



Measurement of Discrimination among Youths

Quantitative Study

**THINK
EQUAL**



Measurement of Discrimination among Youths – A Research Study

Quantitative Study

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Contracted by: Contracted by: National Commission for the Promotion
of Equality (NCPE) as part of the project VS/2010/0569 - Think Equal

December 2011

ISBN 978-99909-89-45-8

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

This programme is implemented by the European Commission. It was established to financially support the implementation of the objectives of the European Union in the employment, social affairs and equal opportunities area, and thereby contribute to the achievement of the Europe 2020 Strategy goals in these fields.

The seven-year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and pre-candidate countries.

For more information see: <http://ec.europa.eu/progress>

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Foreword

The project Think Equal VS/2010/0569 was designed to stimulate debate on equality, diversity and multiple discrimination; enhance and promote a shared understanding of equality, non-discrimination, diversity and multiple discrimination; disseminate good practices; sensitise, train and empower youths to welcome and live diversity, as well as compile data upon which legislation, policy and action plans may be designed. The project targeted youths, professionals and academics having a role of influence for their potential multiplier effect and also included qualitative and quantitative studies on discrimination as well as the production of tools related to discrimination.

To this end, as part of Think Equal, the present quantitative study was carried out, aiming at measuring the perception,

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the level of awareness and acceptance of equality and diversity, and the occurrence of discrimination amongst youths. The study was carried out with youths, including those in post-secondary and tertiary level of education.

Quantitative studies such as this one are designed to provide statistical data including reactions and levels of acceptance of equality and diversity. This study, in effect, identified the perception of equality and acceptance of diversity by the young generation, thereby allowing room for policy and action design to address any negative attitudes that are shown by the study.

A special thanks goes to the key expert and the researchers involved in this research, as well as the NCPE staff who worked on this project.

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Executive Summary

A democratic society promotes respect to all individuals, whatever their background, ethnicity, age, gender, sexual orientation, political belief or other personal characteristic. Any form of behaviour, attitude, or belief which puts an individual at a disadvantage is thus unacceptable and all efforts must be made to promote equality.

This research report forms part of the project: VS 2010/0569 Think Equal. It reports the results of a quantitative study carried out among youths about their level of understanding and sensitivity to equality and discrimination. The study included youths in post-secondary and tertiary level of education and other youths between the ages of 16 and 30. It was carried out specifically with youths in post-secondary and tertiary education.

The use of a survey (questionnaire) was pre-determined by the National Commission for the promotion of Equality (NCPE). The questionnaire consisted of four sections. The first section focused on the respondents' personal details while the other three sections focused on different aspects related to discrimination. The main method for collecting data was online through the use of the tool: survey monkey. Respondents had the option to fill in the questionnaire in either English or Maltese. The original target sample was that of 150 respondents. The data collection period was open for three weeks, during which youths could participate and respond to the questionnaire. A much greater number than the targeted 150 youths responded to the questionnaire, with the total finally amounting to 595. There was increased response from University students and from post-secondary education institutions. Trends for students in post-secondary education and at University could thus be drawn with a good degree of confidence.

The research findings can be summarised to be the following:

- There is limited knowledge and awareness of NCPE and its role and work;
- Respondents declared a good degree of knowledge on equality and discrimination overall and particularly with respect to five of the six grounds (least knowledge was about age);
- Respondents declared a limited degree of knowledge on Maltese laws related to equality and discrimination;
- Females tended to express higher levels of knowledge on equality and discrimination;
- Good contributions/definitions for defining equality and discriminations were obtained, even if not as comprehensive as should be;
- Overall respondents expressed positive values and attitudes with respect to promoting equality, accepting diversity, taking positive action for diversity as well as in combating discrimination;

- Respondents experienced very few instances of discrimination and the most common were on the basis of age and gender, even if it could be that young people tend to deny the existence of discrimination in order to avoid problems and difficulties;
- There was a tendency among those not reporting discrimination experienced to downplay the situation while others were either afraid or did not know what to do;
- Respondents witnessed to a good number of instances of discrimination, mainly on ethnic group/skin colour and sexual orientation;
- Respondents who did not report instances of discrimination witnessed was often due to lack of knowledge of what to do and where to go, as well as lack of self-confidence;
- Many of the examples of good practice given related to the school context;
- Respondents were aware of actions taken to include people with disabilities;
- Respondents expressed a wish to learn more about equality and discrimination, NCPE's role and services as well as what to do to report cases of discrimination; and
- The internet was considered a good way to learn about discrimination by the great majority of respondents.

Recommendations made were the need to: make youths aware of the existence of NCPE and its role; disseminate information about the services which NCPE provides; invest in initiatives and projects which work on the self-esteem of youths such that they will have the courage to report cases of discrimination; provide good information on the NCPE internet site as this may attract youths to read and learn about equality and discrimination; and invest in the use of media preferred by the respondents to educate about equality and discrimination.

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1. Introduction

Discrimination is an affront to a democratic society¹. A democratic society promotes respect to all individuals, whatever their background, ethnicity, age, gender, sexual orientation, political belief or other personal characteristic. Any form of behaviour, attitude, or belief which puts an individual at a disadvantage is thus unacceptable and all efforts must be made to promote equality. This has been recognised widely across the world. International developments with respect to issues of discrimination have led to the establishment of the 1987 European Convention Act which provides victims with a right of individual petition to the European Court of Human Rights.

The European Commission is committed to eradicate any discrimination which exists across the European Union. Directive 2000/43/EC of 29 June 2000 and Directive 2000/78/EC of 27 November 2000 resulted from Article 13 of the Amsterdam Treaty establishing the European Community which reads: "the Council, acting unanimously on a proposal from the Commission and after consulting the European Parliament, may take appropriate action to combat discrimination for equal treatment in employment and occupation based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation". This article identifies the six grounds for discrimination (sex, racial/ethnic origin, religious belief, disability, age and sexual orientation) which need to be overcome in order to achieve equality across Europe. One also finds directive 2002/73/EC relating to the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions and directive 2004/113/EC which targets the equal treatment between men and women in the access to and supply of goods and services.

Malta has worked against discrimination long before its membership in the European Union. This is reflected in Malta's legislative basis with the Constitution of Malta of 1964 which is based on the principles of equal treatment and non-discrimination. Prior to Malta's accession to the European Union (EU), national legislation regulated gender and disability discrimination in employment as well as in the provision of goods and services. Following Malta's accession, the EU Equality legislative framework was further transposed into national law. The national laws that deal with equality include:

- Chapter 456 Equality for Men and Women Act;
- Chapter 452 Employment and Industrial Relations Act;
- Legal Notice 461 of 2004 Equal Treatment in Employment Regulations;

- Legal Notice 85 of 2007 Equal Treatment of Persons Order;
- Legal Notice 86 of 2007 Equal Treatment in Self-Employment and Occupation Order; and
- Legal Notice 181 of 2008 Access to Goods and Service.

One also finds the Equal Opportunities (Persons with Disability) Act (EOA) which introduces new measures which seek to end the discrimination that disabled people have to confront in everyday life and grants a legal status to the National Commission Persons with Disability, making it responsible for the implementation of the EOA. The EOA safeguards the civil rights of disabled people in employment, education, goods and services, accommodation, access, and in insurance. The main government entities involved in combating discrimination include the National Commission for the Promotion of Equality (NCPE), the Department of Industrial and Employment Relations (DIER), and the National Commission Persons with Disability (KNDP). The Government of Malta set up the National Commission for the Promotion of Equality (NCPE), the government organisation with the responsibility related to gender aspects as well as discrimination. NCPE is an independent organisation, government funded body set up as a result of Chapter 456 of the Laws of Malta in January 2004.

The main responsibilities of NCPE include the monitoring and implementation of:

- Cap 456 - Equality for Men and Women Act,
- Legal Notice 85 of 2007 - Equal Treatment of Persons Order, and
- Legal Notice 181 of 2008 - Access to Goods and Services and their Supply (Equal Treatment) Regulations.

NCPE works to ensure that Maltese society is free from any form of discrimination, whether it is based on sex / gender and family responsibilities in employment, racial / ethnic origin or gender in the provision of goods and services and their supply. As is stated in its Vision and Mission Statement, NCPE promotes a society which is equal and free from discrimination. It champions inclusiveness whereby everyone, irrespective of their gender and family responsibilities, race or ethnicity are able to achieve their full potential. It is committed to work towards the elimination of discrimination on the grounds of gender, family responsibilities and race/ethnic origin. It strives to achieve this in different ways, but mainly through: raising awareness; monitoring national laws and EU Directives; implementing policies; networking with different stakeholders; and investigating complaints and providing assistance to the general public.

¹ Tinsley Yarbrough, *Protecting Minority Rights*, website accessed on 25/10/11 <http://www.ait.org.tw/infousa/zhtw/DOCS/Demopaper/dmpaper11.html>

The responsibilities of the National Commission Persons with Disability are specified in the Equal Opportunities (Persons with Disability) Act of 2000. These consist mainly of the following:

- identifying the needs of persons with disability and their families, and to suggest how these needs can best be addressed by Maltese Society;
- drawing up policies with regard to the disability sector which all serve as guidelines for Government and Maltese Society;
- ensuring coordination between government departments and agencies, and also liaising between government entities and non-governmental organisations working in this sector;
- ensuring, within the provisions of Equal Opportunities (Persons with Disabilities) Act, within the bounds of reasonableness, that no discrimination is tolerated, if and when it happens;
- collecting information and statistics regarding the disability sector, whilst ensuring strict confidentiality in respect of personal information;
- creating greater awareness in Maltese Society about disability issues; and
- keeping abreast with the latest developments in the field of disability, both locally and internationally.

The Department of Industrial and Employment Relations (DIER) strives to protect the rights emanating from employment contracts while, in a spirit of social partnership, actively promotes a healthy relationship and contributes towards stable and harmonious industrial relations. DIER is also committed to enhance the awareness and compliance of labour legislation aimed at progressively improving employment conditions.

The principal services provided/ tasks of the Department of Industrial and Employment Relations are:

- providing effective machinery for the establishment of standard conditions of employment, in consultation with the social partners, and their eventual promulgation as legal instruments;
- providing the necessary monitoring and enforcement of employment conditions as established by law;
- regulating employment contracts in an equitable manner so as to ensure that rights and obligations pertaining to each party in the contracts are observed;
- protecting workers whose employment relationship has been terminated by an employer;
- eliminating discriminatory practices at workplaces;
- providing support services to the Industrial Tribunal, Guarantee Fund Administration Board and Employment Relations Board;
- providing effective mediation and conciliation in order to reduce industrial actions and trade disputes; and
- promoting good relationships between employers' and workers' representatives.



These three entities work hard to ensure that the fight against discrimination is continuous and that anybody in Malta is protected against the different forms of discrimination which individuals may experience.

1.1 The Project Think Equal

NCPE embarks on specific projects targeting different aspects of discrimination and which promote equality. VS 2010/0569 Think Equal² is one of such projects and is co-funded by EU PROGRESS funds and implemented by the National Commission for the Promotion of Equality (NCPE) Malta.

The objectives of this project are to:

- Stimulate debate on equality, diversity and multiple discrimination within sections of society that offer multiplier effect, enhance and promote a shared understanding of equality, non-discrimination, diversity and multiple discrimination;
- Disseminate good practices;
- Sensitise, train and empower youths to welcome and live diversity;
- Compile data through the use of qualitative surveys assessing the perception of and readiness towards diversity of youths and of public employees;
- Compile data through the use of qualitative surveys identifying the extent, nature and areas within which discrimination is experienced by LGBT persons and racial groups; and to
- Provide – through studies and surveys – data upon which legislation, policy and action plans may be designed.

To reach these objectives, the proposed action of the project targets youths, professionals and academics having a role of influence for their potential multiplier effect.

This research report forms part of this Project. It reports the results of a quantitative study carried out among youths about their level of understanding and sensitivity to equality and discrimination.

2. Aims of the Study

This research report is the result of a quantitative study on youths carried out as part of the project Think Equal. This quantitative research, as specified by NCPE, focused on the current perception of equality and diversity held by youth.

The quantitative study with youths aimed to identify the perception of equality and acceptance of diversity by the young generation, thereby identifying how much room there is for policy development

and action to address any negative attitudes that are shown by the study.

The specific aims of the study were:

- to measure the perception, level of awareness and acceptance of equality and diversity by youths;
- to measure the degree of occurrence of discrimination in the life of youths (both towards themselves as well as witnesses to discrimination towards others); and
- to identify what media youths prefer to learn about issues related to equality and discrimination.

The study included youths in post-secondary and tertiary level of education and other youths between the ages of 16 and 30. It was carried out specifically with youths in post-secondary and tertiary education.

The study makes it possible to map out the acceptance of equality and diversity by young people on the one hand, and the frequency of discrimination experienced by young people on the other. This research thus provides data in this regard on a focalised group. It makes it possible to identify what is required to design measures essential for policy drafting and implementing.

3. Theoretical background to the study

A person is discriminated against if s/he is treated less favourably than another person based on a characteristic, belief s/he has or in being part of a group. Anti-discrimination laws forbid discriminatory conduct on a number of grounds (e.g. sex, race, age, sexual orientation, ethnicity and disability) in a number of areas (e.g. employment, education and the provision of services). The grounds of discrimination covered by EU legislation are; sex, race/ethnic origin, religious belief, disability, age and sexual orientation.

The Employment and Industrial Relations Acts of 2002 defines discriminatory treatment as any distinction, exclusion or restriction which is not justifiable in a democratic society including discrimination made on the basis of marital status, pregnancy or potential pregnancy, sex, colour, disability, religious conviction, political opinion or membership in a trade union or in an employers' association. The Equality between men and women Act also refers to direct and indirect discrimination with "direct discrimination" occurring where one person is treated less favourably, in this case on the grounds of sex, than another would be treated in a comparable situation, and "indirect discrimination" occurring where an apparently

² Project Website: https://secure2.gov.mt/socialpolicy/SocProt/equal_opp/equality/projects/think_equal.aspx

neutral provision, criterion or practice would put persons, again in this case of one sex at a particular disadvantage compared with persons of the other sex, unless that provision, criterion or practice is objectively justified by a legitimate aim. In this study, the meaning of direct and indirect discrimination as described above is used, but applied to the six grounds of discrimination: gender, age, sexual orientation, religious belief, ethnicity and disability.

One definition of discrimination is given by McIntyre³, who concluded that 'discrimination, whether intentional or unintentional or not, but based on grounds relating to personal characteristics of the individual or group, which has the effect of imposing burdens, obligations, or disadvantages on such individual or group not imposed upon others, or which withholds or limits access to opportunities, benefits, and advantages available to other members of society. Distinctions based on personal characteristics attributed to an individual solely on the basis of association with a group will rarely escape the charge of discrimination, while those based on an individual's merits and capacities will rarely be classified so'.

Amnesty International, in fighting for human rights across the globe, declares that discrimination is an assault on the very notion of human rights. The most pernicious form of discrimination takes place when there is the systematic denial of certain peoples' or groups' full human rights because of who they are or what they believe in. However, individual and one-time incidents are still considered to be discrimination. Whatever the type and frequency of discrimination, as Amnesty International argues that it is all too easy to deny a person's human rights if you consider them as "less than human" ⁴.

Discrimination can be *objective* or *subjective*⁵. Objective discrimination refers to unjustifiable differences in outcomes of actions, procedures, legislation etc. Subjective discrimination is, on the other hand, a person's perception of being discriminated against. The existence of objective discrimination cannot be established on the basis of experienced discrimination, even though subjective and objective discrimination often will be present at the same time. Since subjective discrimination refers to perceived discrimination among different groups in a society, the experience and awareness of discrimination in the same situation may vary with individuals. Objective discrimination is considered to be less biased and is that which legislation refers to.

Discrimination can be direct or indirect. Direct discrimination occurs when a person is treated less favourably on the grounds of a personal characteristic, for example one's gender, race, age or disability e.g. when a call for employment specifies that applicants must be male is direct discrimination against women.

Indirect discrimination occurs when a policy or procedure which appears to treat everyone equally, places certain groups at a disadvantage. Indirect discrimination occurs when a neutral, or seemingly harmless, policy, rule or practice has a discriminatory effect against a certain group of people. There are, however, exceptions where measures in favour of particular groups, e.g. as in positive actions, are allowed and not considered unlawful.

Discrimination can be individual or institutional. Individual discrimination takes place when individual or individuals of a particular group behave in a way which is intended to have a differential and/or harmful effect on other individuals belonging to other groups. Institutional discrimination refers to the policies drawn up the dominant groups running institutions, and which are intended to have different impacts on different groups in society.

People often experience complex forms of discrimination, at individual or institutional level. Three such forms of discrimination which individuals can experience exist⁶: multiple, compound and intersectional discrimination.

Multiple discrimination as a concept reflects the reality where an individual experiences discrimination due to one's multiplicity of identity. Each individual has an age, a gender, a sexual orientation and an ethnicity, and some have or acquire a religion or a disability.

Discrimination may be experienced on multiple grounds that are due to falling within two or more characteristics on which discrimination takes place. For example, an individual belonging to an ethnic minority may be a woman, a woman may be a lesbian, or a lesbian may be an individual with a disability. The more factors determining discrimination, the more a person suffers. It also makes the problem of discrimination more complex and more difficult to overcome.

Compound discrimination, on the other hand, refers to discrimination occurring on the basis of two or more grounds at the same time and where one ground multiplies or intensifies the discrimination experienced on another ground. One example is a segregated labour market where all migrants are disadvantaged and women migrants suffer from a further gender pay-gap due to their gender.

Intersectional discrimination occurs when there is discrimination on several grounds simultaneously and interacting in an inseparable manner. An example given by the European Network against racism refers to minority women, e.g. Romani women have been coercively sterilised, an experience of discrimination that in general does not affect women or Romani men.

³ Quoted by Green I, (1987), *The Charter of Rights, Canada: James Lorimer and Company*
⁴ <http://www.amnesty.org/en/discrimination> accessed 28/10/11

⁵ Lindhart Olsen, A. & Wismer K. (2006), *Measuring Discrimination in a Register-based Statistical System. Session on the Future of Social Statistics, IAOS 2006 Conference.*

⁶ European Network against Racial Discrimination, (2007), *Fact Sheet 33, Multiple Discrimination, July 2007.*

The effect of discrimination leads to limited opportunities of particular groups of people from their entitlement to an acceptable quality of life. Discrimination can take place anywhere and in all areas of life. In addition, when one is discriminated against in one area of life, it often also has repercussions on the person's other areas of life over time and is possibly also carried across generations. For example, if ethnic minorities systematically attend low-quality primary schools or less attention is given to their educational needs, their chances of completing higher education are significantly reduced. This will affect both their opportunities within the labour market, as well as employment progression. When they become parents, their poor socio-economic and educational situation can lead to their own children being treated in the same way and the discrimination experienced by one generation rubbing off on the next. It is for this reason that the European Commission gives so much attention to fighting all forms of discrimination that individuals may experience in their different spheres of life.

