instead.</p> <ul style="list-style-type: none">• Children may also be encouraged to be vocal against discrimination and to understand that they should not be afraid to defend equality, in spite of what people say. It could be stressed that the danger is not in diversity or equality but in discrimination. Examples of the dangers of an extremely discriminatory system (such as Nazism) could be contrasted with the positive aspects of a diverse society where every human being is respected and judged on their merits, not on superficial qualities.
Further Comments	<p>The syllabus itself highlights the fact that children “form their own morality on the basis of their culture and society” [pg 4]. Because many children will be exposed to discriminatory attitudes, whether at home or through their experiences of society in general, it is necessary to show them positive</p>

examples of equality over and above making them aware of discrimination. It is through seeing these positive examples presented through various interactive learning tools that students can adopt a positive approach. This will help them not only to understand that they should counter discriminatory and negative attitudes but will give them positive examples which will help to mould their own sense of responsibility and equality.

Finally, it would be positive for students to have exposure to different groups of society and to persons living different experiences to their own. We suggest not only interactive pedagogical methods but also interaction through outings to different places or visits to the school by people who come from different backgrounds or communities. Students could be encouraged to ask their own questions in order for them to challenge any preconceived factors directly. It is only through proper understanding that the roots of discrimination can be effectively removed.

Secondary School Syllabi

English Language

Subject	English Language
Grouping	Language
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The English language syllabus aims to teach the subject through a holistic and learner-centered approach that engages students' participation and motivation. One of the methods adopted in the syllabus is a thematic approach which, among other things, specifically aims to expose students to a variety of English cultures.</p>
Equality – the Six Grounds	<p>In accordance with the Lisbon objectives, the English language syllabus states that it aims to educate students about the role of language in gender equity. In particular it aspires to sensitise students to the implications of language and behaviour with the purpose of teaching them to avoid bias and stereotyping in the language that they use. Furthermore, as is highlighted in its overview, the syllabus aims to expose students to different cultures through a thematic approach. This can broadly be used to introduce other aspects of discrimination.</p>
Recommendations	<p>The syllabus is already targeting some aspects of discrimination, particularly that which is gender-based. Furthermore, there is a manifest effort to introduce different English cultures through the approach. While it is acknowledged that the particular topics covered by the syllabus are very general, since this is a predominantly language-based exercise, we are putting forward</p>

	<p>the following recommendations:</p> <ul style="list-style-type: none"> - To sensitise students to possible language-based bias not only on the basis of gender but also on other grounds of discrimination. We suggest that students should be made aware of the implications of the use of terms and expressions as well as the drawing of stereotypical assumptions. - The introduction of specific themes in the syllabus which deal with discrimination and equality – that is, to encourage teachers to present at least a few topics about discrimination in their chosen themes for the year. To this effect, some source materials which could be covered may be introduced and added as an appendix. - In addition to the suggested strategies taken from Klippel, F. (1984) <i>Keep Talking CUP</i>, some topics which are specifically aimed at raising students’ understanding of equality and the eradication of discrimination should be provided. These topics should not only be listed along with the others but, also, highlighted as recommended. - Introducing a basic overview of the language tools available to persons who suffer from some sort of communication impediment. This aims to diminish the marginalisation of people with communication impediments by giving students a broad understanding of alternative language tools available.
<p>Further Comments</p>	<ul style="list-style-type: none"> - The learner-based interactive approach to the teaching of English is ideal as a mechanism to raise students’ awareness of issues surrounding equality and

	<p>discrimination. The syllabus is based on developing students' discursive, analytical and argumentative skills. Furthermore, because the actual content of the topics is not bound in the way that other subjects are the thematic based approach can be used to tackle themes which will broaden students' perspectives and lower the incidence of discrimination in Malta in a way that other subjects cannot.</p>
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English Literature

Subject	English Literature
Grouping	Language
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The English literature syllabus is based on a number of works of literary art – poetry, prose and drama. As such, the syllabus sets out a number of intended learning objectives that are related largely to students’ appreciation of and understanding of the texts at hand. The syllabus is not meant to deal with specific social themes or issues, but is based on the skills and abilities that the students will acquire by being acquainted with such texts.</p>
Equality – the Six Grounds	<p>None of the six grounds is specifically addressed by this syllabus, as it is based on the learning objectives of literary appreciation and understanding.</p>
Recommendations	<ul style="list-style-type: none">- A critical analysis of equality and discrimination within the recommended texts as well as alternative texts utilized within the classroom should be undertaken, as this goes beyond the present analysis
Further Comments	

Maltese

Subject	Maltese
Grouping	Language
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The Maltese syllabus for Lyceums and Secondary Schools gives a detailed study of Maltese Language, Literature and, broadly, culture. The syllabus also lays down the aim for students to be taught things in a holistic, cross-cultural way and through various themes.</p>
Equality – the Six Grounds	<p>The Maltese syllabus, as reflected in the present document doesnot appear to be fulfilling its potential as a means to promote equality. While it is considered in some themes and while the creative writing section aims to broaden the minds of students through means such as lateral thinking and the use of the internet for research, there may be room for improvement. It would seem that the structure of the syllabus is contributing to the promotion of equality marginally through some of the themes considered. Whilst there seems to be an attempt to broaden students' minds, there is ample opportunity to adopt a more structured approach to using the syllabus to promote equality and facilitate the elimination of discrimination.</p>
Recommendation	<p>The Maltese syllabus is an effective tool to broaden the</p>

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perspectives of Maltese students. It is the primary source for the understanding of Maltese identity at secondary level and is in a position to use this in order to counter myths of homogeneity and break down some common perceptions which give rise to discrimination on a number of grounds. We are therefore making the following recommendations.

That a plan to consider the way in which equality and non-discrimination can be promoted through the syllabus. This requires a general revision of the texts provided and of the themes considered in order to achieve this in a structured and effective manner.

- With regard to the section on communication, some guidelines – as working examples - could be issued regarding the content of some of the themes discussed. As a general overview we have the following recommendations to make:

- o On the Section related to the description of persons (2nd Year) it is important to discuss the implications of discriminatory or disparaging terms.

- o On the section relating to writing an advert or notice in the paper (3rd Year) students can discuss the principles against discriminatory statements or requests in adverts and the reasons behind these principles.

- o In the section on writing news paper reports (4th Year), again, emphasis should be made on the importance of identifying people through means that are non-discriminatory. That is, students should be made aware of the fact that a professional newspaper article should not focus on the race,

gender or other aspect of a person, making that the focal point of their identity and perpetuating stereotypes for the purpose of sensationalism. Ample?? of positive and negative examples from the local papers could be provided to students as examples in order for them to become critical analysts of the information that they are exposed to.

- In the section on research (can you be clearer here?), there is a fair amount of information on Maltese identity, the way of living, customs etc. This is of course an essential and positive part of the curriculum and it is clear that the syllabus as a whole aims to give students a detailed understanding of the elements of national identity. However, it is also crucial that when discussing the aspects of National identity, two main points are to be kept in mind.

o The first is that while it is necessary for students to be aware of their identity, it is important that the syllabus adequately reflects the diversity of Maltese society and does not present a nearly homogeneous perception of society. (For instance students could be made aware that the structure of the Maltese family is not solely reflected in the traditional model. Furthermore, students could be made aware of the changing role of women in society).

o Students could also discuss the heterogeneity of Maltese culture in that there are Maltese persons who profess different faiths and have values which are not necessarily in line with the traditional ones. In this respect it would be positive to reflect on the dynamic and fluid understanding of identity.

o Secondly, it is of utmost importance that the attention given to identity does not create a tendency towards “othering”.

That is, while there is going to be a natural tendency to look at customs and elements of society with pride, this does not make mainstream Maltese society superior to any other diverse cultural system. Students must be made aware that being aware of ones history and traditions does not automatically require a rejection of diversity, whether local or global.

- With regard to the section on literature, it is beyond the remit of this project to analyse all the texts and reading materials in the syllabus and, therefore, a specific analysis of the recommended texts cannot be carried out. However, as a general rule, it should be ensured that the different books do not promote discrimination or perpetuate stereotypes which give rise to discrimination. Furthermore, where, older texts of a valuable academic nature may profess or acquiesce to discrimination are studied, it is necessary to discuss the matters included therein in such a way as to highlight and discuss the issues at hand in a manner which broadens the students perspectives of diversity. Moreover, with themes such as respect for the family and protest, it is important that along with the traditional subjects discussed in this area (such as respect for family members, family problems, the environment etc.), more contemporary approaches to the subject which affect, for instance, the changing roles of gender within the family would be favourable. [The current document itself does not give the details of the discussed topics therefore it is impossible to tell whether these are already being considered].

- It is absolutely crucial that all books with comprehensions or exercises are revised to ensure that they are not representing a view which is discriminatory.

- With regard to the creative writing section, it is suggested that some themes specifically considering the question of equality and discrimination should be given as a recommended list to teachers for them to use as topics for discussions, essays etc.

- An overview of the message that is being conveyed through a study of idioms, phrasal verbs, sayings etc. should be carried out. While it is recognised that these form a great part of the language and do need to be taught at this level, it is important that where there they contribute to entrenching any form of stereotyping which can lead to discriminatory attitudes, the implications today are discussed with the students. Particular regard should be had, in this case, to the focus of religion in idioms. For example educators must be sensitive to the fact that in a class there may be students who do not pertain to the catholic faith. The idea is not to stop teaching Maltese students idioms, but to be aware of the fact that not all Maltese people are indeed Catholic and that idioms and phrases are developed over time and do not necessarily reflect a complete picture of the current reality.

- In the section on knowledge of the language (particularly for journalism purposes, while it is necessary for students to understand the proper use of language for formal purposes, it may be advisable, at this point, to highlight the fact that dialects or variations of the language which are used in informal settings do not necessarily qualify as “lingwa hazina” in a different context. This will avoid the marginalisation of some students.

- Finally, it is noteworthy that with regard to the literature texts recommended, most suggested texts are by male authors. The result is that the literature which is being presented to

	<p>students might not adequately reflect a wide enough spectrum of different approaches. It is, however, also acknowledged that a great number of Maltese authors are male. This leaves the pool of literature sources somewhat limited. It is suggested, however, that as a long term goal female students are encouraged to enter the world of Maltese literature and made aware that it is a forum which is open to them. The aim is not to have affirmative action which discriminates against male students or favours female students. The purpose should, instead, be to make a conscious effort to find Maltese texts by female authors – even if these are short stories or poems which are not published in the standard anthologies and include them in the syllabus as additional materials – even as comprehension texts or points for discussion. The aim is to reflect as many perspectives as is possible through literature and also to encourage a diversification of the literary community, including a diverse group of authors.</p>
<p>Further Comments</p>	<p>The Maltese syllabus is undoubtedly very vast and needs to consider a huge amount of topics within the five years of Secondary School. The recommendations that are given herein do not require an increase in the workload of students or teachers. Rather they intend to create the space for critical dialogue in addressing equality issues, issues that, undoubtedly resonate with each student in some way or other. The Maltese lessons at school are the most ideal place to teach students that the respect for one's personal notion of identity does not necessarily require the disrespect of others who do not pertain to the same beliefs. Furthermore it is the predominant forum to convey the message that the appreciation for the traditions and</p>

	<p>national identity does not necessitate the rejection of diversity. Rather, Maltese society is diverse and needs to be respected as a whole. This requires the equality and respect for all the members of society, not merely those pertaining what is perceived to be a homogenous ideal.</p>
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French

Subject	French
Grouping	Language
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The French syllabus acknowledges the study of French as an appropriate forum for the raising of cross-cultural awareness and respect for diversity. It also understands the opportunity of presenting different social realities to students.</p> <p>In addition to this, as its aims, the syllabus has, amongst others, the development of the students' personalities through exposure to the culture and civilization of France as well as the raising of awareness and tolerance for "otherness".</p>
Equality – the Six Grounds	<p>The syllabus does not make any direct reference to the six ground of discrimination however a number of elements may be linked to the various equality grounds. Firstly it acknowledges that secondary schooling is as much about learning and teaching as it is about insertion and social cohesion. The objectives of the syllabus over the course of the 5 years are intellectual, linguistic and cultural, providing the possibility for raising awareness of other cultures and therefore linking to race and ethnic origin. On the point of diversity, the curriculum provides that the learning of a foreign language implies an understanding of other cultures, gives access to other ways of life and other ways of thinking as well as a different set of values. Learning a foreign language, the syllabus continues, is also learning to respect</p>

	<p>others in their difference, acquiring a sense of the relative and the spirit of tolerance. Furthermore, any act of authentic communication cannot be done without at least a minimal grasp of the socio-linguistic and cultural parameters of which students are expected to get an understanding as they progress through their study of the language. Moreover, one of the six key competences that students are expected to gain by the end of 5th form is cultural competence. This is an integral part of the syllabus and not merely an ancillary remark, as reflected by the fact that cultural competence is also assessed at 15% of the Matriculation examinations.</p>
<p>Recommendations</p>	<ol style="list-style-type: none"> 1. In the four stated forms of expression (namely: oral understanding, reading, and written and oral expression) there is the space for the inclusion of elements of culture from different areas most notably different sections of the francophonie. This can be done through the provisions of texts and tapes regarding issues of French culture or cultures from different parts of the francophonie. 2. It is important that lectures on culture do not focus exclusively on French culture but look at the broader francophonie, thereby expanding the cultural competence of students increasing their awareness of cultures including some which may be countries of origin for many migrants in Malta. 3. When speaking about the family, effort should be made to raise awareness of different types of family. 4. The curriculum should encourage teachers to make use of the curriculum in a way that is likely to promote

	<p>diversity and instill knowledge of different cultures, most notably from the francophonie. In particular this might include:</p> <ul style="list-style-type: none"> a. Inviting persons hailing from such countries to explain their own culture whilst drawing out differences and commonalities with Maltese culture. b. In the context of discussions regarding music allowing students to listen to traditional music from a number of countries thereby learning about diversity through sound. c. In the context of discussions about clothes, encouraging students to present costumes from different countries, thereby sharing another aspect of the francophone culture.
<p>Further Comments</p>	<p>The acknowledgment in the syllabus that learning a language is incomplete without developing an understanding of the culture and socio-linguistic background is important and an example of best practice which can also be replicated in other languages. In particular, it is noteworthy that this is this same culture/sociolinguistic background that may serve as a platform to encourage debate on how minority groups are perceived in different cultures, for example , the role of men/women, how older people are perceived etc</p> <p>The extension of cultural elements to cover different cultures from the francophonie would require greater preparation of teachers in order to be able to duly present</p>

	the key elements of those particular cultures.
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German

Subject	German
Grouping	Language
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The German syllabus acknowledges the relationship between language and thought. It particularly recognises the role that language plays in perception and understanding. Furthermore, it recognises the importance of language not only as a means of communication but of understanding different ways of thinking. The importance that language plays in cultural understanding and as a means to access different cultures is also highlighted in the syllabus. In addition to this, the syllabus notes the positive role that language has in resolving conflicts without resort to violence. It also acknowledges the role that a grasp of language has in making students active participants in their community.</p>
Equality – the Six Grounds	<p>The syllabus highlights the fact that one of its aims is the development of students' personalities through the fostering of tolerance and respect of other cultural and linguistic communities. The syllabus, also reflects the understanding of the diversity is considered as a means of 'personal enrichment'. This is extremely important as it stresses the fact that diversity is intrinsically positive and should not instil a sense of threat or</p>

fear.

Furthermore, the syllabus in general is mindful of the development of thought and understanding that is the most effective way to combat discrimination through understanding. The broadening of students' perspectives and the raising of their awareness of cultural diversity will increase respect and understanding.

The syllabus also highlights the importance of language in conflict resolution, thus emphasizing the way language can provide insight into different realities and perspectives and hence be a vehicle for transformative change.

Finally, there is also an emphasis on the nexus between the evolution of the creativity and expression of students and their social responsibility and empathy. This is an extremely important link as it allows students to understand not only the intrinsically positive aspect of equality, but also the negativity and suffering that discrimination may cause. It creates the sense that equality is not only desirable but necessary.

As a whole, therefore, the syllabus targets the elimination of culture-based discrimination, which would mainly translate to discrimination on the basis of race or religion. Furthermore, making students aware of that diversity is a positive aspect of culture will, on a broader level, foster an awareness of the diversity of different facets of society. This should help them to understand the importance of diversity and create an

	<p>appreciation for equality.</p>
<p>Recommendations</p>	<p>The syllabus's ethos and its contents do strongly reflect a committed and structured effort to contribute to the fostering of a general knowledge of cultural diversity and the understanding of multi-culturalism. We are making only the following minor recommendations: (It is noteworthy that some of these things are already being undertaken through resource materials or guidance mechanisms. Because the syllabus does not contemplate these details it is necessary for us to consider them in our analysis).</p> <p>The syllabus caters for the understanding of German in context. Students are made aware of the meaning of words in different situations, the relevance of gestures and to understand when words should be used. It is recommended that students are also made aware of words which may have discriminatory or offensive connotations.</p> <ul style="list-style-type: none"> - When considering topics such as the family attention should be had not solely to the traditional family structure but also to alternative family structures. - When considering German traditions, customs and feasts it is advisable, again, to present some minority customs and feasts in addition to the more mainstream ones. - When giving examples of German people through visual materials, it is important to present a true view of the diversity of German cultures, including it minorities. - When using sources from the media, it would be positive if educators are given some themes which can be discussed,

which reflect upon questions of diversity, discrimination and inequalities. This can be worked into the topics already presented in the syllabus and using the various teaching methodologies described.

- In the Section on level A2 (2.3) contents, tolerance is considered under the topic of youth problems. In this respect it would be worth considering discrimination as a problem that affects the whole of society and not simply youth. It is therefore recommended that the question of tolerance comprising respect and understanding is not only considered under the topic of youth problems but as a theme in all the topics considered. This includes work and social life; politics (especially when considering Nazis under political events); the family, considering whether gender-stereotyping is a problem, gender-roles etc.;

- When discussing employment, it is important to use resources that do not perpetuate myths about gender, age and disability in specific roles. The same can be said about resources on every day life, any vocabulary on sports, chores etc. [We do not have the teaching materials for these topics and therefore it was not possible to analyse whether this is already being done. The suggestion is only a general one].

- In writing at level B1 (1.4 viii) students develop their skill to write contributions to news papers. Here it's very important they are taught how to write things in a sensitive and non-discriminatory manner, both in their content and in their choice of words, expressions etc.

- In the topics of level B1 (2.3 i), role clichés are considered under norms and values. It would be positive to show successful examples of how these clichés have been overcome.

Further Comments	<p>The importance of an increased understanding of culture is, as has been highlighted earlier, central to student's appreciation and tolerance of diversity. This is extremely well reflected in the German syllabus which is well thought out, sensitive, and conscious of its role in the promotion of equality and the broadening of students perspectives. In this respect it is as a general structure, a model syllabus. The recommendations that have been given above consider details which need to be kept in mind when choosing source materials and themes. While it could very well be that they are already reflected in the materials currently available, it is necessary to point them out. Furthermore, they should be forwarded to educators as guidelines when sourcing their own materials.</p> <p>- Finally, as a last point, it is extremely that students are being made aware of cultural diversity and tolerance through their syllabus. However, it is advisable that educators are constantly conscious of the diversity that makes up German culture. The idea, therefore should not be to make students aware of a homogeneous German culture which is entirely distinct from other cultures, but to give a holistic understanding of German culture and society. Furthermore it is important to see German society as heterogeneous and made up of different interrelated and dynamic cultures. This will avoid creating the understanding of 'our culture' vs 'their culture'.</p>
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Arabic

Subject	Arabic
Grouping	Language
Level	Secondary School
General, Rationale, Aims and Objectives	The Arabic Language syllabus starts out from the very beginning by setting out the importance of language learning for the appreciation of different cultures, the acceptance of diversity and most importantly the strong dialogue that can be created through the aforementioned. This is a vital aspect of language learning, which is the main aim of the syllabus.
Equality – the Six Grounds	The syllabus does not specifically mention issues of equality – although there is a section giving guidance to teachers with students with learning disabilities. Some of the syllabus’s content is related to cultural sensitivity, which could be broadly linked with race and ethnic origin as well as possibly religion. This syllabus’s links to equality, whilst being mainly related to race and ethnic origin, and gender, serve to increase respect for diversity within the country as well as outside it – by providing a stronger means of communication, dialogue and understanding with the Arab community.
Recommendations	As is acknowledged in the syllabus itself, language learning gives great insight into culture and ways of life. Whilst teachers in the classroom are pressed for time and would generally be unable to address issues that span beyond the core syllabus, we would recommend the following: <ul style="list-style-type: none"> - To broaden the Cultural Content sections of the Syllabus to cover further issues pertaining to ways of life in the

	<p>Arab world and of Arab communities in other countries</p> <ul style="list-style-type: none"> - That students pursuing the three-year program instead of the five-year program have included in their own syllabus what is currently only present in the (five-year) Form 4 Cultural Content section – that is, to ‘compare aspects of traditional and contemporary lifestyles including gender roles’ - Using a horizontal approach, to introduce as part of the language learning process a means of discussing issues of equality – either through discussion of current affairs (happening in the Arab world, or indeed in any location yet with a specific link to Arab populations or culture) - To introduce an annual lesson plan focused on ‘intercultural dialogue’ – that asks of students to critically reflect specifically on sources of tension amongst peoples – in this case perhaps that most pertinent would be amongst ‘Arabs’ and the ‘West’, as well as to explore the historical links between Malta and the Arab world. - To ensure that learning about another language and culture is not tantamount of the creation of an ‘other’ that is inherently distinct from ‘us’ - To re-evaluate the section on students with learning difficulties for two reasons: the first being that the syllabus defines such students as being unable to achieve the same (or all) learning objectives; as well as to ensure that such students not be stigmatized within the classroom setting due to their difficulties
Further	We would also recommend:

Comments	<ul style="list-style-type: none">- A thorough equality-based analysis of the textbooks utilized in order to reach the aims of this syllabus is required – specifically ‘Talk with Me’ and ‘Short Stories’
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Spanish

Subject	Spanish
Grouping	Language
Level	Secondary School
General, Rationale, Aims and Objectives	Unlike other syllabi, the Spanish syllabus does not contain a specific section highlighting the general rationale, aims and objectives of the syllabus.
Equality – the Six Grounds	No direct or indirect mention is made of any of the six grounds of discrimination. However the provisions on culture may be used to raise awareness about diversity most notably with regards to ethnic diversity whilst referring specifically to the Spanish speaking countries in Latin America. Some sessions in fact address Latin American countries whilst others refer to painters and actors from Spain and other Spanish speaking countries.
Recommendations	<ol style="list-style-type: none"> 5. The potential role of the learning of the Spanish language for the development of inter-cultural awareness and competence, most notably with regards to those hailing from Latin America, should be explicitly stated as one of the aims of the syllabus. 6. The revision of the curriculum should consider expanding the provisions relating to awareness of the cultures and lifestyles of the Spanish speaking countries beyond Spain itself. 7. When speaking about the family, effort should be made to raise awareness of different types of family. 8. The curriculum should encourage discussions and

	<p>presentation regarding current affairs in Spain and Latin America in order to increase the awareness of students in these fields.</p> <p>9. The provisions regarding the Spanish way of life could be expanded to cover ways of life in Spanish Speaking countries such as some Latin American countries and not only those typical in Spain.</p> <p>10. The syllabus should encourage teachers to ensure that when discussing famous and important people in Spain and beyond, persons of different backgrounds are chosen including where possible, persons hailing from an ethnic minority background, women and persons with a disability.</p>
<p>Further Comments</p>	<p>The Spanish syllabus appears to be less developed than other syllabi analysed in the course of this equality audit. Should the revised curriculum include set aims and objectives, it is important that principles of equality and respect for diversity through language are enshrined therein.</p>