Equality involves breaking down barriers, eliminating discrimination and ensuring equal opportunity, access and outcomes for all groups of people within their employment, and in the provision of goods and services. Discrimination is usually supported and protected by legislation. It places a legal obligation to comply with anti-discrimination legislation. Equality protects people from being discriminated against on the grounds of group membership/their characteristics i.e. gender, race, disability, sexual orientation, religion, belief, or age.

3.1 Discrimination in Malta

The Euro barometer survey⁷ on discrimination in the EU carried out in 2009 provides a picture of the opinions that the Maltese people hold on the topic. This survey shows that for Maltese people only a minority included people of different religion, beliefs, ethnic origin, people with disabilities and homosexuals among their close circle of friends and acquaintances. The most widespread reported type of discrimination was that based on ethnic origin, this being higher than that for the EU average. Discrimination based on sexual orientation was the second highest type of discrimination, followed by age, religion, gender and at the end disability. It was only in the case of gender and religion that Malta scored at the same level as the EU average.

Discriminatory behaviour in the recruitment of personnel in Malta was similar to the trend registered across Europe. Dress sense and presence were rated as the most important criteria, but sexual orientation was mentioned by 31% of respondents

against the 18% average for the EU27. Representation of diversity in the media was considered as being overall adequate by the Maltese respondents. On the other hand, Maltese people were found to express positive opinions supporting women, disabled persons, persons under the age of 30, or homosexuals taking up a major political position. This represents the impact of many media campaigns and pressure groups highlighting the contribution of these minority groups to society. On the other hand, Maltese people were reluctant to have someone of a different religious belief, ethnic background or over the age of 75 in a political position.

One out of every two people in Malta declared that they are aware of discrimination and harassment, but they still lacked information about it. As in the trend across Europe, women, people over 55 and people who stopped studying early are the most likely to be the subject of discrimination as well as are the least aware of their own rights. In addition, a higher percentage of Maltese people than the EU average reported that not enough is being done to fight discrimination. In addition, this view appears to have deteriorated in Malta while an improvement was registered across Europe. Finally, it was also found that the majority of people in Malta would first refer to the police when reporting cases of discrimination and/or harassment.

Another study providing some insights related to discrimination in Malta is the EU-MIDIS⁸ European Union Minorities and Discrimination Survey of the European Union Agency for Fundamental Rights (2009), which focuses on discrimination on ethnic minorities across Europe. This research study places Malta as among the top ten experiencing the highest levels of discrimination over a 12 month period, being in second place with 63% of Africans in Malta saying that they experienced discrimination. This is only second to discrimination against Roma by 64% in the Czech Republic. Africans in Malta also emerged as having the highest rate of unemployment at the time of the survey at 54% unemployment. In addition, Africans in Malta were also among the top ten with respect to experiencing discrimination at work with 27%. They were also the highest group experiencing discrimination at a Cafe', restaurant, bar or nightclub and by shops, with 35% experiencing discrimination in the 12 month period prior to the survey. 26% of Africans in Malta had also been the victims of serious harassment while 29% of Africans in Malta stated that they were victims of 'racially-motivated' in-person crime in the last 12 months.

Research carried out by NCPE on discrimination includes that carried out as part of the project Voice for All⁹. The research exercise sought to understand the local social conditions related to the various grounds of discrimination, and the manner in which

⁷ European Commission, 2009, *Discrimination in the EU in 2009, Special Euro barometer 317*, European Commission

⁸ European Union Agency for Human Rights, 2009, *EU-MIDIS European Union Minorities and Discrimination Survey Main Results Report*, European Union Agency for Human Rights.

⁹ National Commission for the Promotion of Equality, 2007, *Voice for All*, NCPE: Progress Project

¹⁰ This research was carried out as part of the project: VS/2009/0405 *Strengthening Equality beyond Legislation Project*.

¹¹ Peroni M. & Ozolina, S. (2010), *Ensuring Social Inclusion of Young People by Tackling Multi-faceted Vulnerabilities in Employment and Other Areas, Thematic Reports, Social Watch*

each form of discrimination was being tackled at a political, legislative, and grass-roots level. This report concluded that with respect to racial discrimination, although there were various efforts to improve the living conditions, as well as the employability and educational standards of asylum seekers, Malta still lacked an overarching integration policy for streamlining the concept of integration and non-discrimination into all aspects of society. With respect to gender, it was noted that although there were various legislative measures to ensure that gender equality is in place, there was still a degree of gender inequality within Maltese society, particularly in employment, where Malta has a very high female inactivity rate and a gender pay gap. There is also a clear degree of gender segregation in the subjects chosen, with females often opting for more traditionally female-oriented subjects such as education and the caring professions, rather than the stereotypically male areas of science, finance and IT.

In the case of discrimination with respect to sexual orientation, it was recognised that it had not yet obtained enough visibility despite numerous awareness raising initiatives. This lack of initiative was considered the result of local traditional values strongly influenced by the Catholic faith. It was felt that there is the need for a more widespread effort to promote information about, and acceptance of LGBT issues into different spheres of social life.

Maltese society was found to have a paternalistic attitude towards people with disabilities which is reflected in the significantly low activity rate of persons with disabilities. There was need for initiatives that empower persons with disabilities, by providing them with skills required for employment. There was also the need to educate the public on the contributions that persons with disabilities make to the community.

Although instances of religious discrimination were not directly evident, it could be that differential treatment according to a person's faith could be institutionalised. For example, in State education there is only provision of religious education on the Roman Catholic faith. The study also revealed instances of direct religious discrimination in employment where Muslim women, particularly those wearing Islamic attire, were victims of multiple discrimination, since they find numerous obstacles to employment due to their gender and their religion.

Age discrimination reflected paternalistic attitudes often adopted towards the elderly. The clear drop in employment rate over the age of 50 indicated that, although a number of persons participated in formal adult education, this was not translated into an increased employment rate for older workers. This reflected a

dismissive perception towards older workers. On the other hand, the high rate of youth employment, and the relative ease of the transition between formal education and employment indicated that employers preferred young employees at the expense of older workers.

A more recent study on discrimination¹⁰, focused on under-reporting of discrimination, and the reasons that inhibit people from reporting cases of discrimination to responsible bodies. The research also sought to establish whether persons were aware of their rights and whether persons who suffered discrimination were aware that the treatment they received was, in fact, discriminatory. The research results showed that most people do not tend to report cases of discrimination. The most common reasons for not reporting included a lack of knowledge about reporting, embarrassment or fear of further persecution, lack of faith in authorities and feelings of powerlessness. The most effective means to encourage people to report was that of providing better education, media attention and retraining of staff in several entities.

3.2 Discrimination among youths

Age discrimination is based on an inaccurate perception of young people within European and Maltese society. This occurs due to stereotyping of young people, which is still a widespread phenomenon, and needs to be tackled urgently since it affects the treatment that young people receive in society as well as the social status that they hold.

Despite efforts to reduce discrimination, there are still gaps in European and national laws. These pose a major challenge to breaking the vicious cycle of poverty and social exclusion. Although youth are protected in employment, they can be discriminated against in the field of education which can also consequently impinge on their employment opportunities.

Peroni and Ozolina¹¹ from the European Youth Forum highlight how young people of disadvantaged socioeconomic background, and migrant status experience difficulties in the field of education which then create further problems when attempting to enter the labour market. The situation is that young migrants perform poorly at school, are more likely to leave school early¹², and experience unemployment¹³. Such discrimination is not only not acceptable on moral grounds, but is also economically undesirable as nations need to have productive young people for a strong economy.

Peroni and Ozolina also highlight how discrimination against youth can have negative consequences on the fundamental rights of young people to acceptable standards of health. For

¹² European Commission (2008b), *Proposal for a Directive implementing the principle of equal treatment of persons irrespective of religion or belief, disability, age or sexual orientation COM(2008) 246*

¹³ OECD-PISA (Programme for International Student Assessment) (2006) *Science competences for tomorrow's world Paris: OECD*

example, obesity and being overweight are associated with low family affluence¹⁴. Mental ill health among young people is often associated with racism, sexism and discrimination.

The situation is that young people in Europe have multi-faceted vulnerabilities in different areas of life, which expose them to the risk of poverty and social exclusion. Some vulnerabilities are linked to the specificities experienced by certain groups of young people, in particular relating to socioeconomic and family background, migrant background, sexual orientation, ethnic origin, religion and disability.

Young people experience multiple types of discrimination when discrimination takes place on the ground of their young age, combined, intersected or added to one or more other grounds for discrimination such as sexual orientation, gender, disability, ethnic origins and also parental, legal and marital status, among others.

It is for these reasons that it is important to have political commitment to work against discrimination among youth. One needs to understand that it is not enough to have legislation to protect against such discriminatory situations. It is just as important to educate youth about their rights, as well as how not to express forms of discrimination against other groups.

A research exercise on youth policy in Malta carried out by the Council of Europe¹⁵ highlighted how in Malta there is a serious imbalance in social relations between generations: with the elders occupying a dominant position in society compared to youths who are distrusted. The value of fresh ideas generated by young persons is not only viewed as a problem for youth, but to all society. Young people's autonomy is restricted by social institutions such as the Church, family, state and education.

It is with these results in mind that the evaluation of the impact of the project was assessed. Discrimination is a complex issue and there are many dimensions to it. These main research findings were used to guide the evaluation process to measure any changes which the project has had on the different target groups involved.

4. Methodology of the Study

This section of the report describes the tool used and the method of data collection adopted. These were designed and implemented on the specific aims of the study. The methodology adopted needed to capture: youths' level of sensitivity to equality and discrimination; the type of discrimination which youths come across in life; and the media through which youths prefer to learn about discrimination.

4.1 The Research Tool

The use of a survey (questionnaire) was pre-determined by the National Commission for the Promotion of Equality (NCPE). The structure of the questionnaire was developed such that the aims of the study could be reached.

The questionnaire consisted of four sections. The first section focused on the respondents' personal details while the other three sections focused on different aspects related to discrimination. Section A thus asked information such as the gender, age bracket, employment status if working, the type of education if a full-time student, and the highest educational level. These details were considered important to obtain as they provided characteristics of the respondents taking part in the study. It thus allowed the possibility to obtain a picture of who responded to the survey and thus further on be able to draw conclusions in relation to this sample.

The second section of the questionnaire focused on the respondents' level of understanding of equality and discrimination. Items included in this section asked the respondents to state how much they knew about the National Commission for the Promotion of Equality (NCPE), as well as how much they knew about equality and discrimination and related legislation overall and specifically on each of the six grounds of discrimination: gender, age, race/ethnic origin, religious belief, sexual orientation, and disability. Respondents were also asked to write down a sentence to explain what they understood by the concepts 'equality' and 'discrimination'.

The last item within this section wanted to probe the respondents' attitudes and values towards equality and discrimination. This was done by presenting respondents with 20 statements and for each they had to state how much they agreed/disagreed on a 5-point likert scale. The 20 statements were distributed to focus on the six different types of discrimination. They also included different types of statements: (1) some referring to attitudes to different forms of discrimination; (2) some to attitudes towards accepting diversity; (3) some relating to actions to stop discrimination; and (4) some relating to taking positive action to combat discrimination. Below there is one example for each type of statement.

- (1) The skin colour of a person should not influence the outcome of a job interview;
- (2) People who are gay or lesbian should be allowed to marry
- (3) Bars in Paceville should let black people enter; and
- (4) Workers should be encouraged to continue with their studies even if they are over 40 years old;

¹⁴ WHO, (2006), *Inequalities in young people's health, International Report from the 2005/2006 Survey*, Geneva: World Health Organization.

¹⁵ Council of Europe, 2005, *Youth Policy in Malta*, Council of Europe:Strasbourg.

The third section focused on the youth's experience of discrimination. One item specifically asked respondents to identify whether they have ever been themselves victims of discrimination on any of the six grounds as well as, if the case, how often they have experienced this. Those respondents who indicated that they were at some point discriminated against were asked if they had ever reported it or not, and the reasons for reacting in that way. They were then asked if they have ever experienced discrimination where somebody else was the victim based on any of the six grounds. Again, they were asked if they had reported it or not, and why. They were then asked to give one example where action was taken: to prevent discrimination; to make adjustments for diversity; and to advance equality for people.

The last section of the questionnaire focused on the information about equality and discrimination. Respondents were first asked to indicate whether they would like to learn more about different aspects of equality and discrimination. They were then asked to indicate which media they would prefer to receive information about equality and discrimination.

The questionnaire consisted of 19 items in total which the respondents had to fill in. The questionnaire can be found as an Annex to this document.

4.2 Method of Data Collection

The main method for collecting data was online through the use of the tool: survey monkey. In order to ensure that respondents felt comfortable completing the questionnaire, they had the option to fill in the questionnaire in either English or Maltese as they preferred.

Since the target of the survey was youths aged between 16 and 30, with specific focus on those in post-secondary education and tertiary education, an email inviting recipients to participate in the survey was sent to a large number of persons who fitted within the category. Care was taken to try and ensure that among the respondents, there could be both males and females, as well as youths in different walks of life: studying; working; graduates, non-graduates, inactive as well as unemployed. In addition, in order to ensure the participation of students in post-secondary institutions and tertiary education, the University of Malta was contacted in order to forward the request to participate in the survey to students at Junior College as well as to a number of University students in several different courses. This method ensured that the required sample be reached, as well as the specific group of post-secondary students and tertiary students. The original target sample was that of 150 respondents.

The data collection period was open for a period of three weeks, during which youths could participate and respond to the questionnaire.

5. Research Results

This chapter provides an analysis of the responses obtained from the survey. The main results obtained will be collated in order to identify trends in opinions and experiences of youths with respect to equality and discrimination.

5.1 Characterising the sample

In order to make sense of the responses obtained, one needs to first describe the range of youths who have completed the questionnaire. This is particularly relevant in this study. The original intention on starting this research exercise was to obtain a sample of 150 respondents who should be close to being representative of the youth population between the ages of 16 and 30. This would have meant that there should have been a balance between genders, ages as well as more or less proportional distributions of youths in work, in education, and unemployed. The main method of collection of questionnaires was through the use of the survey monkey which means that respondents can fill in the questionnaire online. In view of ensuring that youths from different aspects of education were included, individual educational institutions were targeted. In the case of Junior College and University of Malta, an email with the link to the questionnaire was sent to all the students.

A much greater number than the targeted 150 youths responded to the questionnaire. In fact, the total number of respondents amounted to 595. This was a very positive response indeed. However, on looking at the type of respondents to the questionnaire, the sample cannot be considered as representative of youths in Malta between the ages of 16 and 30. This is because there was an increased response from University students and from Junior College or Higher Secondary (post-secondary education). This should not be considered as a disadvantage, as one cannot extrapolate the results to the whole youths population. On the other hand, this is an opportunity to gain good insight into how youths, particularly those at post-secondary and at University view and experience equality and discrimination. This is only possible as the number of respondents in these two categories is large enough to be extrapolated to this group. Such opportunity would not have been possible in the case of the original proposed sample of 150 as the number of respondents per sub-group would have been too small to draw any conclusions from the trends obtained.



The conclusion is that while the overall trends obtained need to be considered with caution as they are not representative of the youth population, conclusions about trends for students at post-secondary education and at University can be drawn with a good degree of confidence.

Gender distribution

There were twice as many females than males responding to the questionnaire. This was more or less the case with respect to the different categories of youths. In fact, out of the total of 595 questionnaires filled in, there were 198 males respondents while there were 397 females.

This is difficult to explain. It could be that females are more conscientious and so when they received the request to participate in the survey, they complied. Another possible reason may be that the topic in itself is one which tends to appeal more to females than to males and so females were more willing to participate than males. It may also be the result of more females studying at education institutions than males, but then the difference in percentage is not that high.

This is, however, at this point just speculation, and it is not possible to identify the reason why more females responded.

The implication is that one needs to be careful on how to extrapolate the results on the whole population. In any case, there are enough males and females to identify trends across gender.

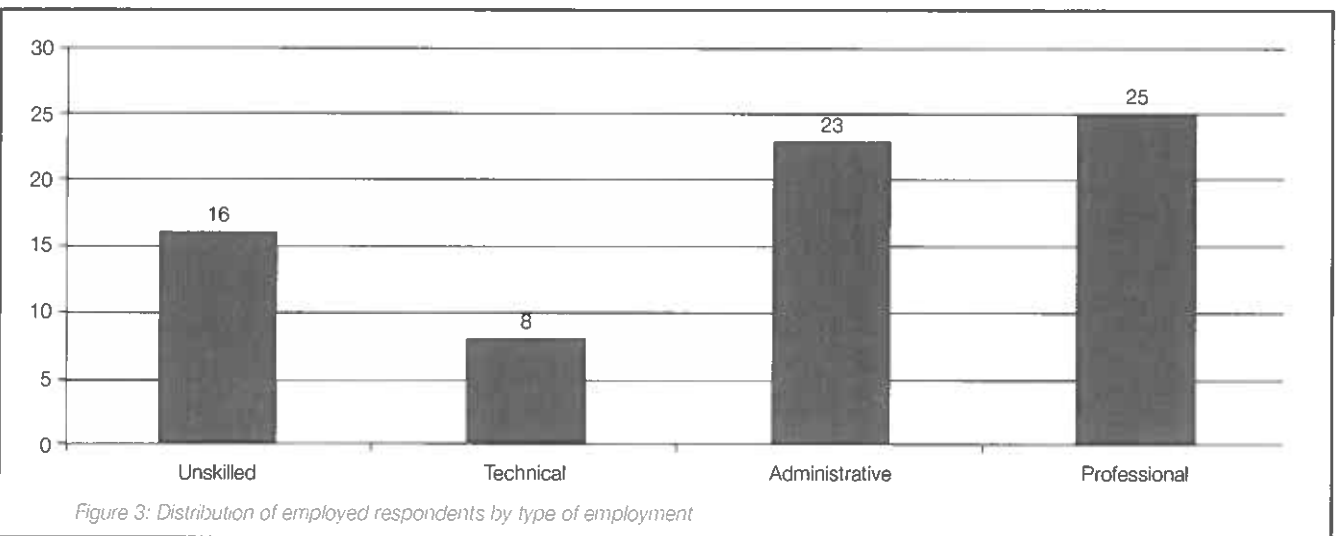
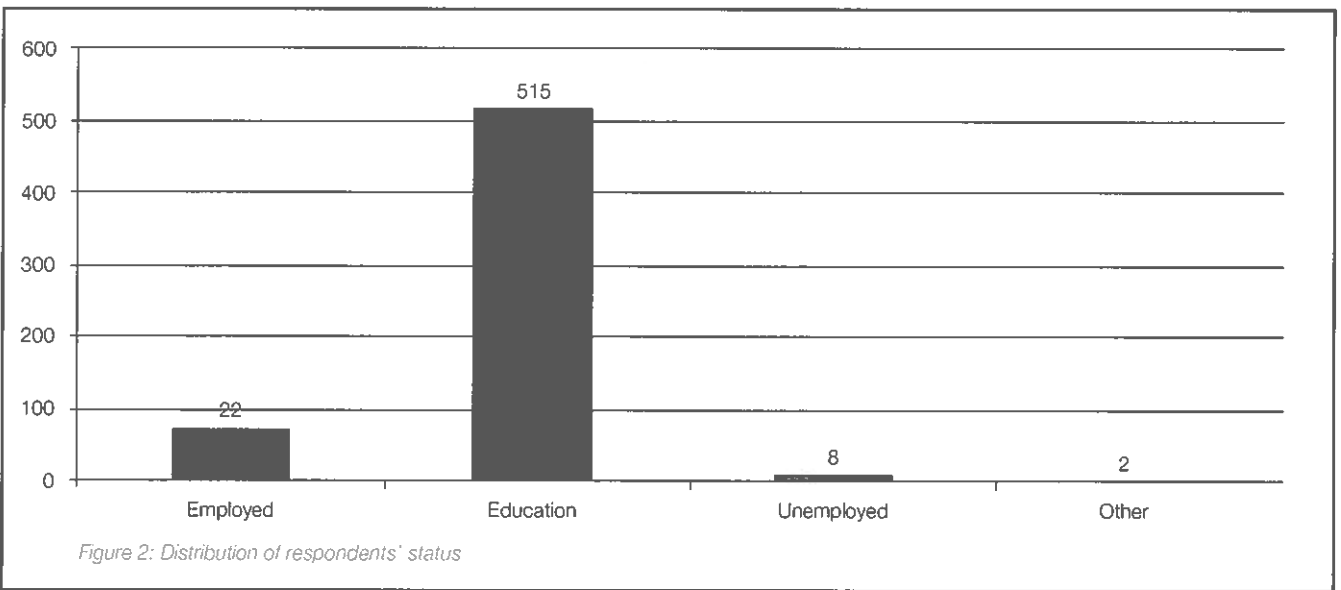
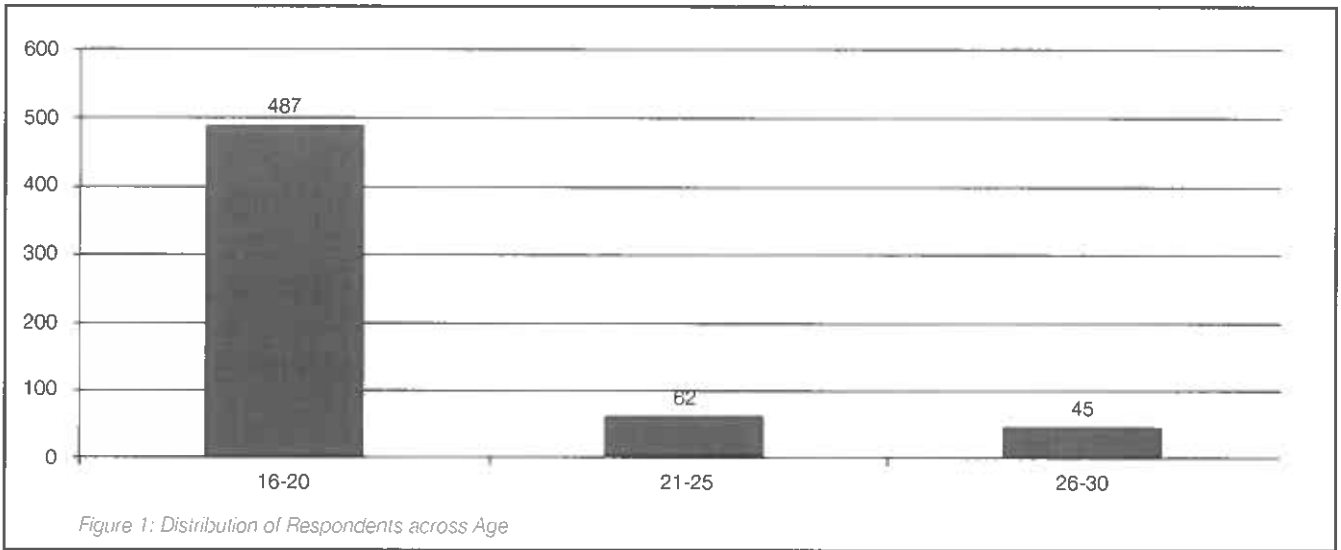
Age Distribution

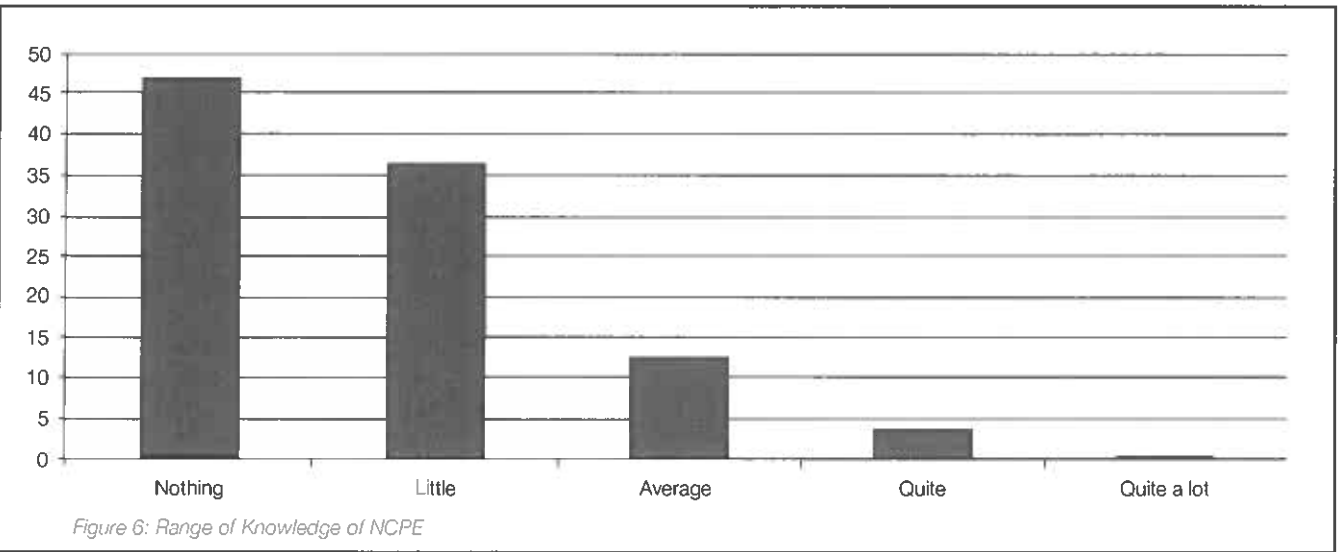
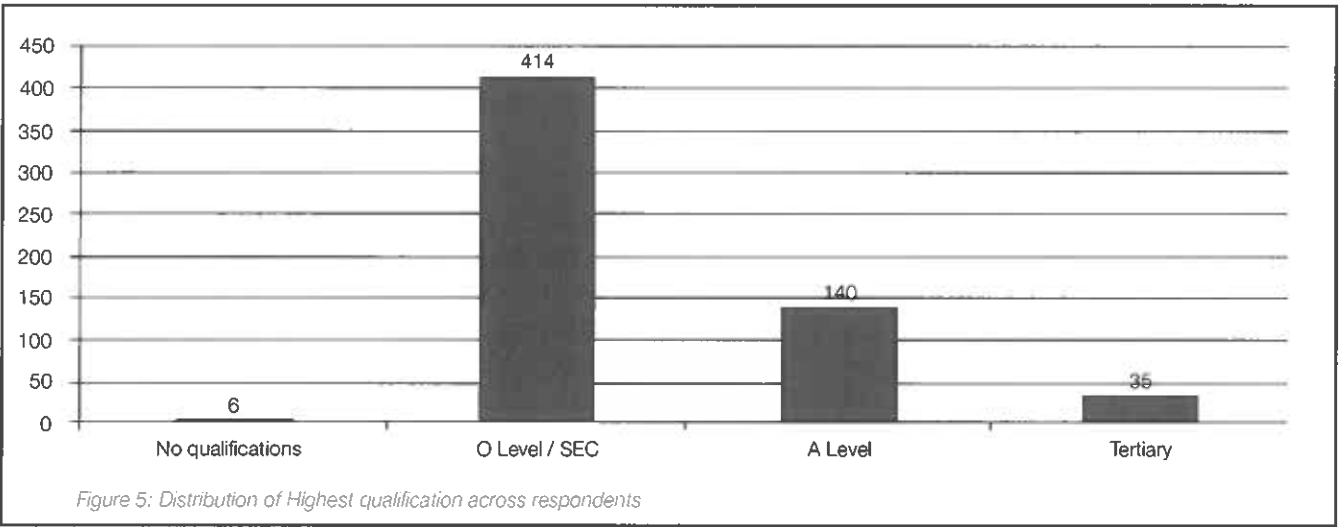
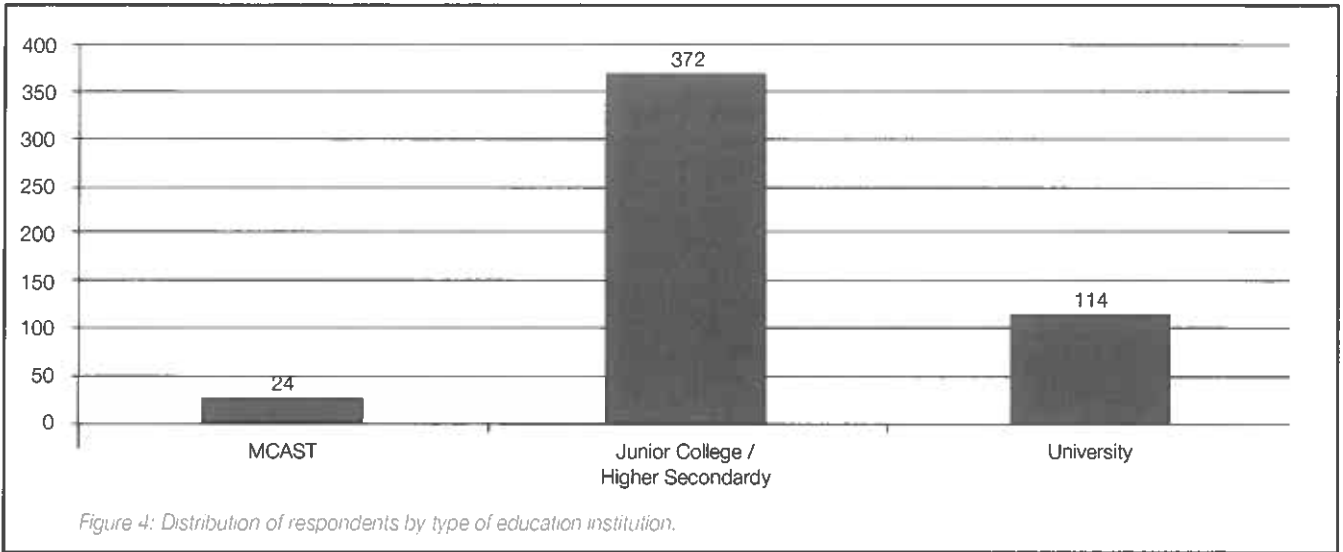
When one looks at the age distribution of the respondents, it can be noted that there are more respondents in the age group of 16-20 years than in the other two age groups. This reflects the greater percentage of students from Junior College and University who have completed the survey.

As one can see from the graph above, there were significantly more youths in the age bracket of 16-20 (487 respondents) than in the 21 and 30. As already indicated, this survey will be able to provide valuable insights in the case of students in post-secondary education and at University.

Respondents' status

The respondents were asked to indicate their status, that is, if they were employed, studying, unemployed, or other.





Type of Employment

There was a distribution across different types of employment among the respondents who are employed. The lowest frequent were those having a technical job. This is understandable as there tend to be more administrative and unskilled jobs.

Type of Education

It can be concluded that the majority of students completing the questionnaire were from Junior College or Higher Secondary. However, it is to be noted that there was also a large number of University students. The number of responses from MCAST, were , however less.

Respondents' Highest qualification

All the respondents were asked to indicate their highest level of qualification. If one looks at the distribution obtained, there is a great majority at O Level or SEC standard. This reflects the high number of students at post-secondary level who are included in the sample. There is also a high number of youths with an A Level standard. This number includes University students as well as a good number of other respondents who are employed.

Thus, the sample of this study has been described. In this particular case, it is very important to keep this sample in mind while reading the rest of the analysis as it is within the particular sample that some conclusions cannot be extrapolated while others with respect to subgroups can.

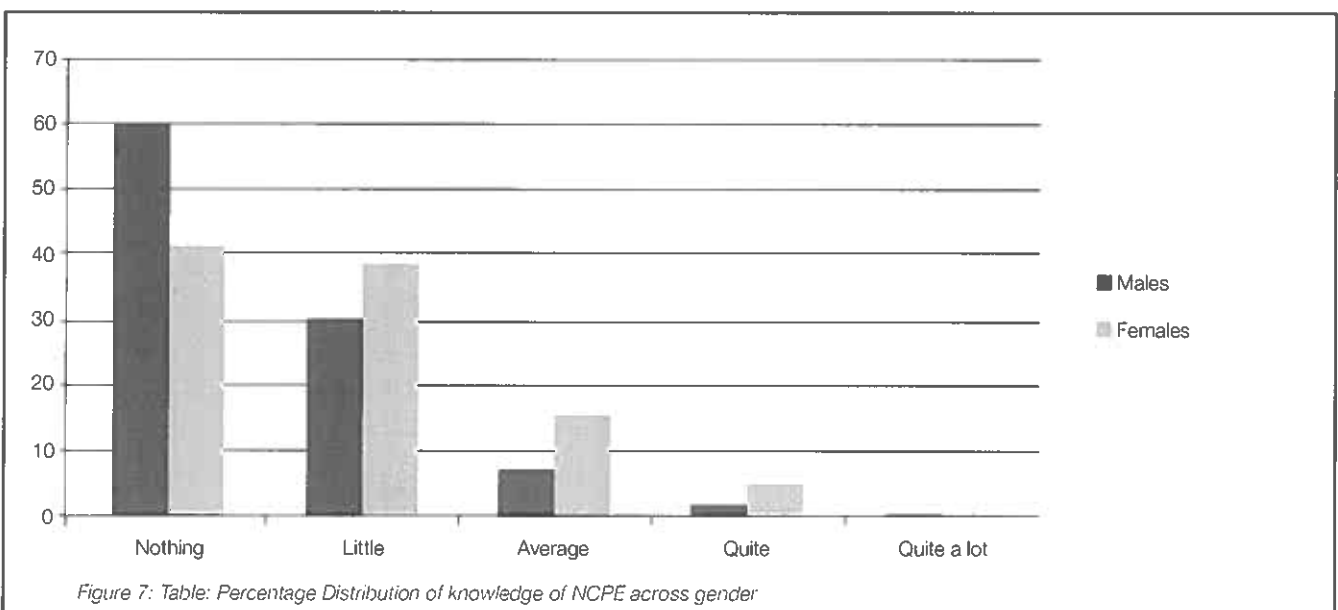
5.2 Knowledge of Equality and Discrimination

This section provides an analysis of the respondents' understanding of Equality and Discrimination and how this varies across the different groups of youths participating in the survey – gender and status (if in employment, at post-secondary education or in tertiary education). Due to the large number of respondents, it is possible to gain insight into the opinions and experiences of two particular sub-groups of youth: those in post-secondary education, and those in tertiary education. For each of the items in sections B,C and D of the questionnaire, the distribution of responses will be analysed overall, across gender and across status, mainly: post-secondary; university and in employment.

	Nothing	Little	Average	Quite	Quite a lot	Total
No.	268	207	72	21	3	571
%	46.94	36.25	12.61	3.68	0.53	100.00

Table 1: Range of Knowledge of NCPE

When one looks at the level of knowledge about NCPE, it can be observed that over 80% of the respondents declared that they know nothing or very little about NCPE. This means that youths across Malta have very little knowledge of the National Commission for the Promotion of Equality (NCPE) and the role and responsibilities it has as a government entity. The implication is that NCPE needs to campaign and make



efforts to help young people become aware of its existence and its remit with respect to equality and discrimination.

	Males		Females	
	No	%	No	%
Nothing	112	60.2	156	41.27
Little	56	30.11	145	38.36
Average	14	7.53	58	15.34
Quite	3	1.61	18	4.76
Quite a lot	1	0.54	1	0.26
Total	186	100.00	378	100.00

Table 2: Knowledge of NCPE across Gender

When one looks at the difference across gender with respect to knowledge about NCPE, it appears that a greater percentage of females know about NCPE and its work. In fact, around 60% of the male respondents stated that they knew nothing about NCPE while the percentage of females not knowing anything was around 41%. On the other hand, double the percentage of females (even if still an overall small percentage) stated that they had average level of knowledge about NCPE. Thus, the visibility of NCPE with both male and female youths is low but worse in the case of males. This may be because the issues treated by NCPE tend to attract more girls' attention than boys, due to their social nature of issues related to gender equality, other forms of equality and discrimination.