European Studies Secondary School

Subject	European Studies
Grouping	Social Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The European Studies Syllabus aims to give students a broad understanding of Europe and its place in the global and Euro-Mediterranean perspective. Furthermore, it aims to foster an understanding of cultural diversity and intercultural understanding. The syllabus also considers the role of Europe in human rights and citizenship.</p> <hr/>
Equality – the Six Grounds	<p>The syllabus specifically considers equality through the European Convention for the Protection of Human Rights and Fundamental Freedoms, and with particular reference to <i>“child labour, minority rights, equality of opportunities, right to life, free education, right to work”</i>. The syllabus also consider the European Social Charter as well as the role of the European Court of Human Rights. Furthermore, the syllabus considers civil and political rights</p> <p>Students are also introduced to concepts such as structural violence based on violence of poverty, racism, xenophobia, sexism, human rights violations and religious intolerance. The syllabus also considers the issues of migration and ethnicity, multiculturalism, ethnic minorities, racial prejudice as well as</p>

	<p>the concepts of mainstream and heterogeneous culture. The European studies syllabus also considers ethnic, linguistic and religious groups within Europe as well as their interplay with political boundaries. The syllabus contemplates work accessibility for all people.</p> <p>The syllabus also considers a number of subjects which are intrinsically related to equality and central to the understanding of society and can help to understand equality from a sociological perspective. These include, for instance, a broad study on poverty. Furthermore, the syllabus also aims to show the importance of non-European influences in Europe. These include, for instance, the role of Islam in the development of mathematics, medicine, architecture, literature and language and the role of North America on contemporary culture media, fast-food chains, fashion and leisure.</p>
Recommendations	<p>The European Studies syllabus already considers various aspects of equality and diversity. However, we are making a few recommendations which can be worked into the current syllabus in order to further promote equality through the European Studies syllabus:</p> <ol style="list-style-type: none">1. In considering democracy, it would be interesting for students to be aware of the history of equality and the right to vote. In particular, when considering universal suffrage it would be pertinent to point out things like

the fact that in Switzerland women's suffrage was introduced in 1971. This will counter the idea that Europe has consistently been a homogenous forward thinking society.

2. It would also be pertinent to consider the informal barriers to access to vote. This would include, for instance, difficulties for the elderly or the very sick of actually getting to a voting booth, as well as discriminatory measures which are taken to remove people of their right to vote. It would also be positive to consider how some of these barriers could be overcome (such as the role of e-voting).
3. It would be positive to consider the way that trade affects equality rights: for example, to understand the significance of the trade gap between Europe and developing countries and the impact on livelihoods.
4. In the section on e-commerce, it would be worth considering the way in which e-commerce increases accessibility to goods, particularly where persons with mobility disabilities are made aware.
5. When speaking about migration, in and out of Europe it is essential that educators take an open minded attitude and stress the need for equality and the respect for diversity. Emphasis also needs to be placed on correct terminology, for example, the term 'asylum seeker' rather than 'illegal migrant'.
6. In the section on migration specifically discuss the incidence of discrimination against immigrant

populations on all grounds. This may also be linked to Maltese emigrants' experiences of discrimination within the destination country.

7. It would also be positive to identify whether within certain groups, people are discriminated against. This would avoid considering only the obvious such as discrimination on the basis of race or religion, to the exclusion of other, perhaps less discriminated against groups such as women within migrant communities.
8. To consider the role of integration policies with regard to migrant communities for the elimination of discrimination. It would be worth highlighting the point that an integration policy should not be dependent on homogenisation.
9. When considering national and European identities, it is important that, while referring to the history and cultures of Europe, to consider European populations as a diverse group of people rather than over emphasizing the historical religious or ancestral routes and the importance of preserving some kind of old European identity.
10. When speaking about European culture, the syllabus refers to the identification of significant historical events in Europe and specifically refers to the Renaissance, "the Reformation, the Industrial Revolution, Colonialism and the Two World Wars". It would be positive to speak of more recent developments to European culture. Furthermore it

would also be positive to consider the role of these developments on equality and diversity.

11. When discussing structural violence, it is also important to encourage students to discuss the ways that racism, xenophobia, sexism and other forms of discrimination can be countered through positive initiatives. It would also be worth considering the affects that international institutions such as the Council of Europe and the European Union have dealt with these issues.
12. When discussing conflicts such as those in Northern Ireland, Spain and Cyprus, it would be positive to discuss not only the causes of the conflict but the discrimination and inequalities that exist as a result of the conflict and the ways that these affect people in their everyday lives.
13. When considering the role of trade and economics, it is important to consider not only the economical aspect but also the human rights aspect. Among the ways in which corporations or economic strategies can have a positive or detrimental effect on people, it would be positive to consider the affect that they have on equality.
14. Reconsider the section which makes reference to Indian and Pakistani immigration in the UK and broaden to scope to a wider selection of immigrant populations in Europe. For example, identify and understand some major migratory patterns in Europe after World War II through the following case studies: Turks into Germany

and North Africans into France.

15. Apart from focusing solely on the challenges of a multicultural society, it is also necessary to highlight the benefits of living in a multicultural society.
16. In the section on urbanization, in Form IV it would be positive to add, with the analyses of the effects of urbanization, its effect on equality.
17. When considering rights of workers and work opportunities for all it would be positive to consider specific examples of discrimination at work and measures what action could be taken to counter them.
18. It would also be worth specifically considering measures that European Institutions have taken to enable young people to overcome age discrimination at work.
19. It would be positive to reconsider the section on the role of excessive nationalism as focusing mainly on the Basque population and the case of Cyprus. It would be positive to highlight the role of, for instance, Nazi Germany and the more contemporary far left movements. The role that these have on the infringement of minority rights must also be highlighted. Furthermore, the nuances of political problems must be highlighted and it is important not to demonize whole populations or minority groups.
20. It would also be positive to consider contemporary cases of discrimination on a widespread level, such as the wave of discrimination against the Roma people

and the positive measures to promote their equality which are being taken by various organizations and institutions such as the Council of Europe.

21. In considering cultural heritage in Europe it would be worth exploring the contribution of a diverse selection of people. This is already contemplated in the syllabus in terms of the role, of Islam on medicine, mathematics, architecture, literature and language and the role of North America on contemporary culture. However, it would also be interesting to consider the role of non-European or migrant people to European Heritage. Examples can be the contribution of Zaha Hadid in European Architecture and the role of Jacques Derrida in philosophical thought.
22. It would also be positive, when considering colonialism to discuss the role that European colonialism had on discrimination in the colonies which – to some degree - is still present today, even after the end of colonialism. An example would be the effect of anti-homosexuality laws on current discriminatory policies in certain countries in Africa.
23. In discussions on poverty, it is noteworthy that the syllabus already considers the interplay of poverty in terms of education, literacy and employment. However it would also be pertinent to consider, specifically, the way that poverty and equality are interrelated.
24. It is also recommended that the syllabus contemplates differences in equality on all grounds within European

	Countries.
Further Comments	<p>Although for the purposes of this study, a review of the teaching materials has not been carried out, it is necessary for an audit of all resources in order to ensure that discrimination is not being perpetuated through textbooks, workbooks etc.</p> <p>In the examples on projects to be given to students, it would be positive to consider Discrimination and Equality through the different sections. Some examples of themes that could be considered include a general project on equality and discrimination in Europe, the role of economic development/policies etc on equality, the link between identity and discrimination, the rights of immigrant populations with an emphasis on equality, the contribution of a diverse group of European and non-European people and cultures to European cultural heritage etc.</p>

Geography

Subject	Geography
Grouping	Social Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	<p>Geography is an important subject that deals not only with elements of physical geography but also human. The rationale of the subject in fact addresses the importance of issues such as gender inequality and ethnic conflict. Moreover, one of the main aims is the interrelation and interconnection of people as well as the analysis of information presented. In this way, geography is a subject that deals with both knowledge and skills – including analyzing current events, and introduces notions of the different living conditions of people and equality directly. Moreover, it introduces the notion of simulation and games as teaching mechanisms to be used in the classroom, that are extremely important in analyzing perception, stereotypes and behavior specifically in issues of equality and social interaction.</p>
Equality – the Six Grounds	<p>The curriculum for geography seeks to, beyond distributing knowledge of topics such as religion, history, to sensitize students to diversity. There is a great diversity of case studies presented to students from different countries, which is a very positive step towards broadening students’ understanding of human geography and livelihood – specifically through what may be the first exposure to non-Western/non-European culture and context for many students</p>
Recommendations	<ul style="list-style-type: none"> - Due to the fact that the syllabus deals with many topics that are of direct interest and relevance to equality, it is

	<p>vital that the way in which topics are introduced in the classroom is itself sensitive to the intricacies of such topics, and that the educators are well-versed in the areas they teach and that the quality of teaching is open to diversity</p> <ul style="list-style-type: none"> - Ensuring that the content of lessons dealing with specific groups (migrants, for instance) do not create tension in the classroom as well as beyond it - As part of the link between different topics within the syllabus, special attention could be given to awareness raising and sensitization on the intersection of place (that is, meaningful space) and human segregation which often occurs in the case of diversity (specifically race and ethnic difference), specifically in urban environments - The introduction of topics such as social identity and citizenship (including as experienced by different groups), discussed through geographical enquiry, perhaps specifically with a focus on racialization as a product of resource-related and historical processes - Linking the topics that are discussed within an international perspective to local and national policies followed in Malta – for instance in the case of development policy, as well as in urban planning and housing arrangements
<p>Further Comments</p>	<ul style="list-style-type: none"> - It may be useful for students to be aware of ways in which they may themselves make a difference in the societies they live in, on the basis of the geography syllabus and its sub-topics (not only on an environmental level but on a more holistic social level)

Social Studies Secondary School

Subject	Social Studies
Grouping	Social Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The social studies syllabus aims to give students a broad understanding of society and of their identity. It also considers their role in their families, schools and communities and organisations within the community. It also considers other themes such as friendship, and rights and duties. Finally it aims to make them more intuitive to others, by developing skills such as empathy and interpersonal relationships.</p>
Equality – the Six Grounds	<p>Primarily, the syllabus does consider the topic of equality in general. Furthermore, one of the learning outcomes is to teach students that everybody has the same rights. The syllabus also contemplates equal opportunities to the wealth and access to services in a country.</p> <p>Moreover, the syllabus talks about the fostering of tolerance in general and within different aspects of society (such as tolerance for other people’s ideas). The syllabus also aims to foster a sense of solidarity within the school. It also discusses the diversity that exists within society and the acceptance of diverse people with individual traits. It also aims to foster respect for cultural diversity and understanding, discussing the role of all peoples within a global community. It also aims to</p>

	<p>foster the respect for different religious beliefs.</p> <p>The syllabus also broadly considers different family structures in different societies, however it represents a very traditional view of the family in its definition. A recommendation on this point is considered further hereunder. It also considers the changing role of gender in family structures and the tendency towards a more symmetrical and balanced structure. Furthermore it considers that there is no longer a great difference between girls and boys in families. There is also emphasis on the role of the elderly within the family structure and discusses the need to respect the elderly and value the role that they have to play.</p>
<p>Recommendations</p>	<p>The Social Studies syllabus is a crucial forum for students to engage in dialogue about equality in society. It can consider not only the right to equality and non-discrimination but also the changes to equality dynamics within society. While the syllabus already considers the issue of equality, we are making the following recommendations in order to further increase the role of Social Studies in the fostering of respect and understanding and the promotion of equality:</p> <ol style="list-style-type: none"> 1. Primarily, it is noteworthy that because social studies is so relevant to the countering of discrimination, we recommend that a plan on the ways in which all grounds of equality can be dealt with throughout the syllabus is drawn up. Within it, educators can be given

guidelines on exercises, projects and resource materials.