More University students than post-secondary students stated that they know more about NCPE. It can be noticed that the largest groups stating that they did not know anything about NCPE were post-secondary students, with these being more than half of the group. University students declared a higher level of knowledge of NCPE, but this is also overall low with a high percentage still indicating that they know only a little. Those in employment appear to be more knowledgeable. This may be due to a good number of respondents being graduates and through work may have come across NCPE either in its activities, projects, training or otherwise.

University students can be more aware of NCPE than post-secondary students, possibly because they may be more aware of the world around them and the different government entities which exist, amongst them NCPE. Some of them could have covered topic areas related to diversity and discrimination in their studies and so could have been exposed in that way to the existence of NCPE.

Equality

When one looks at the overall trend with respect to the respondents' level of knowledge with respect to equality, one finds that many of the respondents state that they have a good degree of knowledge on the issue. In fact, most of the responses given were in the range between 'average' and 'quite a lot'. It has to be kept in mind that this is what the respondents declare and what actually is the case. Further insight can be obtained from the analysis of other items further on.

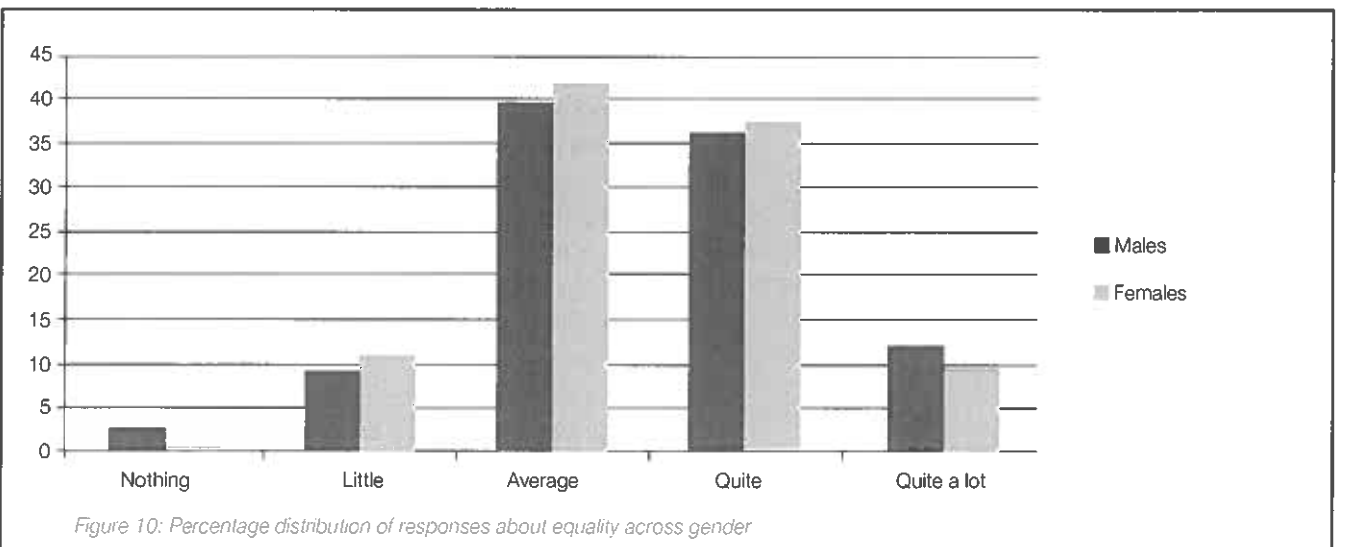
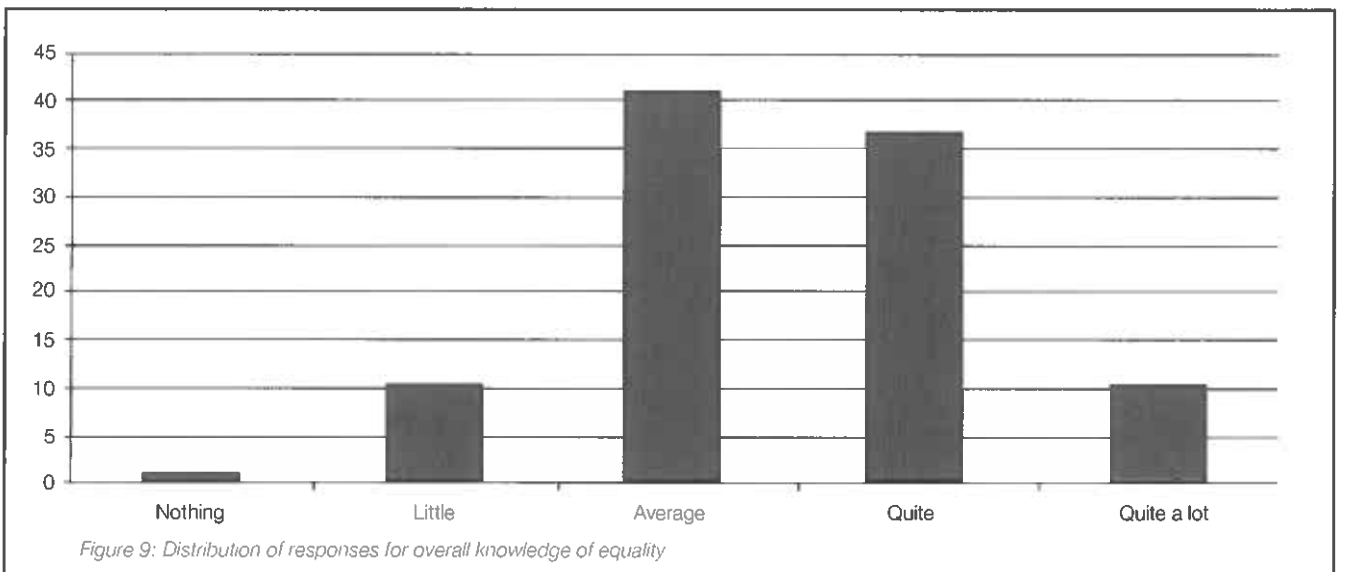
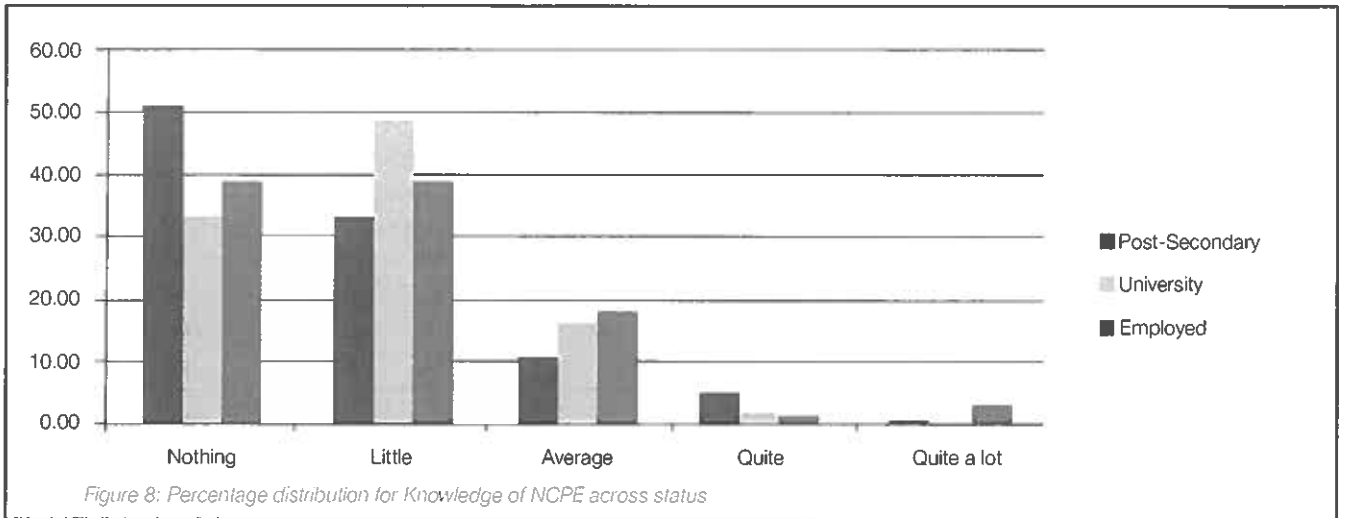
	Nothing	Little	Average	Quite	Quite a lot	Total
No.	7	58	229	206	58	558
%	1.25	10.39	41.04	36.92	10.39	100.00

Table 3: Distribution of responses for overall knowledge of Equality

When one looks at gender differences in terms of knowledge about equality, there is a slightly better declared level of knowledge among females than among males. However, this difference appears to be small and the trend can be considered to be more or less the same. While a slightly greater percentage of males declared that they knew a lot about equality, slightly more females than males declared that they had average or quite an amount of knowledge on equality.

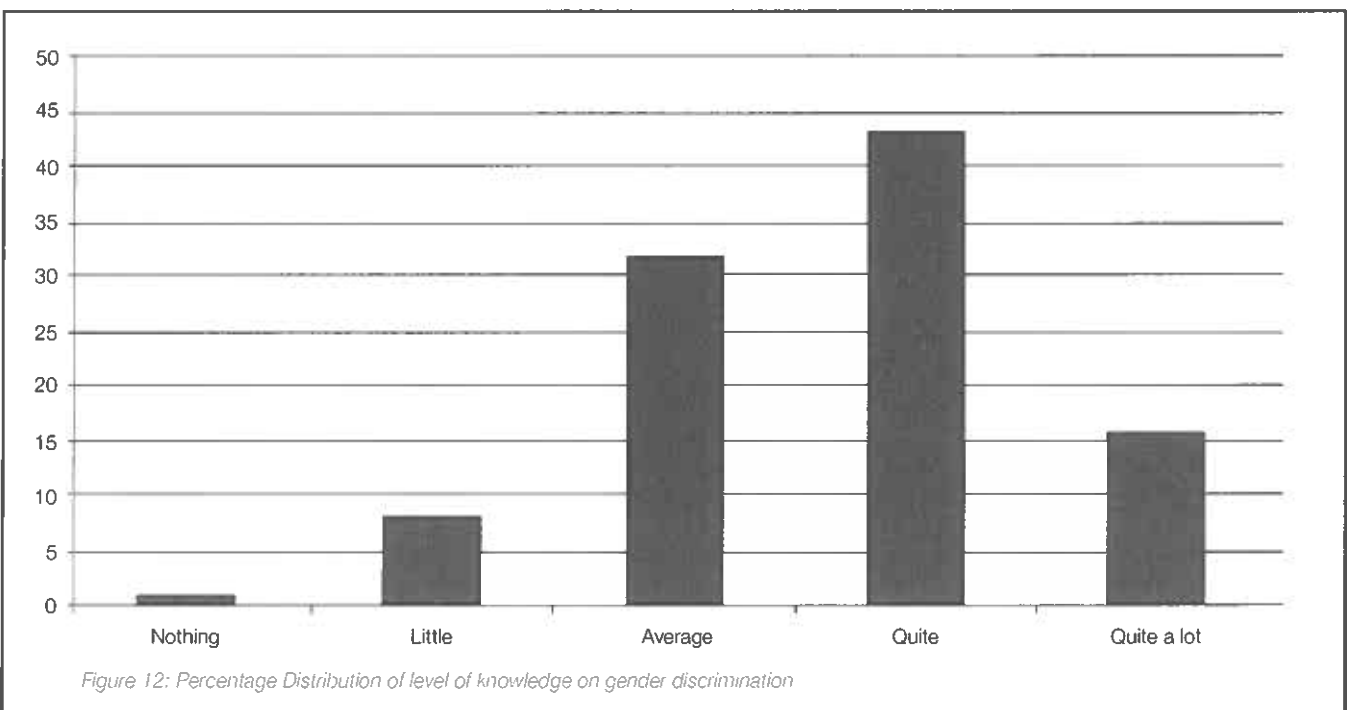
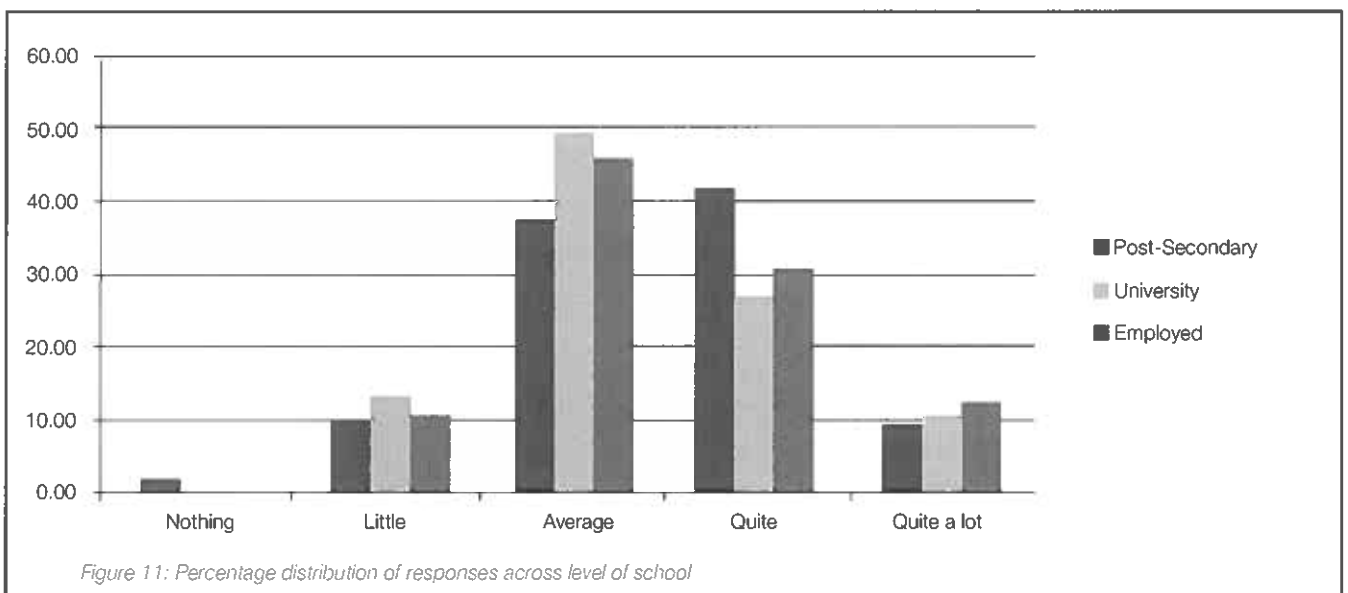
When one looks at the distribution of responses across status with respect to overall knowledge about equality, it can be seen that those who are employed tend to have greater knowledge. While more University students stated that they have an average level of knowledge, more post-secondary students stated that they had quite an amount of knowledge. It appears that students in post-secondary feel that they are more knowledgeable. This is different to the trend obtained with respect to knowledge about NCPE. Employed people appear to know more, possibly because they tend to be older as well as having a greater percentage of graduates in the sample.