2. To change the definition of a family as “grupp ta’ nies, li jikkonsisti f’adulti, it-tnejn tas-sess oppost, flimkien ma’ wliedhom, li jghixu flimkien u jiehdu hsieb xulxin” (“A group of people, consisting of adults, the two of the opposite sex, together with their children, who live together and take care of each other”). This outlook is discriminatory towards a number of family structures, not least same sex couples who live as a family.
3. Furthermore, when considering the role of members of the family, it is important to stress on the equality of all members and the necessity not to discriminate within the family on any grounds. The syllabus already speaks of a more balanced role between men and women and the diminishing distinction between boys and girls. However, we would also recommend that there is more information about the right of equality between men and women, the right of women to work etc. over and above the sociological perspective.
4. It is significant that the syllabus discusses the role of the elderly and society and highlights the importance of respect for their place in society. It would be positive if, in these discussions, the elderly are not stereotyped and a diverse group of elderly people is represented.
5. When discussing group dynamics, norms and values within a group, it is important to discuss the necessity not to discriminate against members of the group

because of deviance from the majority norm (e.g. if a member of the group lets the others know that s/he is homosexual). Furthermore, while group dynamics on similarity should be discussed, as the syllabus highlight, the choice of not excluding people because of race, disability etc. could also be discussed. [It is noteworthy that the syllabus already deals broadly with the respect for differences within the group].

6. While the syllabus must discuss social norms and deviance, it is also important to point out that deviance is not necessarily negative and within society students should not feel outcast because they are non-conformist or are not essentially like the majority.
7. When discussing the built society, we recommend discussing accessibility to spaces for persons who suffer from mobility impediments.
8. When discussing the theme of identity and considering people's role in society it is important to highlight the positive aspects of diversity and to engage in dialogue about stereotypical attitudes and the way that they reflect roles in society. It would also be positive to discuss ways to overcome stereotypes and become more accepting of a diverse and inclusive society where every person's rights to equality are safeguarded.
9. When carrying out exercises with identity cards, it is important to try to avoid students stigmatizing other students who have different traits.
10. In the section on social interaction, an example about

man's social nature is taken from the Bible. It would be positive if examples from different religious traditions could also be given, rather than focusing solely on the Christian tradition.

11. The question of the respect for basic social norms as distinct from conformity could also be discussed.

12. In the discussions on the media and advertisements, it would be positive to discuss the way that discrimination is perpetuated in the media and, on the other hand, the way that diversity and equality can be promoted.

13. When dealing with the theme "Pajjizna: Nies, Kommunitajiet, Ambjent" [Our Country: People, Communities, Environment] it is recommended that a concerted effort is made to represent Maltese society as heterogeneous and Maltese identity as fluid. It would also be positive to identify and discuss some of the changes in Maltese society and consider the different reactions to such change. It is also necessary to point out that respect and pride for Maltese culture need not necessitate an exclusionary character or resistance to change.

14. When dealing with local organisations it would be beneficial to introduce students to the organisations which deal with the promotion of equality on a general level (such as the NCPE) and different organisations which work to promote the equality of different groups.

15. It is recommended that apart from a project which aims to show solidarity with countries afflicted by wars,

	<p>natural disasters and illness, it would also be positive to carry out another project with developing countries the focus of which is not on helplessness and neediness.</p> <p>16. That the question of equal opportunities to the wealth and services of the country are considered in the first phase of the programme (Forms I and II), rather than predominantly in the second phase, although the latter can build on the former.</p> <p>17. When considering citizenship, it would be pertinent to discuss active citizenship and the role of every person in the countering of discrimination (here the formal and informal mechanisms of dealing with inequalities can be discussed).</p> <p>18. When considering unemployment, it would be positive to consider how unemployment affects different groups of society.</p> <p>19. When considering the role of science on society, the ways in which science has leveled out inequalities (for instance in countering impediments related to certain disabilities) and the way that it continues to do so can be discussed.</p> <p>20. When discussing healthcare, it would be positive to consider whether access to healthcare is available to every person equally. (Here it would be positive to consider formal and non formal barriers).</p>
Further Comments	<p>The syllabus uses a methodology which is conducive to student participation, observation and critical thinking. This is extremely central to helping them to foster ideas which are</p>

based on knowledge and understanding. On a general level this will encourage them to question things and provides the space for dialogue.

Finally, it is beyond the remit of this study to carry out an audit of all the resources and materials that are used in the syllabus. However, it is recommended that a full audit of all the materials that are recommended is carried out to ensure that they promote equality and do not contain any information or examples which condone discrimination. Furthermore, it is recommended that a general guideline on this is issued to all teachers as guidance to any extra resources which they may choose to use in class.

Cultural Accretion

Subject	Cultural Accretion
Grouping	Arts
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The topic of cultural accretion is set to raise awareness and appreciation of the social meaning of art and craft both locally and abroad, the main aim being that of cultural enrichment and intellectual growth. This is an important contribution in terms of understanding diversity for children, specifically as they may be exposed to sources of information and experiences that they would otherwise not have access to. Whilst this does address diversity, however, the focus on the European origin of art and craft is a somewhat restricted interpretation of such exposure, specifically since although Malta is a part of the European region socio-economically, it is also an intercultural location at the intersection of three continents, with a history of diversity that is only partly linked to the north. Moreover, considering the diversity present in Malta itself (of people coming from non-European cultures), there would be great benefit in opening up the Cultural Accretion syllabus to being less regionally European in focus.</p>
Equality – the Six Grounds	<p>Cultural accretion as a subject does not deal directly with issues of equality, however, as an expressive subject there is room to deal with the issues through artistic expression as a means of communication and technique. Moreover, diversity is a topic that is mentioned in the syllabus, since cultural accretion deals partly with culturally diverse art and craft forms</p>

<p>Recommendations</p>	<ul style="list-style-type: none"> - Appreciating the value that the preservation of international forms of art, albeit ones that do not fall under the category of what would be (in a Western context) considered fine art, on the basis of a different set of socio-cultural artistic evolution - Broadening the focus to include more time for the appreciation of Mediterranean and international art rather than focusing on European art - Introducing a module on the historical processes related to diversity and production and treatment of art (reflecting processes and experiences of colonialism, racialization, exclusion, etc) - Introducing a module focusing on how different groups may be culturally represented in diverse art forms, for instance men and women, disabled groups, etc. - Introducing a module exploring non-mainstream art forms in Europe that have been used to advance the rights of marginalized groups (for instance disability and gay rights)
<p>Further Comments</p>	<ul style="list-style-type: none"> - Since art is a means of communication, awareness should be raised with educators as to the possibility of children expressing emotional distress (related to acceptance due to difference as well as other reasons) through their interpretation of art as well as the production of their own art work

History Secondary School

Subject	History
Grouping	Social Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The History syllabus aims to give students an understanding of and interest in national and international history by developing their historical skills. It aims to increase their interest in attaining knowledge and the understanding human activity through a nexus between the past and present. The students also learn how to analyse the development of values, beliefs, attitudes and any changes, similarities and differences.</p>
Equality – the Six Grounds	<p>The history syllabus¹ deals specifically with intolerance by the inquisition and religious tolerance under different periods. It also deals with immigration in different periods. Furthermore, it considers Rousseau’s concern that inequality can be traced back to private property. While tolerance does not automatically equal equality, it is particularly significant in attributing rights to peoples. The syllabus also considers the question and role of ethnic minorities in some of the revolutions discussed. The syllabus also considers the issues of liberty and equality in the Athenian tradition. It also considers different statuses in society (such as the distinction between Plebians, Patricians and Slaves</p>

¹ For the purpose of this study, the syllabus was taken to include both the Syllabus for Forms 1 – 5 and the optional syllabus. Except for specific purposes highlighted in this study, a distinction is not drawn between the syllabi and a general approach is taken.

under Roman rule). The general syllabus also gives an overview of Judaism, Christianity and Islam in a neutral and impartial manner.

The syllabus also considers the issue of slavery/serfdom and their abolishment (for instance that under the US Constitution people are considered to be born equal). It also considers the holocaust and naturally, its causes and effects. It also considers inequality at work, in particular when considering the differences in wages between Maltese and British employees as one of the causes of the *Sette Giunio* revolt.

The syllabus also deals with the role of equality as a cause and effect of international historical events, such as the French Revolution. It also discusses the philosophical ideals of other authors such as Adam Smith, Locke, Voltaire, Montesquieu who touch upon equality in their works. The syllabus also deals with the conflict in ex-Yugoslavia which was so strongly motivated by ethnicity, race and religion.

The history syllabus also deals with issues which are relevant to equality indirectly such as the wars of religion, the development of the rights and duties of citizens in society, reform, the freedom of people to seek better conditions, political and social rights, increasing active citizenship, representative democracy and the differences between social classes. Topics such as female and child labour are also discussed. It also considers The League of Nations and the United Nations, including the measures that were taken to strive for equality of peoples.

	<p>The syllabus considers the role that the church has played in the care for the elderly and persons with disabilities; It also discusses the root causes of factors such as poverty, the development of slum areas and other social problems. This could enable students to understand people from different social backgrounds rather than stigmatizing them. It could also create more understanding where, for instance, immigration is concerned.</p> <p>The general syllabus also presents society as changing and aims to equip students with the understanding that society has changed in the past and will change in the future.</p>
Recommendations	<p>The History Syllabus is extremely crucial in developing students' understanding of the past and present and in developing their critical analyses skills. Furthermore, it analyses particular aspects of society in history and, therefore, has a central part to play in a holistic understanding of equality. This is already clear from the way that equality is considered in the syllabus, many examples of which are referred to in the section above. We are making the following recommendations which can be considered with the current syllabus and strive to strengthen the role that the History syllabus has to play in the promotion of equality:</p> <ul style="list-style-type: none">• We recommend that a general plan is drawn up in the syllabus to analyse the way that history has affected equality and perceptions of discrimination and equality both locally and internationally.• We recommend that when dealing with events from

the past, sensitivity is shown to the situations of the present. Thus for instance, when dealing with the times of the Knights and the Great Siege it would be beneficial not only to analyse attitudes prevalent at the time but also the way current perceptions are influenced by history.

- It would, furthermore, be positive to discuss whether there is any objectivity in recorded history. In particular, biases in the writing of history itself can be discussed (such as gender or race prevalent). Furthermore, the differences between the romanticized versions of historical events which render the victors heroic saviours and demonise the losers and the actual facts could also be discussed in light of how equality is presented and what actually exists.
- When considering the different stages in history it would be positive to discuss the equality of different groups under the system. It would also benefit to analyse perceptions of equality at the time (by philosophers, politicians, revolutionary groups etc). It would also be positive to analyse effects that these ideas have on our current views of equality.
- As regards the general History Syllabus (Forms 1 – 5), the structure presents a very broad outline of Maltese history. The history of equality in Malta and the factors which affect it on different grounds can, therefore, be examined in different stages

throughout the syllabus. This can be considered both from the aspect of the Maltese people as a whole as well as different groups within society (women, persons with various disabilities, the elderly and the young, persons who are non-heterosexual, persons of different races and persons of different religions). [E.g. as the syllabus contemplates the role of women under the rule of the knights in section 3.2.1.c. and access to education under section 3.2.1.d). It would also be particularly relevant to examine changes to equality upon and after independence (e.g. through the constitution, CEDAW etc).

- When discussing extremist nationalism, it would be positive to discuss the challenges to the equality of different groups that it presents.
- When discussing colonization it would be positive to consider the dynamics of equality and inequality that were present in colonial times and the effects that colonialism has had, particularly as regards identity and exclusion.
- When discussing Maltese identity, it is important to consider it as fluid (as considered in the rationale of the syllabus). We would therefore recommend that when discussing Maltese Identity (5.3.1 of the General Syllabus) students engage in dialogue about ways that they perceive Maltese identity and its changes.
- When discussing the religious conflicts, it would be

	<p>positive to adopt an approach that does not favour one religious group over another but presents an objective account of events.</p> <ul style="list-style-type: none">• When considering the politico-religious crises in Malta we would recommend discussing the effect that it had on inequality from different fora especially considering the Church's social power.• When considering the role of the church in Malta, it would be worth comparing its impact on various aspects of equality (both from a positive and from a negative point of view).• When considering the different modes of governance, it would be positive to analyse different aspects of equality under different systems (e.g. the focus on civil and political rights in democratic governance and a focus on economic and cultural rights in Marxist systems).• When discussing war it would be positive to consider inequality as a cause of war and inequality as a result of war.• When discussing Maltese emigration it would be positive to compare and contrast the similarities and differences with emigration of people from developing countries today (particularly in comparing the causes for emigration – such as post-war economic difficulties, and access to emigration).• We would recommend a broader teaching of history to include some history of non-European countries:
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	<ul style="list-style-type: none">○ A teaching of older history would show what ancient societies have contributed to development and may dispel any ideas that the west is exclusively responsible for all development.○ A teaching of modern history would be especially positive for students to understand the political situations that exist in the world today and understand the contribution of different cultures. Furthermore, by focusing on specific issues (such as, perhaps, a general understanding of post-colonial Africa) students can understand the conditions that are giving rise to increased mobility. This should serve to at least dispel some of the prevalent myths which give rise to discriminatory attitudes and inequalities.● When discussing the plight of various refugees around the world today (e.g. in the section on East Germany), it would be positive to compare and contrast their situation with that of refugees from other parts of the world.● When considering economic development we would recommend analyzing the effects of economic development on equality.● We would recommend reviewing the section on the Cold War to neutralize biases and avoid phrases such as “Stalin had established a harsh dictatorship while
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Roosevelt believed in democracy and capitalism”.