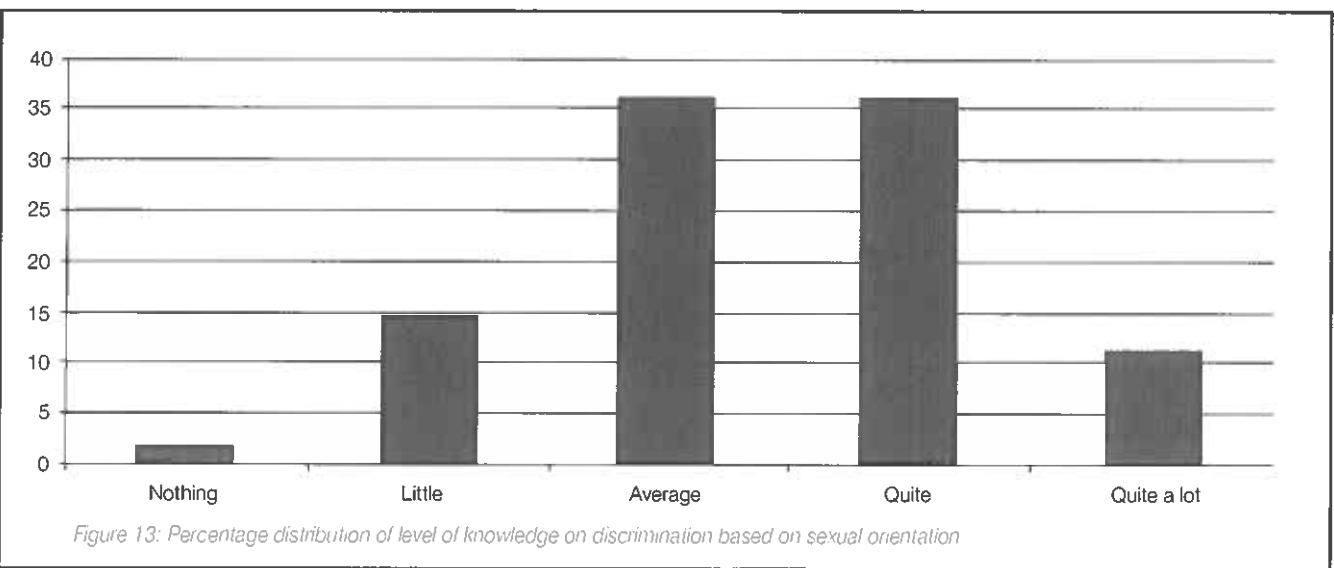
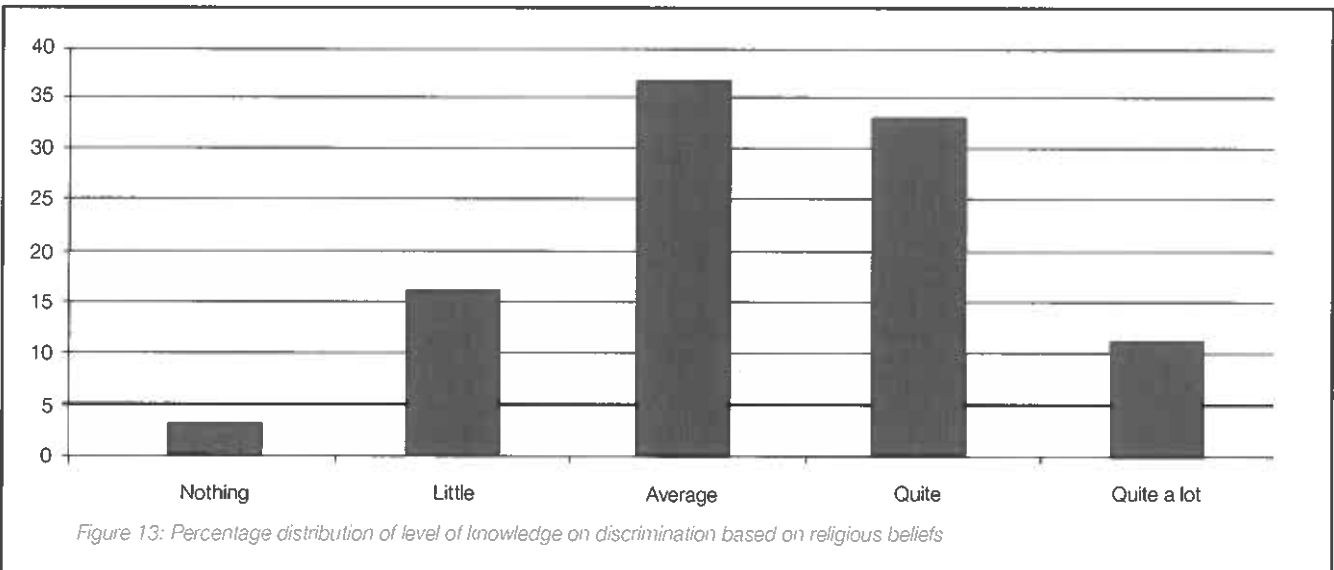
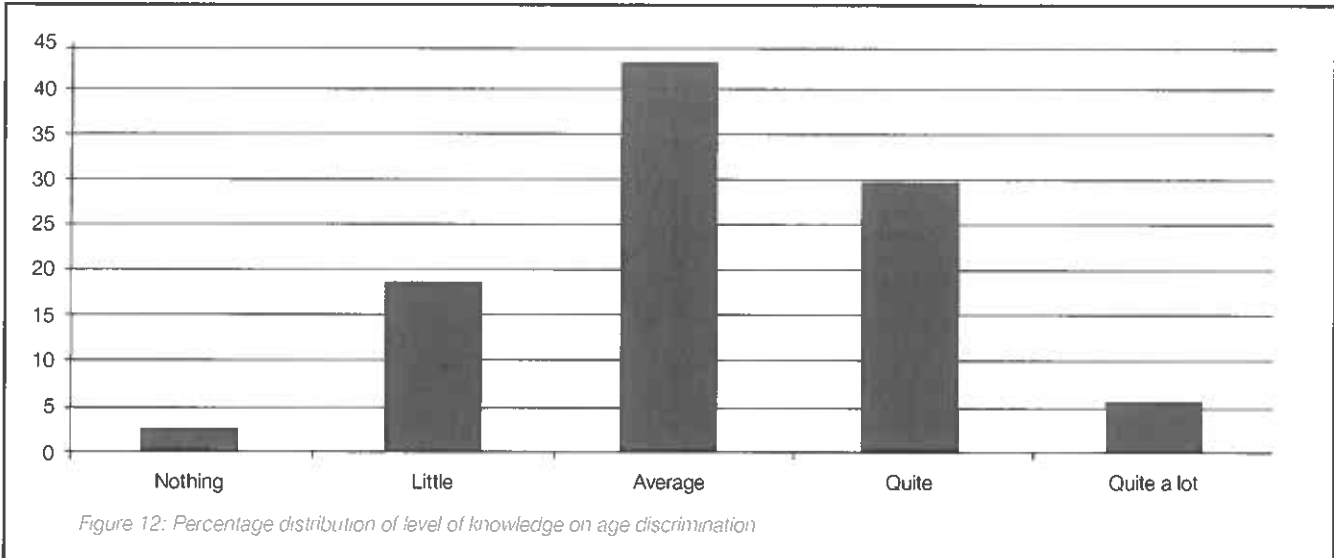
The respondents were also asked to state their level of knowledge for each of the six grounds of discrimination. The percentage responses were plotted in the set of graphs shown below and overleaf. From these graphs, the trends for each of the six grounds can be noted and differences identified. While one can notice that there are more or less the same trends across the six different grounds, the one dimension on which the respondents felt least knowledgeable was discrimination of the basis of age. In this case, over 40% declared that they had an average level of knowledge. The rest of the dimensions were more knowledgeable with the most positive being knowledge about discrimination based on gender.

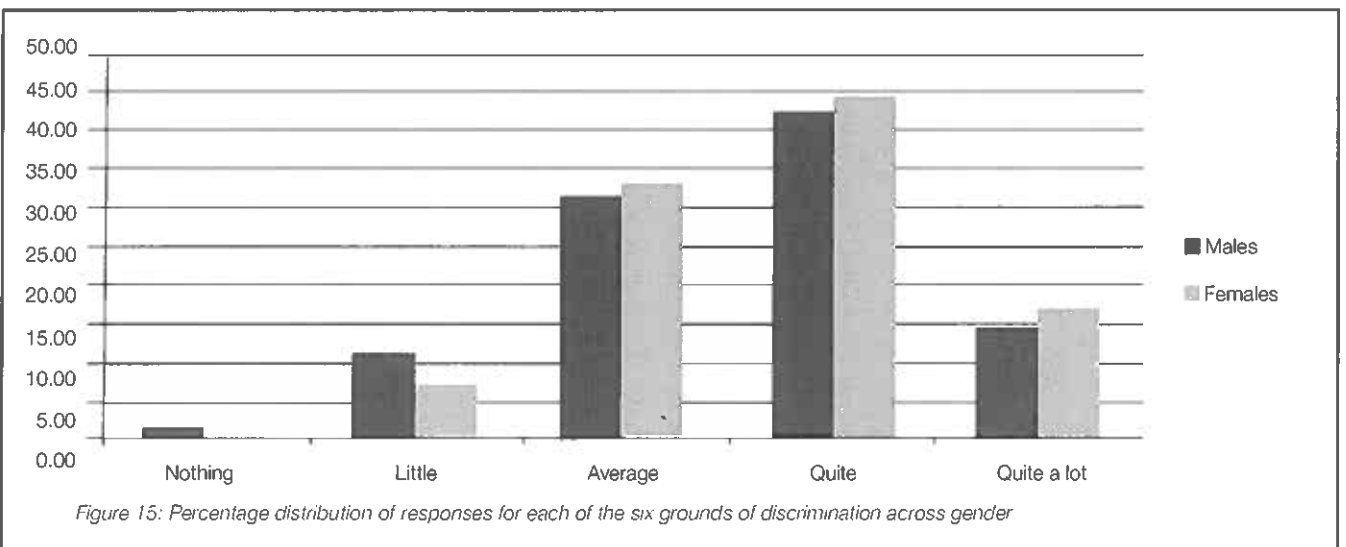
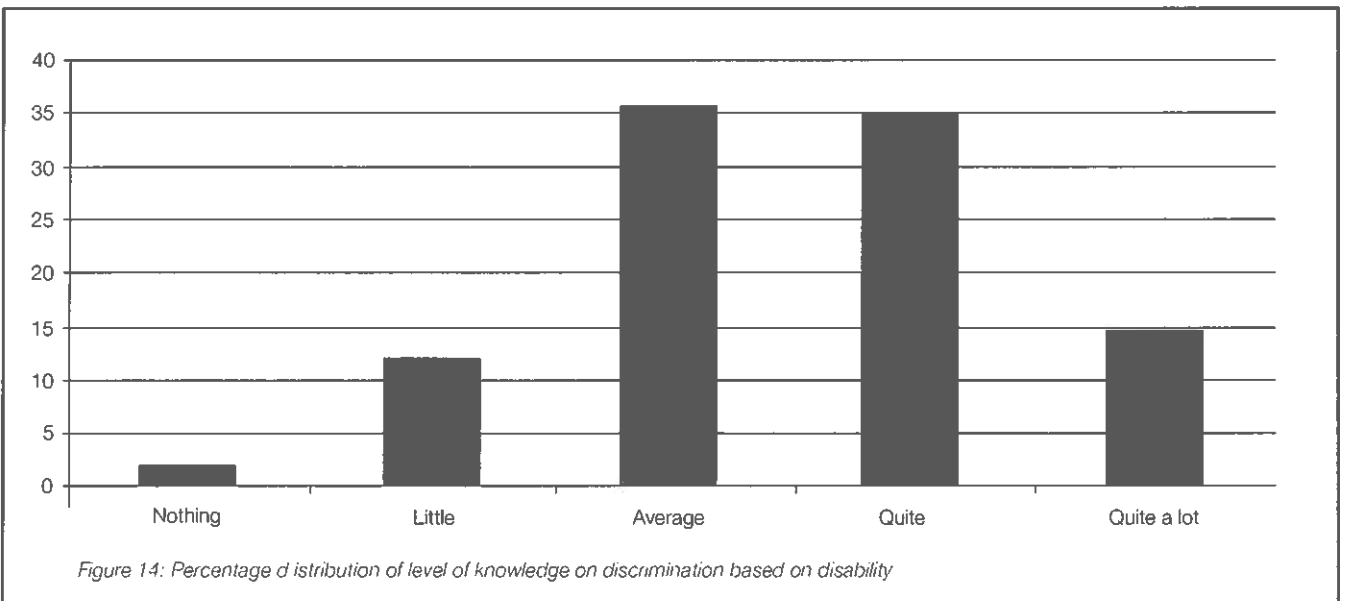
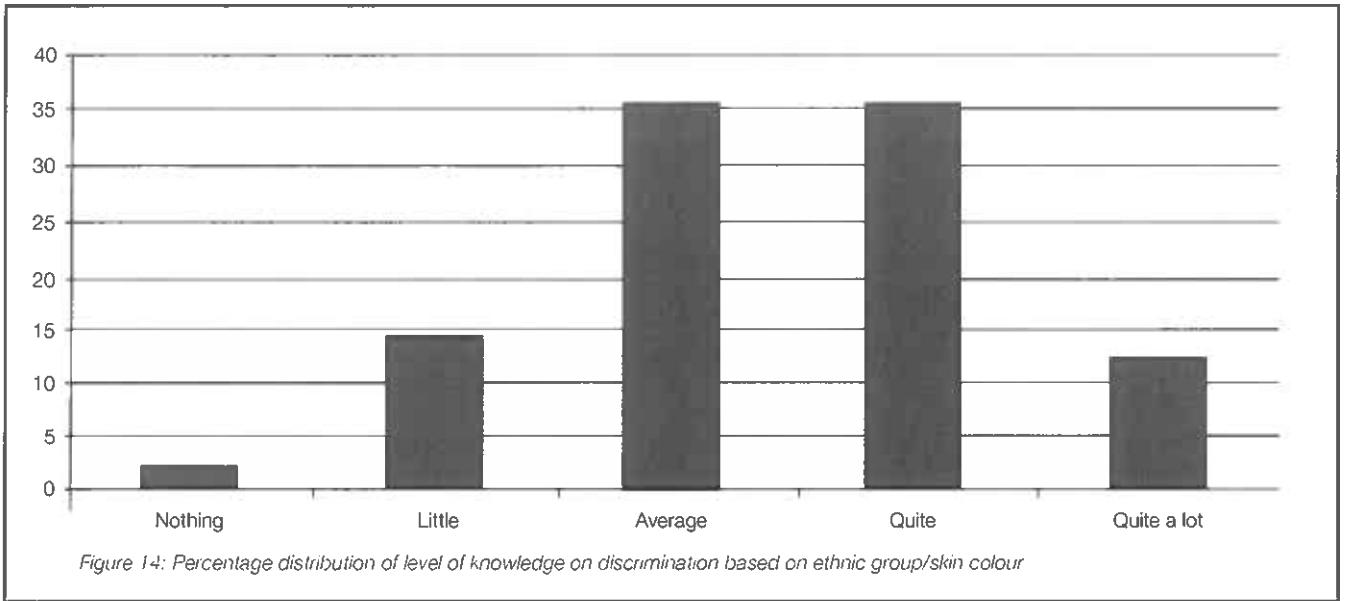


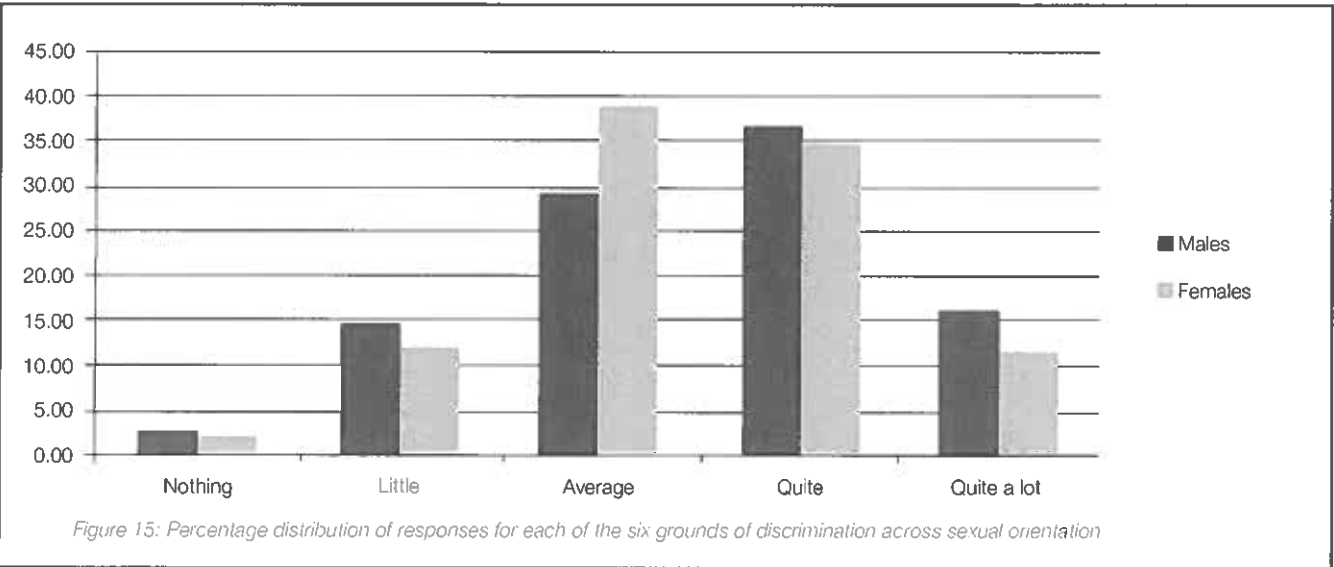
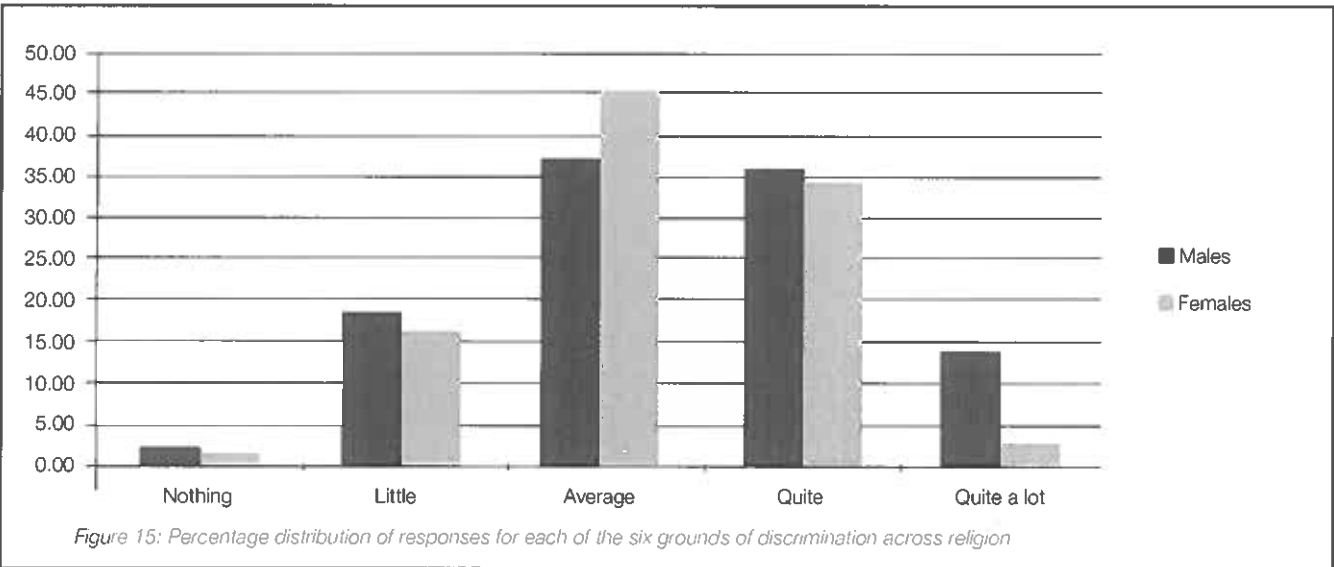
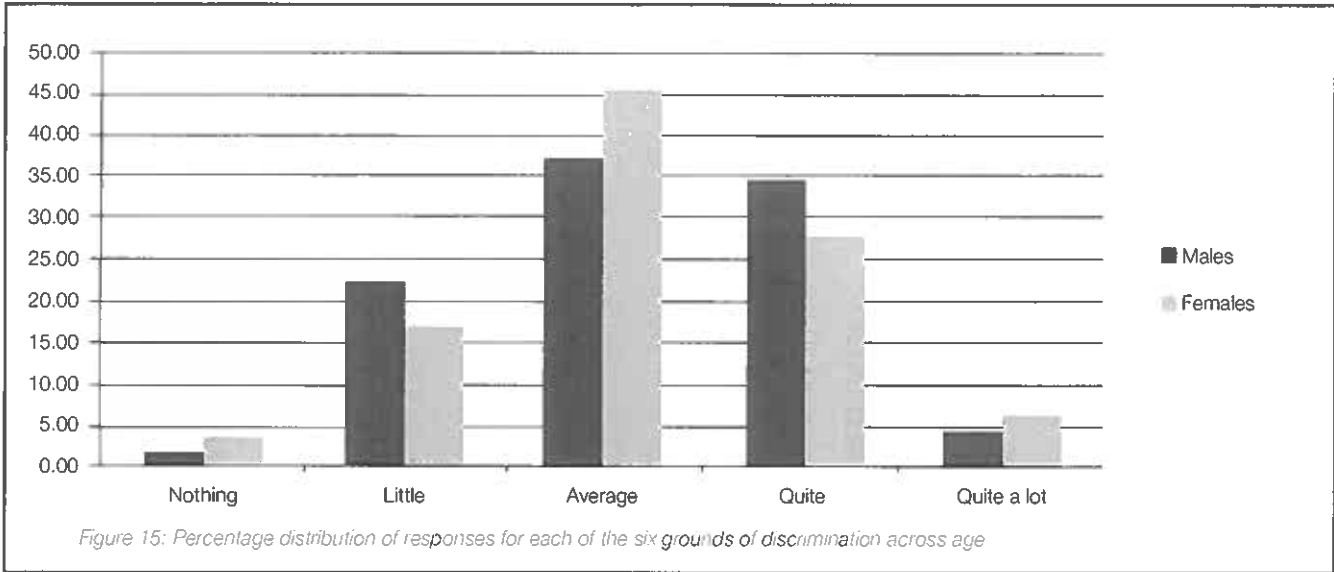
The figure overleaf gives the distribution in trends for level of knowledge on each of the six grounds of discrimination across gender. Females were declared a more positive level of knowledge than males in the case of gender discrimination. Women declared to be more knowledgeable also in the case of discrimination on the grounds of disability. On the other hand, males declared that they have a higher level of knowledge with respect to discrimination on the grounds of religious belief and sexual orientation. Otherwise, with respect to the other dimensions, no great difference was obtained.

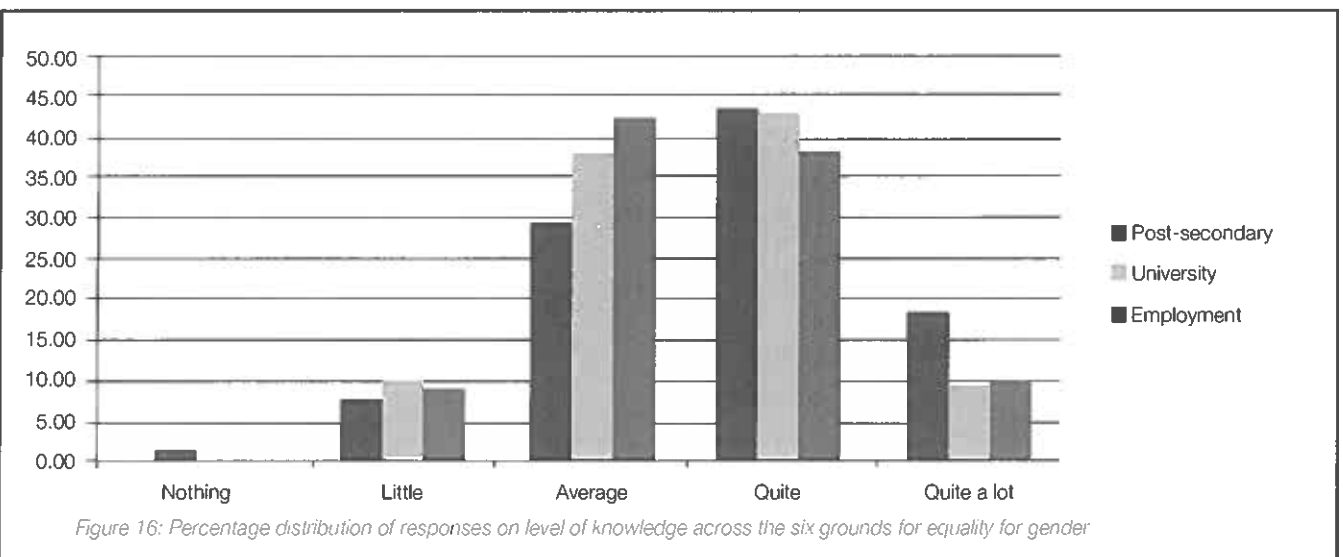
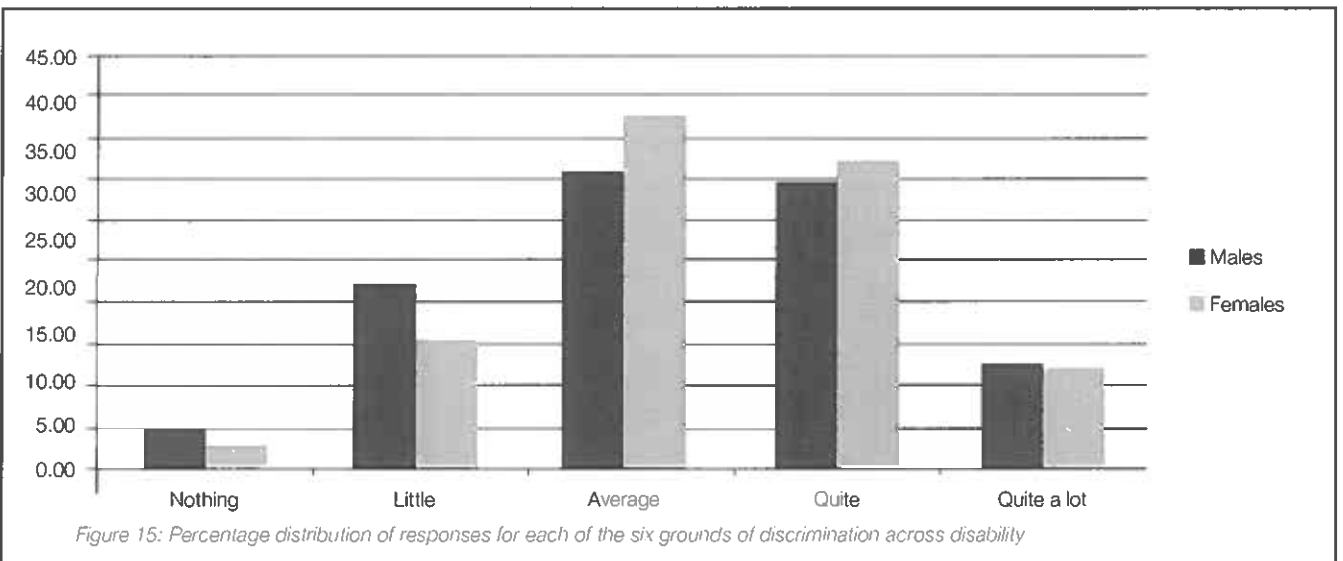
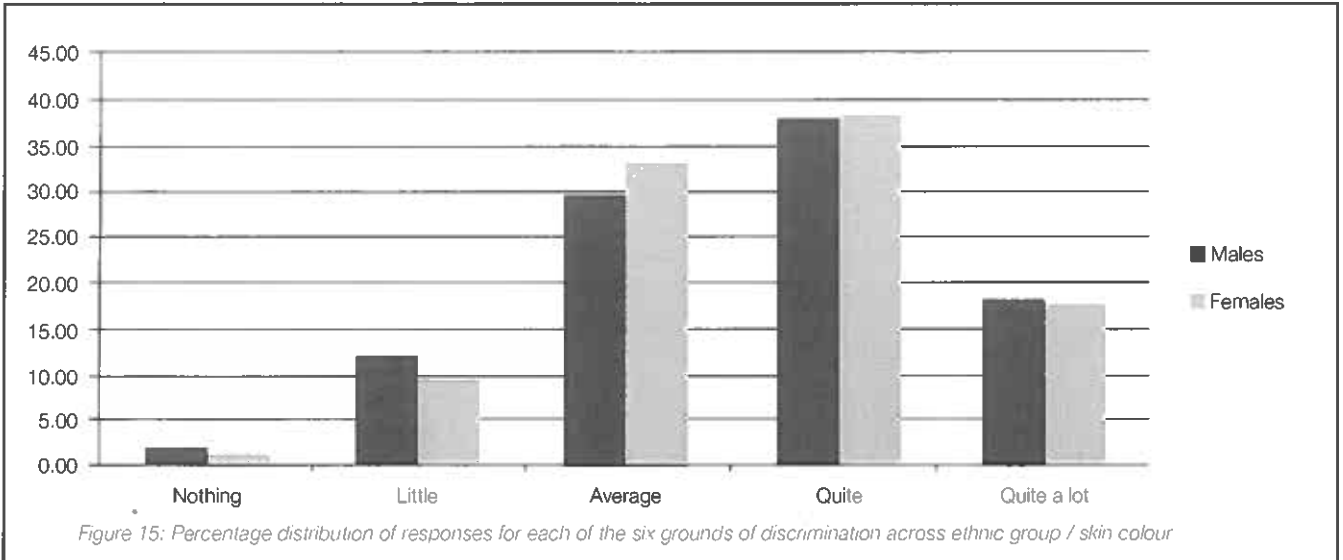
In the figure overleaf, it can be noted that respondents were overall positive, with most of the responses ranging between 'average' to 'quite' across all the dimensions. Most of the trends obtained are similar with a normal distribution. However, there is a slight skewness towards a higher level of knowledge in the cases of sexual orientation and disability (mental and physical). With the exception of gender, those who are at post-secondary level of education have a tendency to state a greater knowledge on equality. In the case of sexual orientation, it is to be noted that there

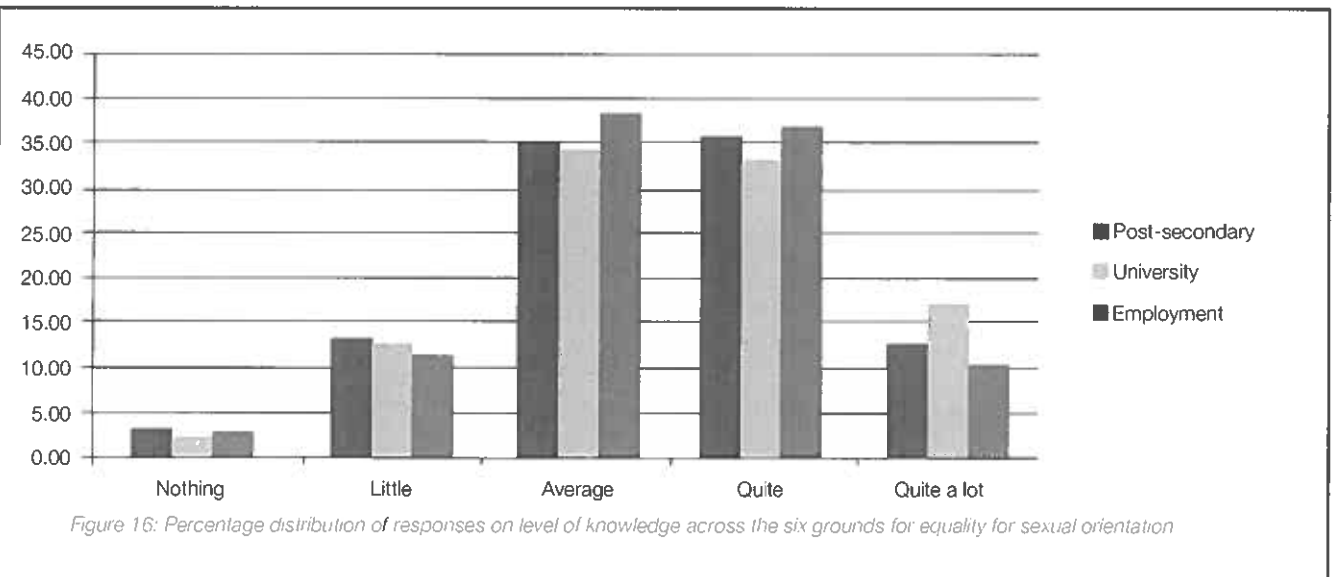
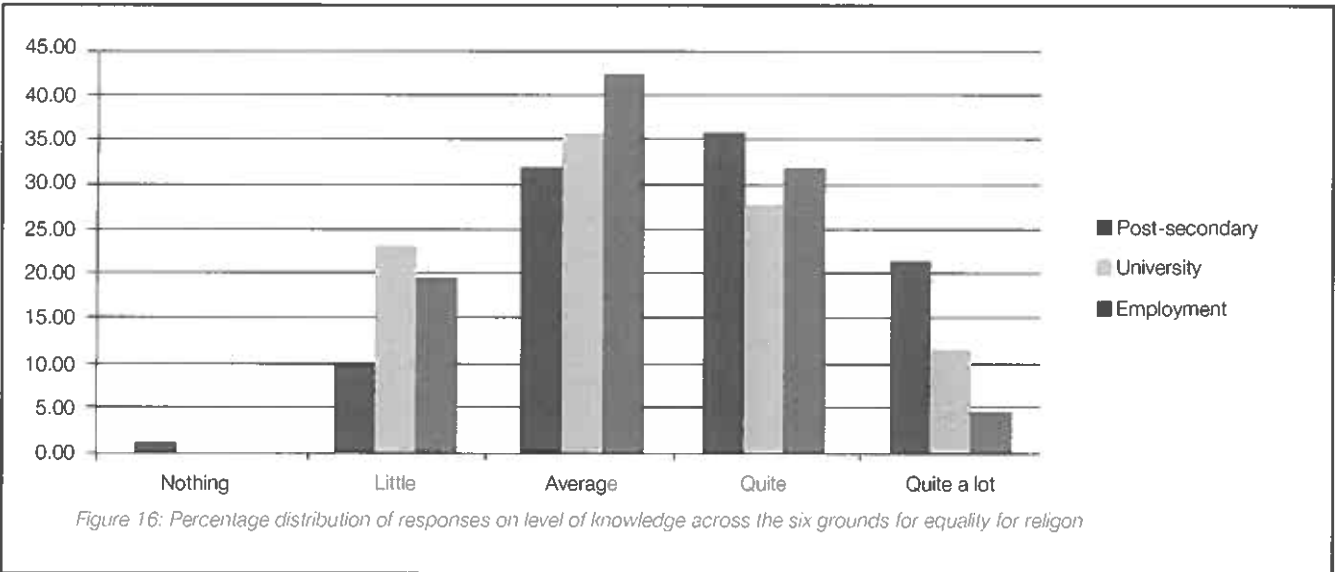
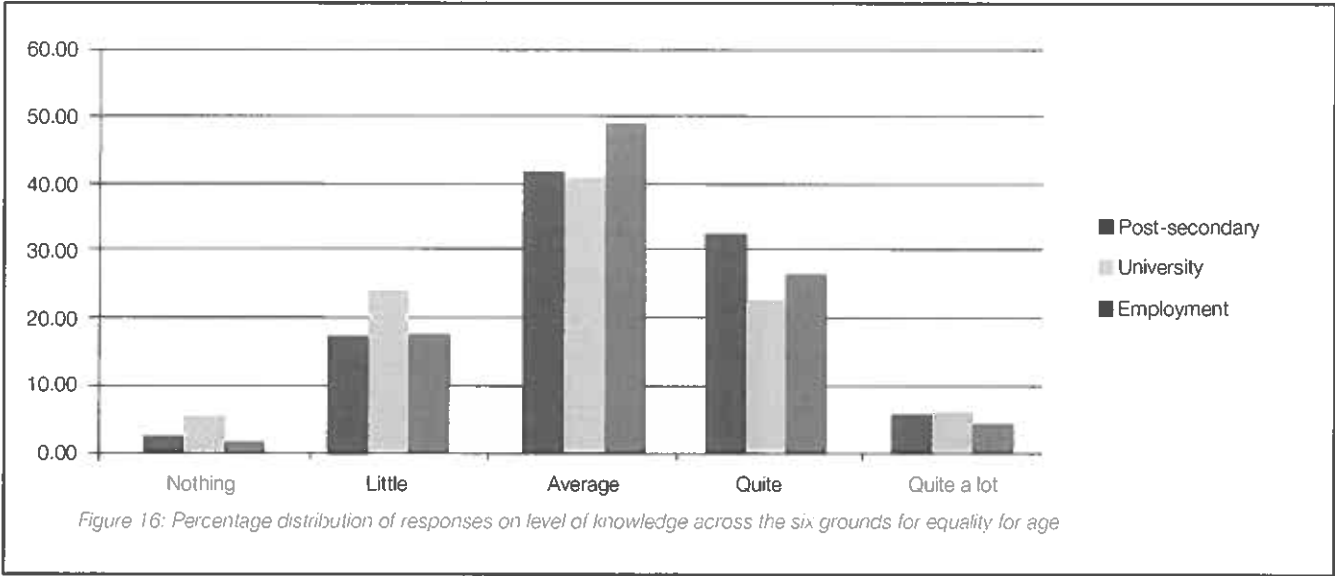