Such a stark statement about the benevolent west and evil east hides the nuances of the political problems and trivialises the political situation into positive vs negative parties. If this is applied to broader concepts today it can create the tendency to lump groups of people (be they ethnic groups or religious groups) into good or bad and might fuel discrimination.

- When discussing the case of Yugoslavia, it would be positive to consider the right of minorities to equality.
- When considering Al Qaeda, Hamas and other militant groups under terrorism it is also positive to reflect on the ways that some counter-terrorism mechanisms encroach upon individual rights, increase discrimination and create unequal treatment and stigmatization of people from different religions, ethnicities etc.
- When considering the effects of globalization, the syllabus recommends discussing increased women’s rights. We would recommend that this is extended to consider all grounds of equality as well as dealing with both the positive and the negative aspects. Furthermore it is also important to see these rights increase not only as a result of globalization but because of the increased awareness of human rights. This will place equality not only within the discourse of change but within the realm of entitlement.

	<ul style="list-style-type: none">• It is recommended that in considering empathy, one of the methods with which the syllabus strives to explain empathy is through those who have been discriminated against throughout our history, developing students' sense of empathy towards those who are discriminated against.
Further Comments	None.

Mathematics Secondary School

Subject	Mathematics
Grouping	Natural Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	The syllabus of mathematics is focused on developing students' numeracy skills, geometrical skills, spatial awareness, data handling and problem solving. It builds upon the primary syllabus providing a more specific and complex problems.
Equality – the Six Grounds	The syllabus does not contemplate the six grounds of discrimination.
Recommendations	<p>Like Mathematics at Primary Level, Mathematics at Secondary Level is a technical subject aimed at developing the aforementioned skills. We are making the following minor recommendations in order to ensure that the syllabus is in line with the general policies and suggestions being put forward in the National Minimum Curriculum (it is noteworthy that because of the nature of the subject and the continuity between primary and secondary, many of the recommendations are similar):</p> <ul style="list-style-type: none"> • When giving working example, such as in case of data handling, it is recommended to use data and examples which adequately represent diversity in society. • It is recommended that when considering subjects such as data and statistics, students are given actual data with examples from the context of equality, diversity etc. When students are analysing this data, they are also acquiring knowledge of the statistics which are relevant to their understanding of equality, specifically, and human rights, more broadly. • The students can be given a lesson about the historical development of mathematics and the roles that different peoples and cultures have played. This aims to foster their understanding and respect for different peoples. • Although a review of the exercise books and reference materials has not been carried out for the purpose of this study, it is recommended that all the materials are reviewed to ensure that the examples given (in problems for instance) do not promote discrimination or intolerance. The same could be said for the examples given by teachers in class (in this respect, perhaps a set of guidelines could be issued).
Further Comments	The book "Human rights in the curriculum: Mathematics" issued by Amnesty International

	<p>UK (2004) contains various examples of activities which can be used to teach students about Human Rights through Mathematics and is strongly recommended as a resource for the syllabus.</p>
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Biology

Subject	Biology
Grouping	Natural Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	The aims and objectives of biology are very clear and well set out. Children are expected to gain knowledge and skills in this science through both learning and experimenting. The scientific method in general is also taught – the systematic investigation of a problem and/or query.
Equality – the Six Grounds	The Biology syllabus does not address any of the six grounds of discrimination
Recommendations	<ul style="list-style-type: none"> - Ensuring that students are not excluded in the classroom - Because some causes of equality are rooted in misconceptions of differences in human biology, it could be positive to consider the some factors which are commonly misconceived such as: <ul style="list-style-type: none"> o The psychological or physiological inferiority of any particular gender, ethnicity or race o The fact that non-heterosexuality is not natural - It would also be positive to discuss the causes of different disabilities as well as coming to see them as particular impediments rather than a complete ‘person with a disability’ – that is focusing on the particular impediment which may, in many cases, be overcome through particular aids.

<p>Further Comments</p>	<ul style="list-style-type: none">- One of the main aims of the biology syllabus is to ‘develop a scientific approach to problem solving that incorporates the analysis and interpretation of experimental data’. It should be noted that science as a discipline and method for the investigation of natural phenomena is not a universal principle. Keeping this in mind, cultural diversity in the classroom may also lead to a different understanding of the role of science, to which the teacher should be sensitive.- Whilst there are no equality-related issues in the syllabus, there is certainly room for the development of citizenship, specifically in the areas of environmental protection and pollution, the protection of habitats and biodiversity and
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Chemistry

Subject	Chemistry
Grouping	Natural Science
Level	Secondary School – Forms 3 to 5
General, Rationale, Aims and Objectives	The aims and objectives of chemistry are very clear and well set out. Children are expected to gain knowledge and skills in this science through both learning and experimenting. The scientific method in general is also taught – the systematic investigation of a problem and/or query.
Equality – the Six Grounds	The Chemistry syllabus does not address any of the six grounds of discrimination
Recommendations	Whilst equality as a subject is not one that can easily be seen to fit into the Chemistry curriculum, we would recommend the following: <ul style="list-style-type: none">- Since laboratory experiments are often conducted in groups, that the teacher should ensure inclusion of all children – in particular those from a minority group – in group decisions and actions
Further Comments	-

Physics Secondary

Subject	Physics
Grouping	Natural Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	<p>In principle the syllabus aims to develop students' understanding of physics around them and its affects on their daily lives. It also challenges the students' questioning, analytical and problem solving skills. Through its contents the syllabus aims to encourage a scientific mindset by exposing students to the development of science in context. It aims to make them investigative learners who are critical and analytical in their approaches to problems.</p>
Equality – the Six Grounds	<p>The syllabus does not contemplate the six grounds of discrimination directly.</p>
Recommendations	<p>Physics is a technical subject and the syllabus is necessarily dedicated to the scientific elements which are being taught. However, we would make the following brief recommendations in order for physics to contribute to the promotion of racism through the National Minimum Curriculum:</p> <ul style="list-style-type: none">• In class, it is important that educators adopt a non-discriminatory attitude and ensure that all students are given an opportunity to participate equally in experiments/exercises etc.

	<ul style="list-style-type: none"> • In presenting examples or exercises which refer to people, it would be positive if the examples given represent a diverse group of people. • Attentions and sensitivity should be practiced when exposing students to the concepts of different homes and life styles, with respect to the diverse circumstances should be given.. • The syllabus is mindful of the historical context of the science and in considering the scientists behind the work. It is recommended that the role of a diverse group of scientists is presented. (E.g. introducing students to the work of physicist Stephen Hawking). • Although a review of the exercise books and reference materials has not been carried out for the purpose of this study, it is recommended that all the materials are reviewed to ensure that they do not promote discrimination or intolerance.
Further Comments	<ul style="list-style-type: none"> • The Physics syllabus is committed to the use of ICT. It is recommended that materials that are used in the classroom are fully accessible for people with different disability impairments. • It is further recommended that any laboratories which are used are fully accessible to students with mobility impediments

ICT Secondary School

Subject	ICT
Grouping	Communications Technology
Level	Secondary School
General, Rationale, Aims and Objectives	The ICT syllabus aims to equip students with basic computer skills, knowledge of Microsoft office programmes, the skills to acquire internet proficiency as well as safe use of the web.
Equality – the Six Grounds	<p>The syllabus does not consider any of the six grounds of discrimination.</p> <p>However, under the section which deals with security considerations online, such as bullying, harassment and online predators. This can be used to raise awareness about discrimination online.</p>
Recommendations	<p>ICT is a technical subject and, therefore, the syllabus is necessarily focused on attaining practical objectives. However because of the central role that ICT plays in communication and the dissemination of information, it is an extremely powerful tool in order for students to acquire an understanding of different people, information about equality and their rights in the case of discrimination. We are therefore making the following recommendations in order for the syllabus to effectively contribute to the promotion of equality through the National Minimum Curriculum:</p> <ul style="list-style-type: none"> • The theme of equality can be introduced through the

ICT projects which are intended to teach students ICT skills (e.g. when learning how to use Microsoft Office programmes, one of the topics which could be given in terms of content is the promotion of equality in general or on a particular ground). To further this aim, a list of recommended topics could be issued for use by educators.

- In work on the internet, students can be given project work by referring to sites which promote equality. This can be everything from resources about equality to online games which are intended to raise awareness. This aims to make students aware of where they can obtain information about equality online.
- It is recommended that through these lessons, students are made aware of Children and Young People's Rights websites. This helps to overcome the disadvantage of age in that case that they are being discriminated against (such as the website of the Commissioner for Children <http://www.tfal.org.mt/>)
- It is recommended that a few lessons are dedicated to the ways in which ICT can contribute to overcoming access to information, goods or services.
- Students can be informed on how to become active citizens through online tools such as social network campaigns.
- The importance of ICT as a lifelong learning tool can also be considered in the lessons and students could be encouraged to keep themselves updated with

	technological developments after they leave school.
Further Comments	Finally, it must be stressed that ICT tools that are available at schools need to be accessible to all students, even those who have communication impediments. Furthermore, the stress should not only be on access but on enabling them to use ICT outside and beyond school in order to overcome their impediments.

Computer Studies Secondary

Subject	Computer Studies
Grouping	Technology
Level	Secondary School
General, Rationale, Aims and Objectives	The Computer Studies syllabus aims to give students knowledge of programming, problem solving, literacy and numeracy. Furthermore, it aims to explore the impact of computer systems on people's lives. As a methodology, it is focused on individual learning and group work.
Equality – the Six Grounds	<p>The syllabus specifically mentions equality in that it aims to cater for all students irrespective of gender, belief, ethnicity and social or cultural background.</p> <p>Furthermore, it considers technological devices which aim to overcome impediments which are caused by disability (Including Braille, screen readers and speech recognition devices).</p>
Recommendations	<p>Computer Studies is a technical subject. However, the syllabus already recognises the role that the subject has to play in the promotion of equality. We are making some further recommendations for consideration within the general syllabus:</p> <ul style="list-style-type: none"> • It is recommended that in the rationale of the syllabus, equality is mentioned on all the grounds

and not merely those which are highlighted above.

- When considering computer software development it is important to reiterate the importance making the software accessible to as many people as possible irrespective of any disabilities which they may have.
- The syllabus can specifically consider the role that computer has specifically in improving the lives of people through giving them access which they may not previously have had (for instance because of a particular disability or because of social conditions).
- For the purpose of projects, it would be positive if throughout the years, students were given at least some projects which, in terms of content, deal with the promotion of equality.
- It would also be positive for students to examine the way that computer technology is contributing to the promotion of equality (the role of social network software in making information accessible and giving people the right to have their voice heard among millions of people).
- Although a review of the exercise books and reference materials has not been carried out for the purpose of this study, it is recommended that all the materials are reviewed to ensure that the examples given (in problems for instance) do not promote discrimination or intolerance. The same could be said for the examples given by teachers in class (in

	this respect, perhaps a set of guidelines could be issued).
Further Comments	None.