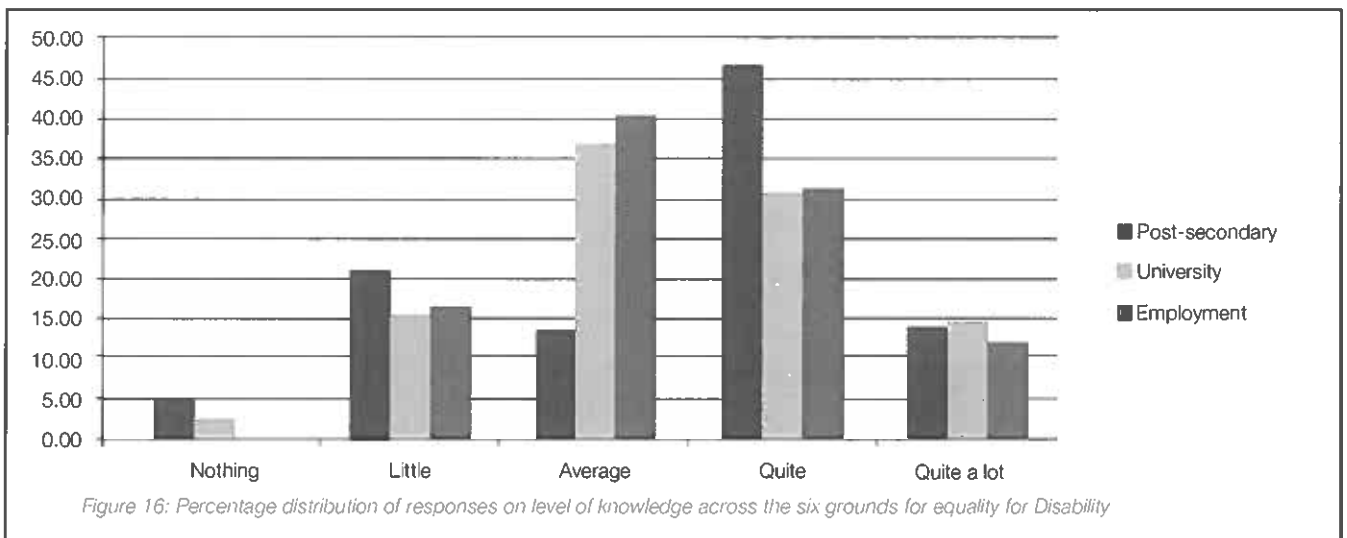
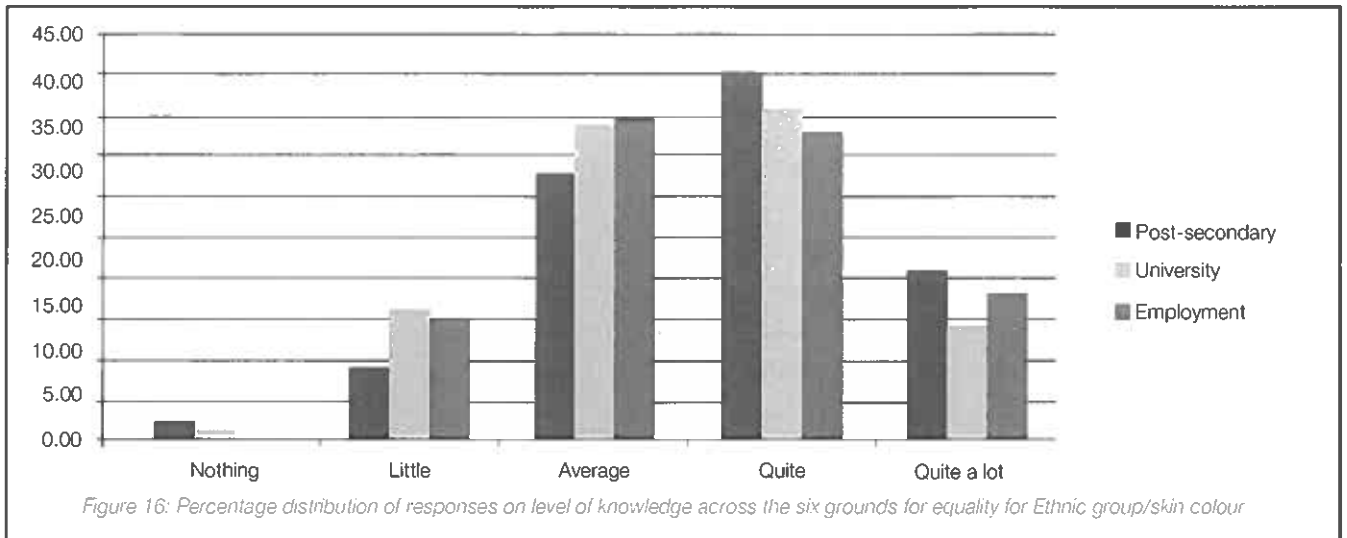












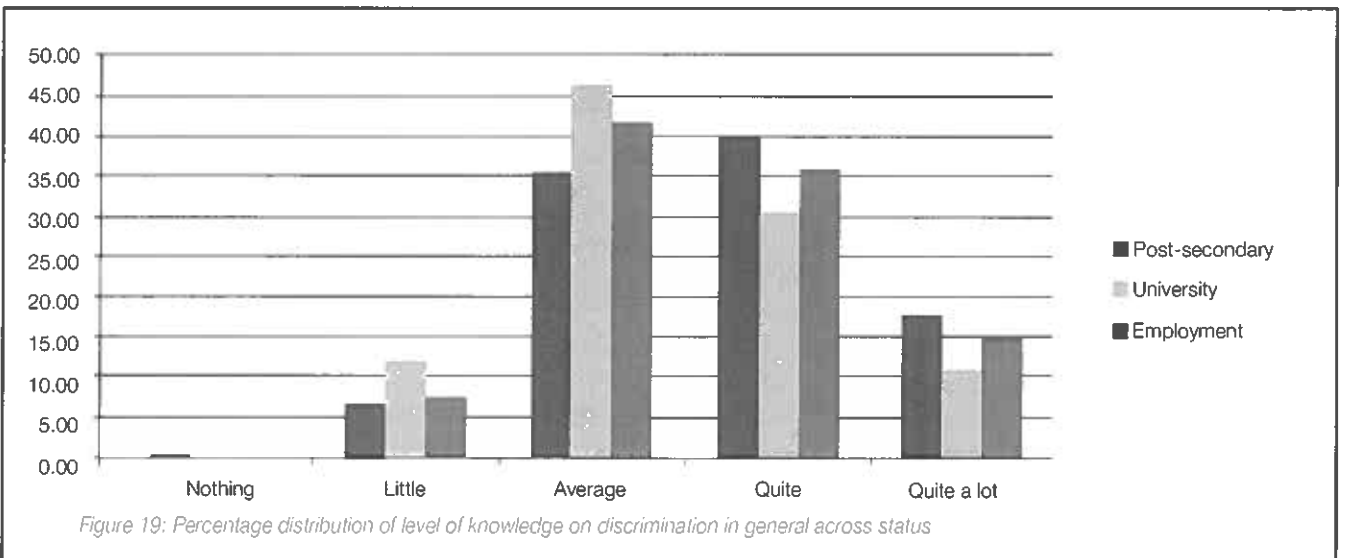
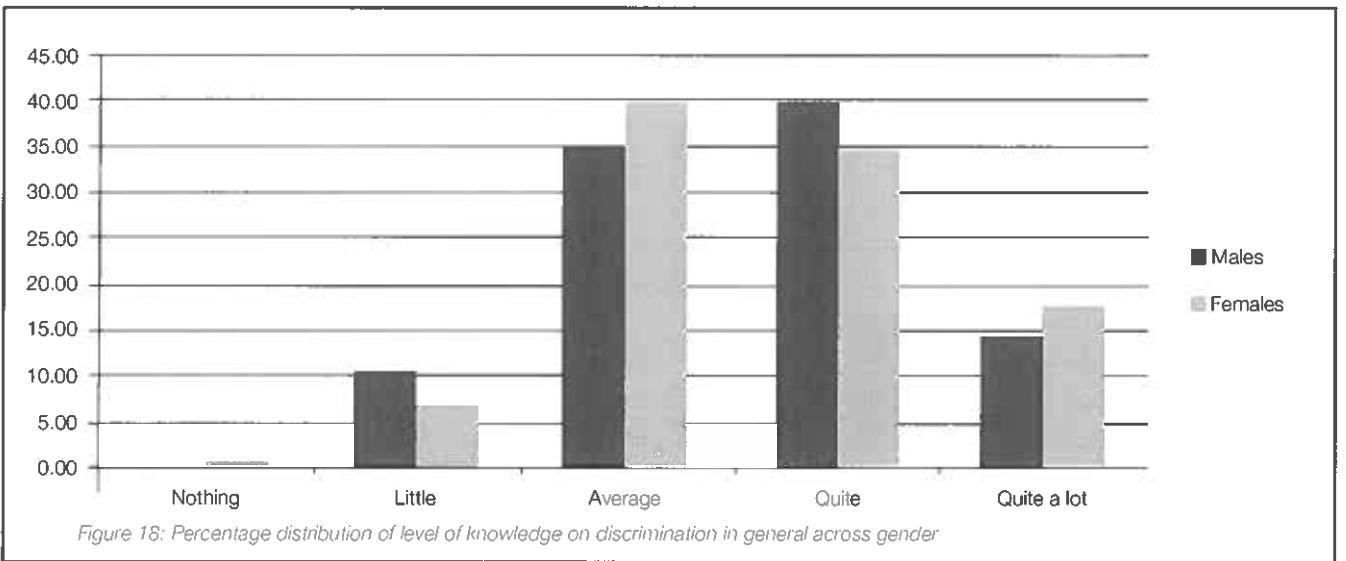
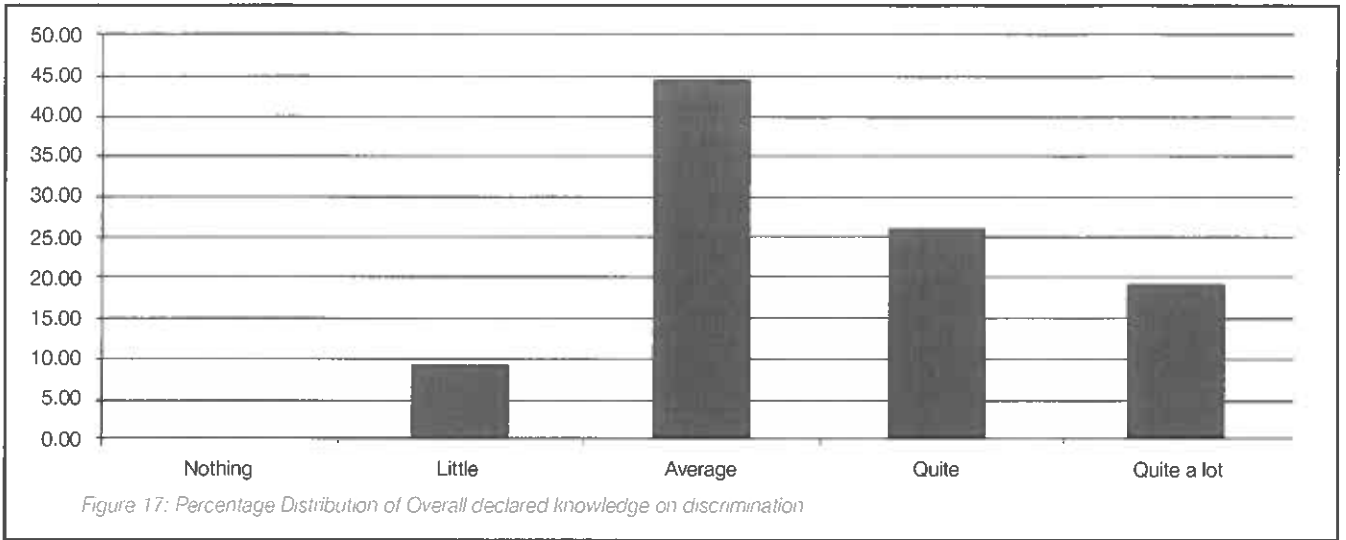
were more University students who stated that they knew quite a lot on equality with respect to this dimension. Post-secondary students, on the other hand, seem to be quite knowledgeable about the issue of disability. This may reflect the emphasis made on inclusion within schools and for which, this experience is quite fresh in the case of post-secondary level.

It can be noted that the youths responding the survey declared that they had mainly between 'average' and 'quite a lot' of knowledge on the issue of discrimination. This augurs well as it supposes that the respondents are already sensitive to the issue of discrimination and are knowledgeable enough to act when they experience or witness discrimination. When one looks at the specific percentages, it can be noted that less than 10% of the respondents stated that they had little or no knowledge with respect to about discrimination overall.

	Nothing	Little	Average	Quite	Quite a lot	Total
No.	2	44	213	125	92	476
%	0.42	9.24	44.75	26.26	19.33	100.00

Table 4: Percentage Distribution of overall declared knowledge on Discrimination

It can be noted that females declared a higher level of knowledge on discrimination than the males. It is for this reason that one finds that more females than males stated that they had 'quite a lot' of knowledge. On the other hand, more males stated that they had 'quite' an amount of knowledge. Then more females than males had 'average' knowledge on discrimination.





It can be noted that University students overall declared a lower level of knowledge on discrimination than post-secondary students or those who are in employment. Consequently, one finds that the percentage of university students declared 'quite' and 'quite a lot' of knowledge on discrimination was lower than the post-secondary students and those in employment. On the other hand, they then had higher percentages for the categories of 'average' and 'little' level of knowledge.

When one looks at the trends in the graphs, it can be noticed that all graphs, with the exception of age, are slightly skewed towards a higher level of knowledge on each of the other dimensions of discrimination. This augurs well as it shows that there is a degree of sensitivity towards those groups which are discriminated. Those graphs which show a little more skewness include sexual orientation and skin colour/ethnicity. These may reflect realities which youths encounter in their everyday life. It is to be noted that the respondents were least knowledgeable on age discrimination, whether this is against them as young people, or against those who are aging. This reflects the need to educate more about this type of discrimination.

Females declared a higher level of knowledge with respect to both gender and age. In the case of gender, this is understandable as females are those who are usually affected most by gender discrimination and so this would naturally be an issue which concerns them directly. Females are also more knowledgeable with respect to discrimination on the basis of religious belief. On the other hand, in the case of disabilities and sexual orientation, one finds that while more males declared that they possessed 'quite a lot' of knowledge on the issue of discrimination with respect to sexual orientation and disability. These two dimensions then show a greater percentage of females than males declaring 'quite' and 'average' level of knowledge. So, although there are differences, in both genders there is an overall acceptable level of knowledge on discrimination declared. One needs to note again that this is what respondents filling in the questionnaire stated and this often reflects their own perception of knowledge and not necessarily their real level of knowledge.

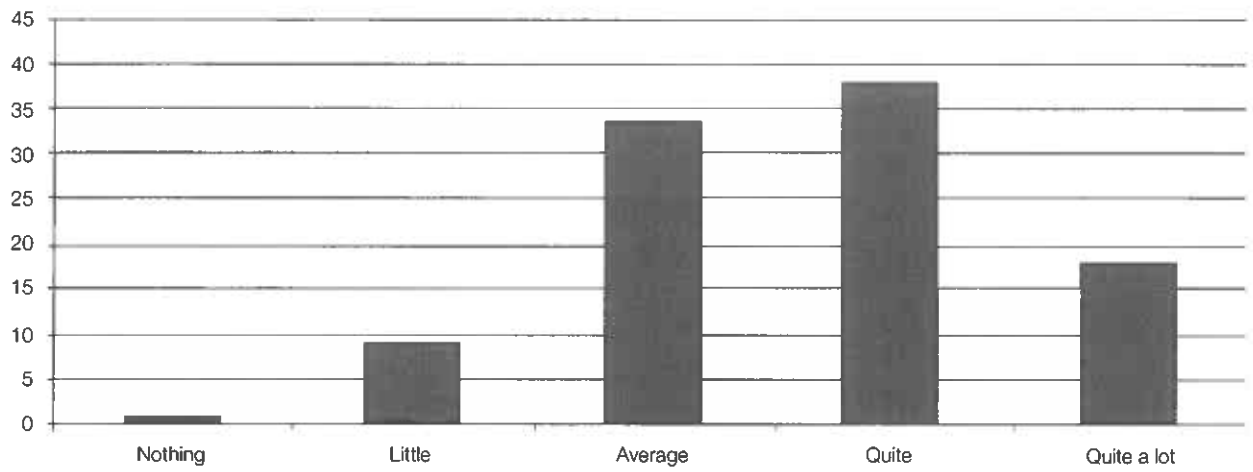


Figure 20: Percentage distribution of knowledge on discrimination across gender

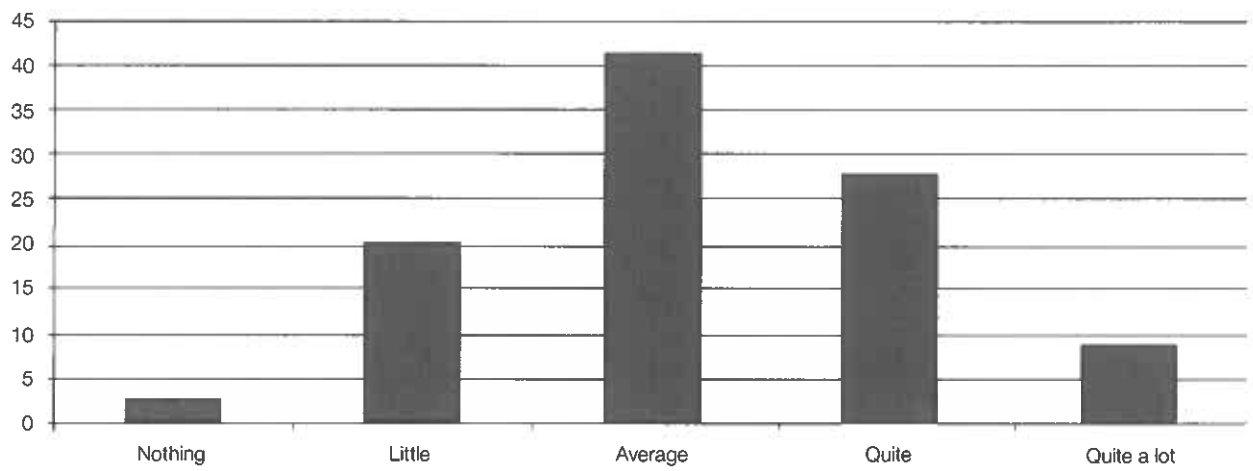


Figure 20: Percentage distribution of knowledge on discrimination across age

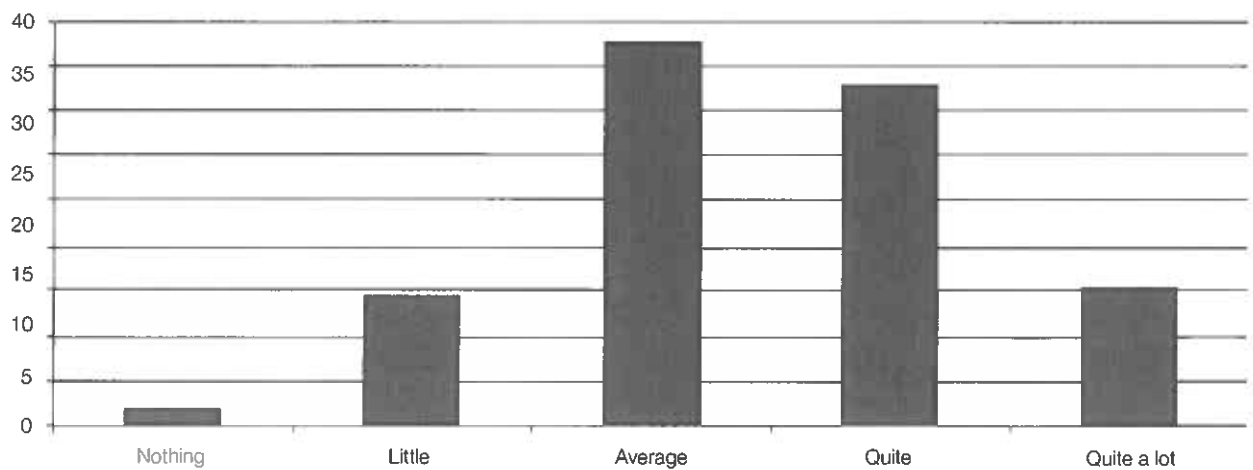


Figure 20: Percentage distribution of knowledge on discrimination across religion