Graphical Communication

Subject	Graphical Communication
Grouping	Sciences
Level	Secondary School
General, Rationale, Aims and Objectives	Whereas the subject of graphical communication is very much related to the notion of communication artists and recipient audiences, there is very little in the syllabus that is descriptive of the more social aspects of the creation of tools and symbols of communication.
Equality – the Six Grounds	The syllabus does not deal with any one of the six grounds of discrimination – directly or indirectly
Recommendations	<ul style="list-style-type: none">- Raising awareness as to the accessibility and understanding of what is produced through graphical communication (perhaps most specifically the signs made) by different groups, specifically those who have a disability
Further Comments	

Design and Technology Secondary

Subject	Design and Technology
Grouping	Technology
Level	Secondary School
General, Rationale, Aims and Objectives	The design and technology syllabus aims to give students the opportunity to develop the creative skills and though design and construction. These are focused on the areas of Electronics, Food, Resistant Materials, and Textiles. The students are, amongst others, encouraged to explore resources, safety and health aspects and creative thinking so satisfy human needs.
Equality – the Six Grounds	The syllabus does not consider the six grounds of equality directly. However, it does take into consideration different groups (e.g. considering dietary requirements for young children, the elderly etc.)
Recommendations	Design and technology is a technical subject with specific practical outcomes. However, we are making some recommendations which aim to strengthen the role of design and technology in equality: <ul style="list-style-type: none"> • In considering design of all aspects, it would be positive to consider the role of equality in design (e.g. through making objects designed accessible and through designing accessible etc.) • It would also be positive for students to draw upon the

	<p>work of a diverse group of designers in different fields.</p> <ul style="list-style-type: none">• We recommend that the syllabus introduces a section on the cultural elements of design (e.g. information about the role of different countries in textiles/in design features/food design) etc.
Further Comments	None

Textiles Studies Secondary

Subject	Textiles Studies
Grouping	Technology
Level	Secondary School
General, Rationale, Aims and Objectives	Textile studies aims to give students a general knowledge of working with materials, from needlework to an understanding of design and fashion.
Equality – the Six Grounds	The syllabus does not contemplate the six grounds of equality directly in terms of a right to equality. However, it does consider the design of clothes for persons with a disability and the elderly.
Recommendations	<p>Textile Studies is a subject with very specific parameters. It is therefore understandable that the syllabus itself will not focus on the promotion of equality. However, it can still contribute to a sensitivity for equality through the following recommendations:</p> <ul style="list-style-type: none"> • When considering clothes for persons with a disability it would be positive to avoid using the term “the disabled” and instead refer to specific types of disability or impairment. • When discussing different designers, it would be positive to represent a diverse group of designers. • It is recommended that in the sections about clothes for occasions, it would be positive to consider the cultural

traditions of dress in different society. It might also be pertinent to consider the ways in which external factors (such as weather/economic factors etc.) determines types of clothing in societies. This can include both the changes in Western Fashion but also other fashion. It could also consider the interplay between fashion, tradition and religion. [This could be considered together with the section Fashion: Eight and a Half Heads].

- It would also be a good opportunity for students to consider political and religious disagreements over religious clothing and the way that clothing and questions of equality and religious or traditional clothing.
- It is also important that in considering clothes, students are encouraged to be creative and individual. It is also positive to avoid portraying stereotypical clothing (for instance by gender or sexuality).
- It would be a positive experience for students to understand the richness of the contribution of different cultures to the development of different textiles.
- Finally, although a review of the exercise books and reference materials has not been carried out for the purpose of this study, it is recommended that all the materials are reviewed to ensure that the examples given do not promote discrimination or intolerance. It is particularly important, in the case of this subject, that gender stereotyping is avoided.

Further Comments	None.
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Art and Design

Subject	Art and Design
Grouping	Arts
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The Art and Design syllabus starts out precisely from the premise of going beyond language to communicate across diversity, and in doing so acknowledges and approves of difference in experience and perception (regardless of the point of origin of diversity).</p> <p>The value of art and design in terms of equality may be seen in the case of children being exposed to different forms of art, in their production of art work, as well as understanding the socio-cultural and emotional inspiration behind specific forms of art.</p>
Equality – the Six Grounds	<p>Art and Design as a subject does not deal directly with issues of equality, however, as an expressive subject there is room to deal with the issues <i>through</i> art and design as a means of communication and technique.</p>
Recommendations	<ul style="list-style-type: none"> - In a practical classroom setting, themes related to equality could be utilized in order to foster reflection on the themes themselves whilst practicing one of the key aims of the art and design course - the development of an idea into a visible form; thereby creating pieces of art thematically linked to equality and diversity - Enhancing the time given to appreciation and production of art that is non-Western, non-European by origin and technique, specifically since learning about art and producing it in specific ways to convey certain meanings

	<p>is partly insight into a different culture, that could be integrated into visual elements such as Patterns</p>
Further Comments	<ul style="list-style-type: none">- Since art is a means of communication, awareness should be raised with educators as to the possibility of children expressing emotional distress (related to acceptance due to difference as well as other reasons) via their art work- Schools may also be in a position to host temporary art exhibits by members of minority groups or relating to issues of diversity in order to raise awareness on the issues- Schools could organize temporary art exhibits by their own students on themes relating to equality, with the work of art having an awareness-raising or multiplier effect beyond the classes in which it is produced- An inter-school, trans/national exhibition or competition could be organized whereby students carry out artistic projects related to themes of equality

Drama

Subject	Drama
Grouping	Arts
Level	Secondary School
General, Rationale, Aims and Objectives	The syllabus aims to introduce children to dramatic interpretation and performance
Equality – the Six Grounds	The syllabus does not address the six grounds of discrimination directly
Recommendations	<ul style="list-style-type: none"> - The introduction of themes of equality, difference and discrimination within the syllabus, such as in S1.4.3 Creating Text – Write a Character’s Autobiography and S5.3.1 Forum Theatre - Discussing the portrayal of minority groups and other marginalized groups on television, film, and in dramatic productions (specifically theatre) - Carrying out role play of situations relating to discrimination, and debriefings that include sensitization to the issues. This can also be done through Forum Theatre. - Exploring, through existing sections in the syllabus (for instance S2.2.2) the use of subtle vocal cues that may be derogatory or disrespectful in their everyday use - Using themes of equality or ensuring the representation of marginalized groups within the invention of stories and performances (such as in S2.3.2) - Introducing non-Western drama and performance,

	including playwrights, plays and forms of performance
Further Comments	<ul style="list-style-type: none">- Since schools often put up performances – for Prize Day ceremonies as well as throughout the year to celebrate specific events, it would be recommended that schools consider putting up plays by minority groups/marginalized populations or on the theme of ‘equality’.

Music Appreciation

Subject	Music Appreciation
Grouping	Arts
Level	Primary and Secondary School
General, Rationale, Aims and Objectives	The syllabus aims to introduce children to the world of music through exposure to composing, performing, listening and appraising.
Equality – the Six Grounds	There is no specific reference to equality or the six grounds of discrimination in the syllabus
Recommendations	<ul style="list-style-type: none"> - Beyond awareness of certain types of music, students could be made aware of the social movements leading to those musical movements and the development of musical genres as pertaining to social contexts and conditions - Enhancing specific modules intended to raise awareness on different types of music, instruments and harmonies from around the world, including an understanding of the meaning and use of music in different cultural systems - Studying the work of disabled musicians – composers or performers, such as Beethoven, Stevie Wonder, Andrea Bocelli, etc - Studying and discussing musical work (such as opera) in which issues of equality and difference are key themes
Further Comments	<ul style="list-style-type: none"> - Specifically within composition yet also within performing, listening and appraising, awareness should be raised with educators as to the possibility of children

	expressing emotional distress (related to acceptance due to difference as well as other reasons) via their musical expression and interpretation
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Music Secondary School

Subject	Music
Grouping	Arts
Level	Secondary School
General, Rationale, Aims and Objectives	The Music syllabus for secondary schools aims to give students a holistic experience of music which will help them to achieve success in society, school and life as well as developing their intelligence.
Equality – the Six Grounds	<p>The syllabus does not contemplate the six grounds of equality and discrimination directly.</p> <p>However, it does aim to make students more culturally aware of the context of music.</p>
Recommendations	<p>The music syllabus is a Pilot project and, therefore, these recommendations are being made on the basis of the Form 1 syllabus that is available:</p> <ul style="list-style-type: none"> • Music is a language of communication that is different to speech. It can communicate with students' awareness of cultures and even of feelings in a manner that is different to speech. We, therefore, recommend that a plan regarding the way that diversity and equality can be promoted through the music syllabus is drawn up.

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| | <ul style="list-style-type: none">• A diverse set of musical styles and instruments could be presented to the students. In particular it is noteworthy that the syllabus (Form 1) would seem to be focused on the study of Western music, with a broader understanding of Music from different cultures. We would recommend some more focus on the study of non-western music itself (potentially at higher grades).• Furthermore, students can learn about the importance of music in different cultures and religions.• We recommend that the students are exposed to the works of a diverse group of composers and musicians and to respect the different works of others.• The role of music in overcoming inequalities can also be considered (here it would be pertinent to consider musicians who broke through barriers to equality through their music – e.g. Louis Armstrong).• The importance of music as a means to discuss political issues and inequality can also be considered (for instance through a study of Gershwin and Heyward’s Porgy and Bess).• Mechanisms which can help musicians overcome impediments to perform music can also be discussed (such as Braille music for visually impaired musicians). |
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Further Comments	None.
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Personal and Social Development

Subject	Personal and Social Development
Grouping	Other
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The PSD secondary school syllabus aims to give students broad interpersonal and intra personal skills. It works on the development of their character to make them active members of society who respect themselves and those around them.</p>
Equality – the Six Grounds	<p>The syllabus clearly seeks to counter discrimination from a number of different perspectives, both directly and indirectly. The syllabus also specifically aims to instill in students a sense of respect for diversity. Particular attention is paid to gender equality and sexuality, with a progressive development of these themes throughout the syllabus. The syllabus also gives an overview of certain rights including workers’ rights.</p> <p>In addition to the more direct mechanisms, the syllabus also aims to instil a sense of responsibility in students, both as regards their actions and as regards their thought process. Furthermore, there is an effort to facilitate the development of all their cognitive skills which go through great changes in adolescence. It makes them aware of the implications of their opinions and seeks to encourage them to arrive at conclusions through careful reasoning.</p> <p>As with the primary syllabus, the secondary syllabus continues</p>

	<p>to build on the sense of self-esteem and self-worth. This is extremely crucial as primarily it will counter discrimination against the victims. By being made increasingly aware of their self-worth as human beings, students will develop a sense of entitlement for equal treatment and may be encouraged to be less tolerant of discrimination committed against them. Furthermore, by increasing a sense of self-worth in a positive and strictly non-pretentious manner, discrimination against others may also be decreased. This is especially so in the case where discrimination stems from fear of being replaced or a fear of loss of identity.</p> <p>These intrapersonal skills are complemented by a strong emphasis on interpersonal skills whereby elements such as empathy – which have such a crucial role in understanding people in different situations and thus increasing tolerance and understanding – are enhanced.</p> <p>Finally, the role of students as citizens of a society is considered. This not only informs them on topics such as democracy, however, it also highlights their role as active citizens of society. This will not only increase their sense of responsibility but also their drive to become involved in changing the status quo and increase active citizenship. This will obviously occur in varying degrees; however, it is a significant part of a larger process.</p>
<p>Recommendations</p>	<p>The PSD syllabus is extremely well thought out. It aims to develop students’ interpersonal and intrapersonal skills through an approach which focuses on many topical issues in the lives of these adolescents. Because of the importance that</p>

PSD plays in the development of cognitive skills, some recommendations are being made hereunder in order to strengthen the role that it plays in developing students' awareness of and resistance to discrimination. It is acknowledged that the syllabus already gives a fair amount of importance to students' understanding in this regard. It is detailed and broad and seeks to give students holistic support in their development. These recommendations merely seek to strengthen the role that PSD plays in the fight against discrimination through some and should be implementable without a disruption to the integrity of the current syllabus.

The recommendations are the following:

- While the syllabus considers some grounds of discrimination in a particularly detailed fashion, it is recommended that an action programme to tackle all forms of discrimination within the topics of the syllabus is drawn up.
- When discussing Maltese national identity, it is important to stress that the factors that make up an identity are fluid and not strictly delimited. They change with time and circumstances and any changes in any of the factors which define an identity do not pose a threat to identity itself. In this respect, it is important to highlight the dangers of extremist nationalism.
- In discussing Maltese identity, it is, furthermore, crucial to highlight the fact that Maltese society is not perfectly homogenous and that there is a degree of diversity within society itself. Furthermore, the identity of

persons as human beings belonging to a global community could also be highlighted, with a global outlook being preferred to a purely nationalistic one.

- When discussing democracy, it is necessary to highlight the importance that different parties and ideologies play. Students could be made aware of the fact that other people's opinions and political parties are not a personal threat to them but, on the contrary, ensure that their interests are protected.
- When discussing democracy, it is worth considering how different groups may be in a disadvantageous position through alienation from the political process. This can include, for instance, access for people with certain disabilities, such as hearing impediments from fully participating in the political debates because of a lack of an interpreter on televised or live debates. It could also discuss the question of voting age as well as the question of the capacity of older people to participate in the voting process. (these are some examples of the many issues that can be discussed).
- The role that self-esteem and a sense of self-worth has already been highlighted above and in the primary school recommendations. The importance of students to feel that they are entitled to achieve what they work for and without any discriminatory obstacles cannot be stressed enough. This is particularly the case for those students who are more susceptible to discrimination than others.

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| | <ul style="list-style-type: none">• The role that understanding one's achievements has on boosting self esteem is self-evident and may be particularly important where students are not getting adequate support at home. However, a celebrating of achievements should not be accompanied by an air of superiority and students could be encouraged not to look down on students who have not achieved the same things. The different abilities of students, no matter how small they may seem must all be celebrated and in a way that is respectful of others within the group.• The question of relationships is quite extensively dealt with in the syllabus. However, it may be advisable to consider the question of relationships and friendships with people who are discriminated against. This could include, for instance, discussions on relationships or friendships with someone of a different race. The difficulties which both persons from minority groups face and the attitudes from family members and friends which many people have to face is not unheard of. Students could be given some guidance as to how to deal with these difficult and upsetting issues. The question about relationships with people who have any disability could also be considered. Again, questions of stigma can be discussed, as well as other issues such as indirect discrimination faced by a partner through, for instance reduced access to certain places etc. It is of utmost importance that here, the attitude taken is not |
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patronising but rather empowering. The students could be given guidance about how to deal with the discrimination in a positive way.

- As in the primary school syllabus, the section on health could include some information about disability. This can include not only information about different disabilities and the fact that they do not necessarily render a person unhealthy or incapable, but should also give them information on how disabilities are countered. In brief, educators may discuss the way that many of the restrictions or limitations faced by a person with disabilities can easily be countered through positive actions taken by society. The importance of the accessibility of places and information can be stressed as a key mechanism to effectively counter discrimination in this regard. Furthermore, it will encourage students who have a disability and will remove some of the mistaken attitudes that people have. Finally, as was recommended with the primary school syllabus, examples of persons who are inspirational and successful in spite of their disability, such as Beethoven and Prof. Stephen Hawking are recommended in order for them to understand the value of looking beyond a person's disability and towards their abilities instead.
- In the discussions on bullying, specifically on identifying bullies and victims, discriminatory bullying should be discussed. Furthermore, in considering the topic, the

causes of bullying should be identified. In particular the role of peer pressure in discrimination and bullying could be considered. This will be effective in the transition from peers at school to the wider group of peers in society. If students learn how to dispel the reasons for bullying at this level, they should be able to apply the same cognitive process to dispel bullying for years beyond the school yard. This could be linked to the awareness of values in decision making. Students could learn about the value judgment that is made when they decide to bully or discriminate against people. This may make them more aware of the way that they act and the value of the decisions that they make even subconsciously.

- When discussing friendship, students could be encouraged to seek diversity in their friends. Educators could explain that having a diverse group of friends enriches a person's life and that often, when one looks past initial differences, they will find many more similarities that connect them. Thus, students are becoming aware even of their unintentional discrimination when choosing friends and this could make them more aware of their attitude to discrimination in the future.
- There is quite a detailed consideration of gender and sexuality. However, the syllabus is not entirely clear in the way that sexual orientation is tackled. It is merely being stressed here that this topic must be discussed in

the most open of ways, especially with older students. This includes ensuring that there is no gender stereotyping and in discussing relationships, it is crucial that it is not just heterosexual relationships that are considered. This is because by presenting only one form of sexual relationship, other forms are being indirectly presented as deviant. This will shape the attitudes that both persons of other sexual orientations will have about themselves and the attitudes that other people will have about them. Students could also be made aware of the offensive nature of using certain terms with gender-specific connotations or using insults based on sexual orientation.

- When discussing the part that gender plays in the roles of the family, it may be stressed that these are merely societal factors and that these roles are imposed more by society than by gender. It may also be stressed to both male and female students that women should not be expected to abandon any hopes at having a career if they choose to move in with a partner or spouse, however, that family and household chores may be equally divided. It is of utmost importance especially where male and female students are exposed to a very traditional family structure at home. In this respect, visits on campus to see the amount of female students partaking in academic life, as well as visits by professional career women can be beneficial. Furthermore, the traditional relationship – marriage

transition should not be presented as the sole option.

- When discussing other different cultures or multiculturalism, it is very important that educators are trained not to adopt any patronising attitudes and, furthermore, not to cross the line between highlighting diversity on one hand and orientalism and the creation of otherness on the other.
- When considering the rights and duties of workers, it would be positive to specifically include a section on what constitutes discrimination at work and how it can be reported.
- When discussing voluntary work in leisure time, it would be good for students to have some kind of exposure to, among others, the groups which deal with discrimination. This could be done through an annual fair of voluntary groups (which would function in the same way as a careers or science fair would) and which students could visit, and by talks given by different organisations. This will not only give the students an indication of where they can do their voluntary work, but open their eyes to the many different forms of discrimination and also make students who are being discriminated against or who may be discriminated against in future, aware of the support mechanisms to counter discrimination.

Some recommendations from the Primary School syllabus

which are being reproduced here:

- When discussing issues of safety, the syllabus is very detailed in terms of raising children's attention and defences against the things that can harm them. This is extremely positive. However, we would also recommend, in this section, discussing with children the things that they might have a perception of being intrinsically harmful or offensive, but which are not. Examples include persons with a disability or persons of different races. Often society stigmatises these people and furthermore, children develop their own understanding based on their own perceptions and what they hear from others. It might be particularly useful, in these sessions, also to focus on making them aware of the fact that people who are not necessarily like them do not pose a threat to them and should not automatically set off their internal alarm system. Since fear is a significant underlying cause of discrimination, this should tackle a notable problem at a very early stage of development.
- In discussing team work, it would be positive to highlight that having people with different ideas and abilities on a team is a positive thing and that a diversity of opinions and abilities increases the value of the work produced by the team. Thus, when looking for team mates, students could be encouraged to find as diverse as a group as possible. This can be encouraged through activities in class, depending, of course on the

	<p>particular the class.</p> <ul style="list-style-type: none">• Children can also be encourage to be vocal against discrimination and to understand that they should not be afraid to defend equality, in spite of what people say. It may be stressed that the danger is not in diversity or equality but in discrimination. Examples of the dangers of an extremely discriminatory system (such as Nazism) could be contrasted with the positive aspects of a diverse society where every human being is respected and judged on their merits, not on superficial qualities.
Further Comments	<p>It is noteworthy that in compiling these recommendations, we were mindful of the link between the primary and secondary PSD syllabi. Thus, for the suggestions to be complete and effective, the recommendations made to both syllabi are to be considered together as one process. There have been suggestions which are made in this syllabus on the basis that some groundwork has already been covered by the primary syllabus.</p> <p>It is also necessary to highlight the central role that PSD plays in the elimination of discrimination. Unfortunately, discriminatory attitudes are fairly pervasive and the only way that these attitudes are going to stop being perpetuated is through understanding. This involves not only the imparting of knowledge but the capacity of people to think for themselves and make sensible decisions based on facts rather than urban</p>

myths. In this respect, PSD is extremely important because, unlike other subjects at school where a lot of the focus is on the imparting of information, PSD is the most relevant subject in terms of developing the faculties of thought and understanding. It is the place that students can learn how to challenge convention constructively and the forum where they can acquire the skills necessary to develop their approach to life. Obviously the measures discussed will affect different students to varying degrees, however, the importance of PSD in the fight against discrimination cannot be stressed enough. It is recommended that this specific and broad role is considered as one of the purposes of the syllabus in any future revision.

Finally, the role of teachers in the complete strategy is incredibly important. It is recommended that aside from the attention being directed solely to students, training sessions of teachers from other disciplines can also be held in conjunction with the PSD departments.

Home Economics

Subject	Home Economics
Grouping	Other
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The Home Economics Syllabus aims to give students an understanding of a wide range of skills, ranging from an understanding of food, nutrition, food preparation and handling to health and resource management. The syllabus aims to be intellectually stimulating and contains a balance of theoretical and practical objectives.</p> <p>It also aims to develop a range of personal and intrapersonal skills as well as specific skill (such as I.T.). Furthermore, the syllabus aims to encourage students to become active in both the family and communities.</p>
Equality – the Six Grounds	<p>The syllabus specifically states, in the rationale that it has been “designed to be as free as possible from any form of bias”. Though it does not refer to any of the grounds of equality in particular, it can be taken as an overarching principle on all grounds. Furthermore, the syllabus aims to develop an understanding of the equality with regard to individuals and their family. It also aims to represent a socially culturally and economically diverse society and to encourage students to understand the points of view of others. Furthermore, the syllabus also aims to raise awareness of developing responsible attitudes towards children, the elderly and people with special needs.</p>

	<p>The syllabus also specifically considers care for people in the family who have physical or mental impairment and the ways of integration in the community.</p>
<p>Recommendations</p>	<p>Although Home Economics is dedicated to the development of particular skill sets, it still has a role to play in the promotion of equality. The syllabus itself recognises the importance of this as can be seen in the previous section. We are making the following recommendations which can also be considered within the syllabus:</p> <ul style="list-style-type: none"> • When considering table manners, it would be positive to make students aware that these vary between cultures and not simply present the idea that globally there is one set of manners and any cultures where this varies are somehow less educated. • It would also be positive for students to consider the way that food varies among cultures (based on religion/weather conditions etc. – it would be particularly interesting for them to examine how, in certain cases the latter affects the former). It would also be positive to consider dietary requirements of persons from different cultures/ethnic groups/religions under the heading “Different Dietary Recommendations” in “Menu Planning” • When talking about the elderly it is important not to stigmatise them as frail or in need for constant care or attention. The diversity between elderly people could also be represented.

	<ul style="list-style-type: none">• When considering the family, it would be positive to present the diverse range of family structures. The Section in Module 2 (Form 3, 4, 5) which discusses family units could reflect more family structures than those presented.• When considering the child development, it would be positive to consider the importance of all parents' involvement in the upbringing of the child (irrespective of the gender of the parent).• When considering the life-cycle it is important not to represent solely the stereotypical birth-marriage-children-death cycle.• When discussing health, we would recommend care to avoid portraying persons with impairments as unhealthy.• When discussing the care of persons with special needs, it is recommended to specifically introduce a section on equality (over and above care/integration).• In the section on caring and interpersonal skills, it is recommended that under 'working with others as part of a team' students discuss the benefits of working with a diverse team.• In the practical realisation of the programme of study, it is recommended that "pupil's appearance" is considered with full respect for diversity of beliefs, cultures etc.• Finally, although a review of the exercise books and reference materials has not been carried out for the purpose of this study, it is recommended that all the materials are reviewed to ensure that the examples given
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	<p>do not promote discrimination, intolerance or inequality.</p> <p>The same could be said for the examples given by teachers in class (in this respect, perhaps a set of guidelines could be issued).</p>
Further Comments	None.

Religion Secondary School

Subject	Religion
Grouping	Other
Level	Secondary School
General, Rationale, Aims and Objectives	<p>The Syllabus aims to develop religious/Christian maturity as a part of the students' global education. It discusses Christianity in a more organic, critical and objective way, with the aim of helping students to find meaning and guidance about existentialist problems which they may experience during adolescence. The syllabus also strives to develop students' faculties to attain a broader understanding, and more critical evaluation of Maltese culture and identity.</p> <p>The syllabus aims to present the relevant themes in a way that reflects the teaching of the Catholic Church. This is based on Jesus Christ as the centre of everything and the Church as the community which will keep Christ alive. However, the syllabus also aims to present the discussed themes in a holistic way which is most relevant to the needs and wishes of the students. Among the relevance of Christian teaching to daily life, the syllabus considers issues such as behavior with parents and friends and sexual attitudes. The syllabus also aims to bring together elements of theology and psychology in a way that students can relate to their own experiences.</p>

	<p>The Objectives of the syllabus in forms IV and V also include the development of religious and educational maturity. It also aims to develop students' intellectual and moral development and their critical understanding. It also considers their identity and their place and role in society and the role of religion in their lives.</p>
<p>Equality – the Six Grounds</p>	<p>The Religion syllabus considers various aspects of equality. In particular, it aims to work against racism and to foster respect for other religions. It also considers racial, social and political division. The syllabus also aims to teach students about the importance of the rights of persons with disabilities. It also considers the need to respect and promote human rights and obligations.</p> <p>Furthermore, the syllabus considers other aspects of equality broadly. It also discusses poverty and the importance of the elimination of social classes. The syllabus also considers broader concepts such as building boundaries around the notion of 'community' and creating a situation of otherness. The syllabus also significantly points out the importance of love and respect for all people and the importance of not hurting or insulting others in any way. The syllabus also considers students' responsibility as citizens, the promotion of peace and the engagement in voluntary work.</p>
<p>Recommendations</p>	<p>It is notable that the religion syllabus is central to students' understanding of equality. Primarily and most obviously, it has a very direct impact on students' outlook of other religions.</p>

Furthermore, it also considers various aspects of society. While the syllabus of religion considers the right to equality on a number of grounds, as has been considered above, we are making the following recommendations on the ways in which it could continue to contribute to the strengthening of equality through the National Minimum Curriculum:

1. Primarily, it would be positive for the syllabus to directly consider the ways in which discrimination and inequality runs counter to Catholic thinking on all grounds. (It is noteworthy that some of the grounds are already contemplated by the syllabus)
2. In general, it would be positive for students to gain a broad awareness of other faiths. Furthermore, it is important for them to understand that people who do not follow Catholic or even Christian teaching (including non-believers) can still find fulfillment in their lives. The similarities, differences and links between religions could also be discussed.
3. It is also important to avoid demonizing any person who does not fit into traditional catholic understanding of what is good. For instance, it is relevant to stress that the religion syllabus should not perpetuate homophobic attitudes by stating that homosexuality is wrong or evil.
4. When representing sexual relationships, it is important not to focus only on same-sex relationships in a way

that discriminates against students who are not heterosexual. The syllabus particularly refers to the fact that sexual unions are the most complete sign of giving that a man and a woman can give to each other. This is discriminatory towards non-heterosexual couples as it completely disregards the fact that they can also be in a complete and sexual relationship.

5. Furthermore, the syllabus considers sexual union as happening in marriage and within which God gives a share of his love to married people and brings them together for the creation of new life. By presenting this view of marriage and sexuality as intrinsically linked to pro-creation it is not only excluding non-heterosexual couples or persons who choose not to have children, but also persons who cannot have children due to biological factors. We would recommend presenting a more diverse understanding of sexuality.
6. When considering our planet and stories of creation, it is important that the information given is not creationist but is compatible with scientific facts. It would be important to explain the tradition of the Old Testament and the metaphoric nature of the writings considered therein.
7. We would recommend that the sections "Pajjiz Nisrani" are taught in a way that is sensitive to non-Catholics in Malta. While Christianity has played a central role in the development of Maltese identity we would also recommend pointing out that this does not imply that

any person who is not Catholic is a misfit of Maltese identity and does not belong in Maltese society.

8. In the topic “Firdiet fostna l-Insara Maltin: fil-isports, fil-politika, fil-festi”. We would recommend that this topic is also recommended to extend to cover all Maltese and not merely Catholic Maltese. Furthermore, we would recommend not only the divisive elements but the elements that bring communities together. Moreover, it would be positive to stress on the necessity of treating all people equally.
9. When considering the history of Christianity in Malta, it would be positive to discuss the role that Islam played in Maltese history. It would also be positive for students to get a complete understanding of the religions of Malta before Christianity.
10. In lessons on the importance of the community and on solidarity, it would be positive to stress the importance of inclusiveness of the community and that solidarity is important with all people and not just those who are Catholic or pertain to Catholic values.
11. The syllabus itself does recognize the danger in the creation of a distinction of a mentality of ‘othering’, however, it would be positive if this is not only included under some of the topics but that inclusiveness and dialogue is a general theme throughout the syllabus.
12. When considering superstition, horoscopes etc., the syllabus considers them as a bad things which

disrespect God. However, it would also be positive to make students aware that persons from other denominations who observe these practices are not evil people and, therefore, deserve to be treated equally and with respect, even though Catholic teaching may not agree with their ideas.

13. When considering miracles about healing, it would be positive for students to discuss disability and the importance of how through making society and everyday life accessible to persons with a disability, they are reflecting the work that Jesus carried out through his miracles.

14. In discussing friendship, particularly in how to choose friends, the syllabus talks about the necessity of being open and not falling into conformist attitudes. This is important and can be supplemented by a discussion on the benefits of diversity in friendship.

15. It is recommended that statements such as “Kull awtorità legittima ġejja minn Alla” [all authority comes from God], and that it must, therefore, be carried out in favour of God’s laws, are dealt with extreme caution in order not to delegitimise the governance of anyone who does not agree with Catholic teachings. In particular, it is especially important that the statement that one should not obey laws which are contrary to moral law (or natural law), are not be obeyed. In terms of equality, this could mean that any laws which require equality between all persons but which might

	<p>counter what is considered immoral by the church can be disregarded.</p> <p>16. Where the syllabus discusses religion as the answer to the world’s questions, it is pertinent to point out that persons who do not follow religious beliefs are not inferior.</p> <p>17. When considering the care for the elderly or disabled, it would be positive to avoid stereotyping all old people or persons with a disability as incapable of caring for themselves. The focus should be on empowerment more than nursing. Moreover, like they syllabus considers the rights of persons with a disability, it would also be positive to consider the rights of the elderly.</p> <p>18. When discussing work it is positive to point out the importance of equality in work for all persons. It is particularly pertinent to discuss the role of women and persons with a disability in the workforce and the respect for the rights of older persons, people of different ethnicities, religions and sexual orientations on the workplace.</p> <p>19. Finally, it is important to ensure that all supporting resources and materials promote equality and do not reflect any discriminatory attitudes.</p>
Further Comments	Further Comments: The comments that are submitted for the purposes of this report take into consideration that religion as it is taught at school is essentially focused on the Catholic Religion. However we would make the following

recommendations:

1. While the focus of the syllabus remains on Catholic Teaching, it is positive to have an open and constructive dialogue of other religions. This will foster respect and understanding of other denominations.
2. It could be considered, in future, that a separate unit dedicated to the teaching of religion as a general subject for students who are interested in the study of different faiths is also introduced, even if among other optional units.

Business Studies Secondary Syllabus

Subject	Other
Grouping	2007 – 2008
Level	Secondary School
General, Rationale, Aims and Objectives	<p>Business Studies aims to give students an understanding of the Business Studies in a way that is relevant to everyday life. It also aims to develop analytical and problem solving skills within the business environment as well as other practical skills such as numeracy, literacy and data analyses. Furthermore, it aims to make them aware of the dynamic nature of the business world (including, among others, as a result of changes in the social and political spheres).</p>
Equality – the Six Grounds	<p>Equality is not specifically dealt with in the syllabus, however, there are topics which are directly related to it. These include the issue of unemployment based on age distribution (including, sex distribution, geographical distribution, and occupational distribution) Furthermore it considers consumer laws and employment laws. Although there is no direct reference to discrimination as such, it is assumed that the syllabus will consider the issue when discussing the relevant Acts.</p> <p>Moreover, it broadly touches upon relevant topics such as ethical business practices and ethical marketing. The syllabus considers government legislation on these areas as well. The syllabus also touches upon other ancillary issues such as geographical mobility and the labour force, as well as the role of Trade Unions.</p>

Recommendations	<p>The Business Studies Syllabus is a technical subject and it is appreciated that the syllabus is mainly aimed at the development of specific knowledge. However, it also concerns the interplay between business and society and, therefore, has a particular role in the promotion of equality. We are therefore making the following recommendations:</p> <ul style="list-style-type: none">• When discussing basic necessities, it is recommended that students could discuss barriers to access of necessities which create inequalities.• When discussing the factors which contribute to the resistance of the effects of change such as ignorance, fear, insecurity, loss of power/status and personal factors such as beliefs or living it would be positive to consider these also in light of changes to equality (through examples).• The way that inequalities on different grounds are perpetuated through business practices or market forces can also be considered.• The syllabus can also consider the formal obligations that businesses have to ensure equality.• When considering market segmentation (that is through reference to target groups on the basis of age, gender, income, religious and cultural aspects) it would be positive to consider the importance not to perpetuate stereotypes through aggressive campaigns. It would also be positive to highlight that although different groups may be targeted, there is a difference between targeting and discrimination and it would also be beneficial to highlight the relevant laws on discrimination in this regard.
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	<ul style="list-style-type: none"> • When considering foreign trade, it would also be positive to consider discrimination on the basis of cultural or practices. (An example could be the problems faced by financial systems such as Hawala following the United Nations Security Council blacklists). • It would also be positive to consider the role of fair trade in the ensuring equality. • In discussing geographical mobility and the labour force, it would be positive to consider discriminatory attitudes and practices prevalent today. • When considering employment conditions, incentives etc., it would be pertinent to look at inequalities caused by phenomena such as the glass ceiling on salaries.\ • When considering employment and consumer legislation, it would be positive to focus on some of the ways that they promote equality. Furthermore, when considering labour as one of the factors of production, it would be positive to discuss employers' attitudes to workers' equality particularly in light of their position as a factor of production. • When considering Trade Unions, it would be positive to discuss the contribution of Trade Unions in the promotion of equality. • It would also be pertinent to consider discrimination in job advertising, interviews etc.
Further Comments	None

Physical Education Secondary

Subject	Physical Education
Grouping	Other
Level	Secondary School (Junior Lyceum and Area Secondary Programme)
General, Rationale, Aims and Objectives	The Physical Education Syllabus for Forms 1 and 2 aims to give students a broad understanding of Health-related fitness. Furthermore, it is aimed at teaching ball handling and control, gymnastics and athletics.
Equality – the Six Grounds	The syllabus does not consider any of the six grounds of discrimination.
Recommendations	<p>We are therefore making the following recommendations in order for science syllabus to contribute to the promotion of equality through the National Minimum Curriculum:</p> <ul style="list-style-type: none"> • That students are given equal opportunity to participate in sports activities. • That sports are not specifically designated as male sports or female sports. • It is recommended that the syllabus caters for students with mobility impairments. As the syllabus stands at the moment there is great focus on the way that exercises are to be carried out but no reference on alternatives as to how students with specific impairments that hinder them from carrying them out are to perform the

	<p>exercises. The syllabus itself is focused on the development of different strengths and, therefore, it would be positive to tap into this aspect to make sports more accessible.</p> <ul style="list-style-type: none"> • It would also be positive to consider the way that sports has acted as a source of empowerment. Here it would be interesting to discuss sportsmen and women who have overcome discrimination through sport. • The role of sports in connecting people and overcoming inequalities can also be considered in the syllabus (an example of this could be Kofi Anan and Didier Drogba’s “Scoring for Africa” initiative at the 2010 World Cup. • Students can also be encouraged to put together a project to promote equality through sport.
Further Comments	None