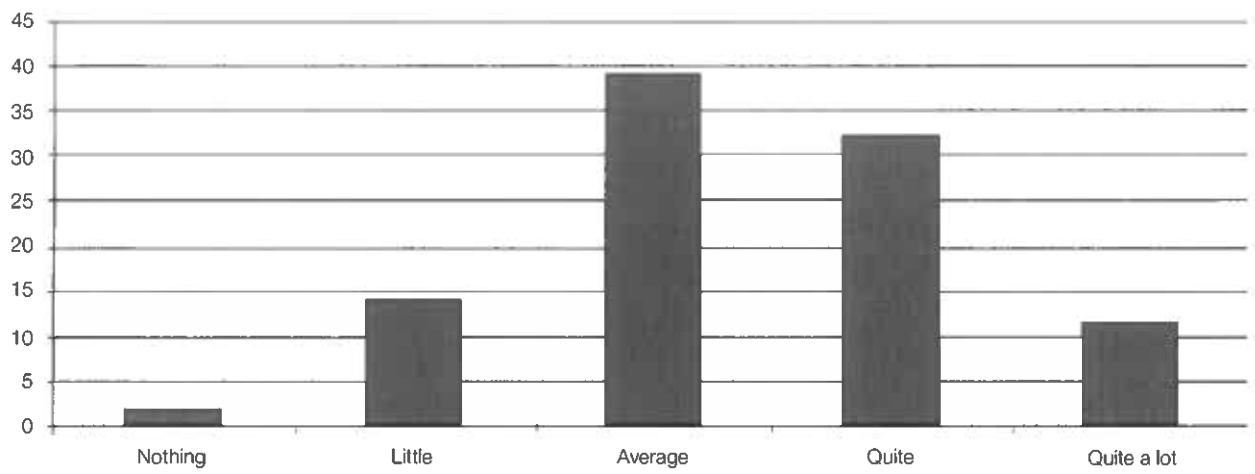


Figure 20: Percentage distribution of knowledge on discrimination across sexual orientation

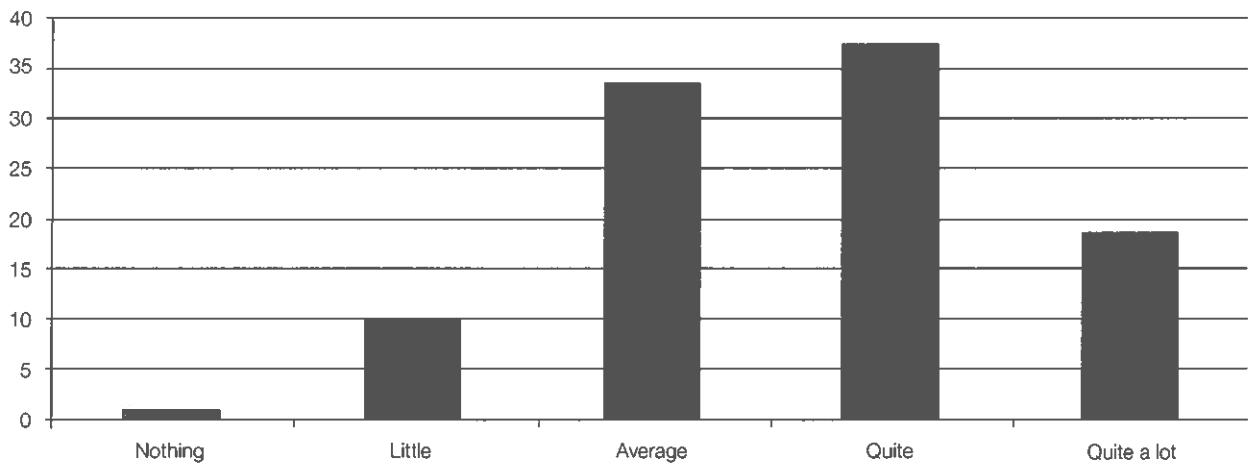


Figure 20: Percentage distribution of knowledge on discrimination across Ethnic group/skin colour

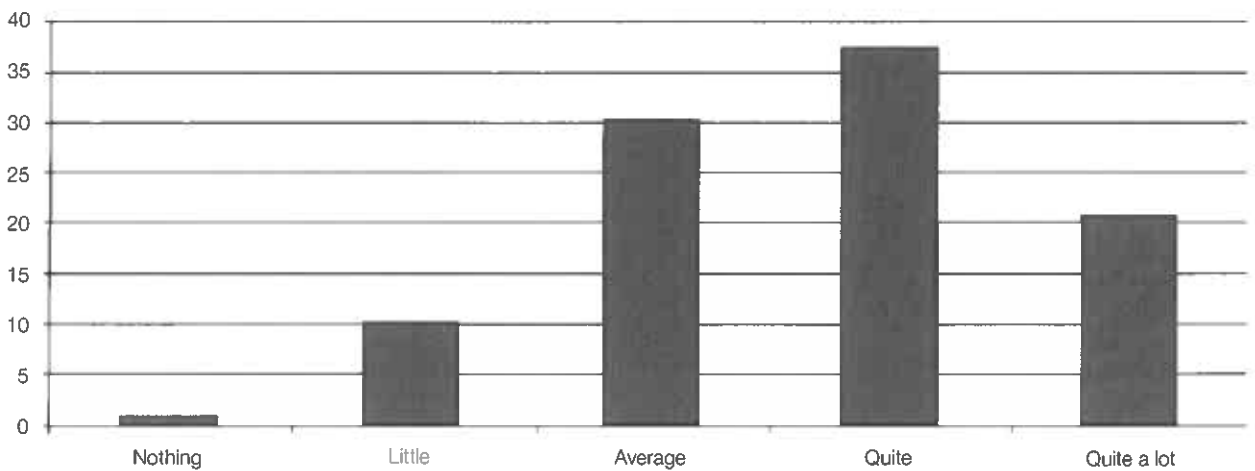
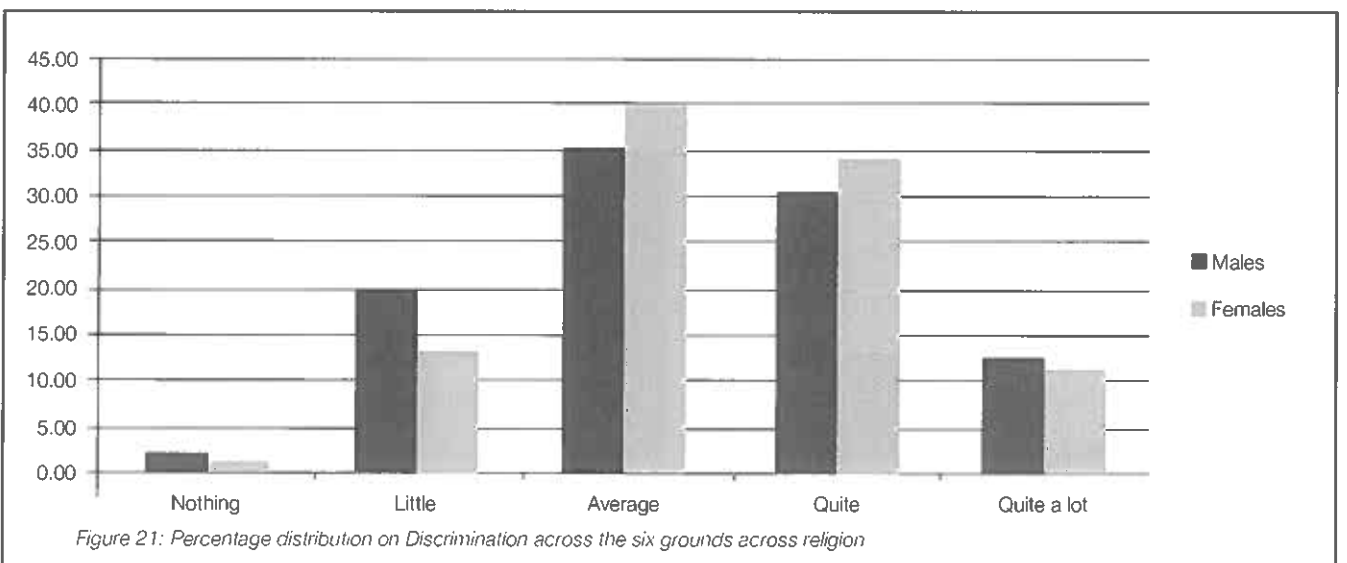
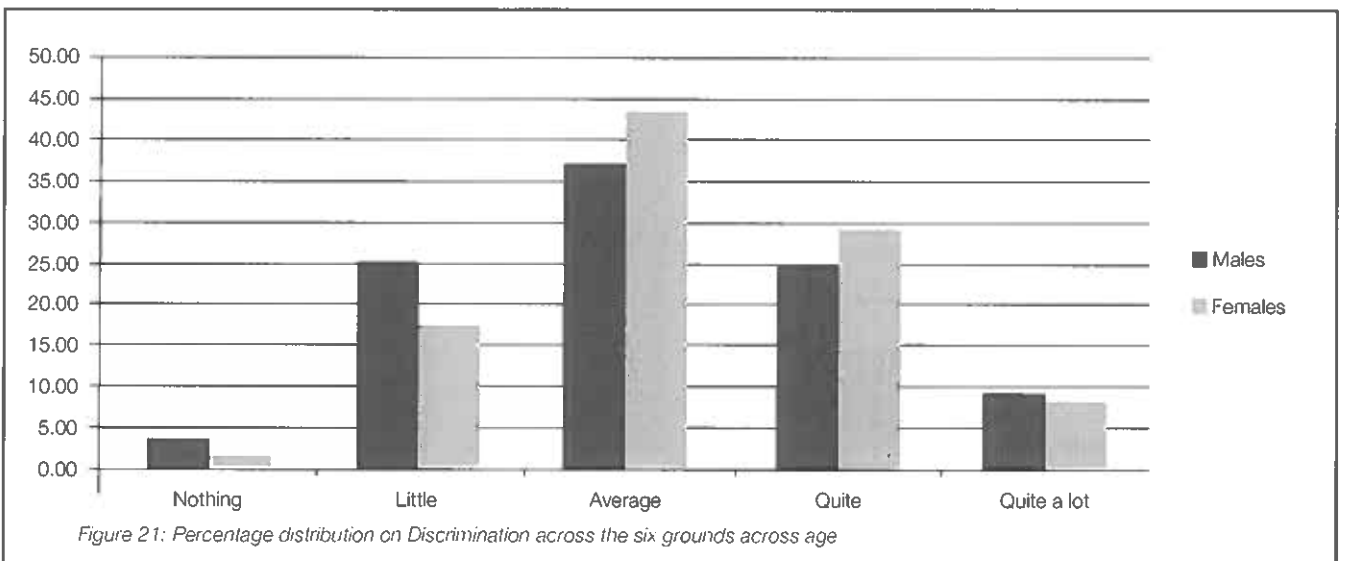
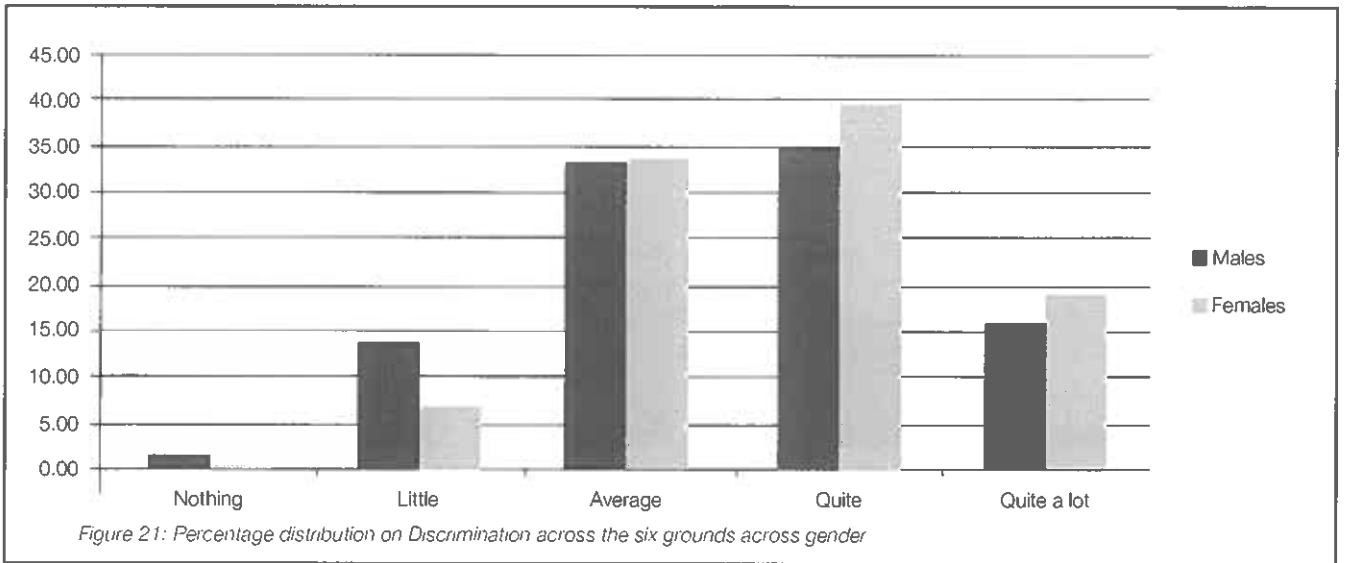
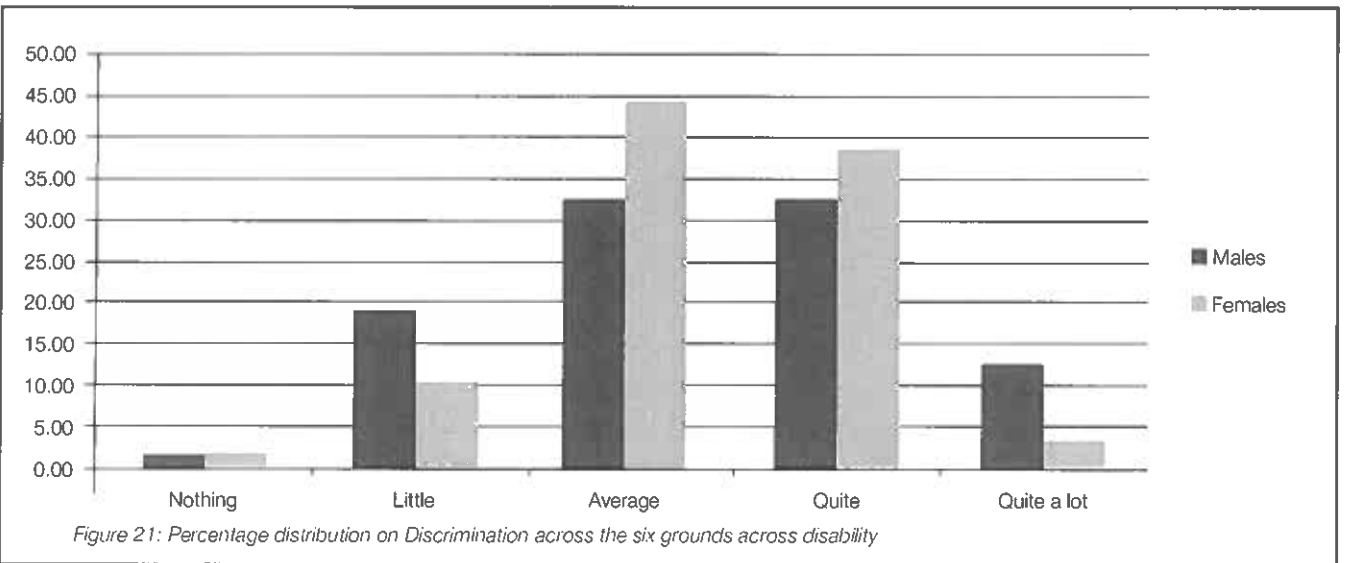
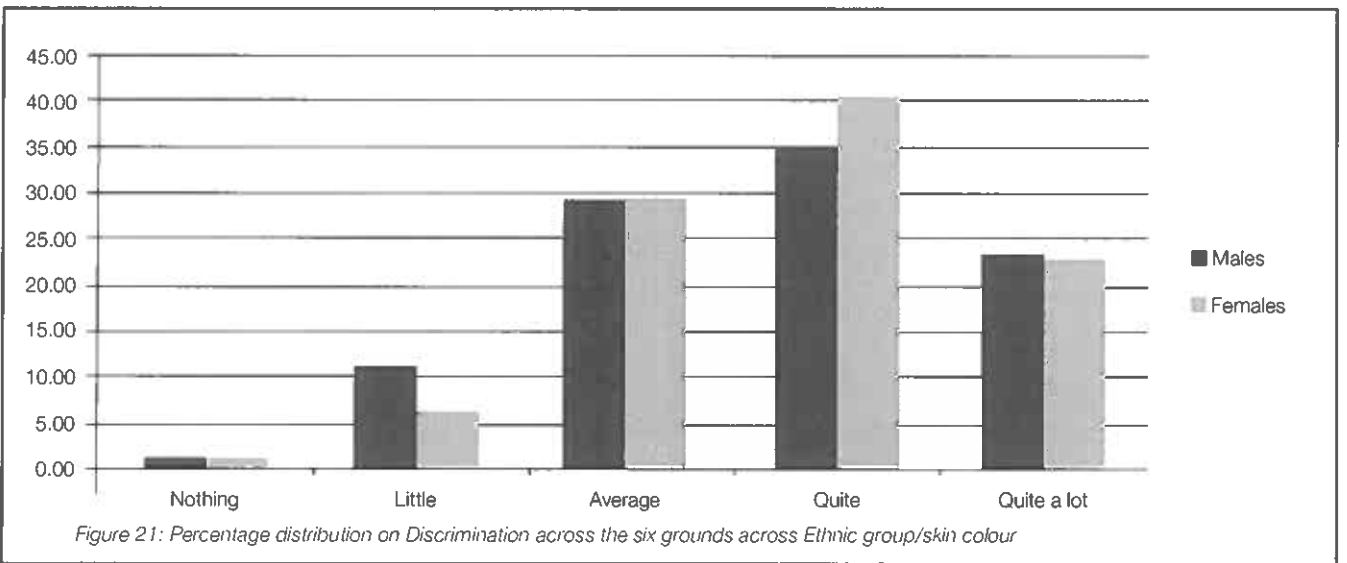
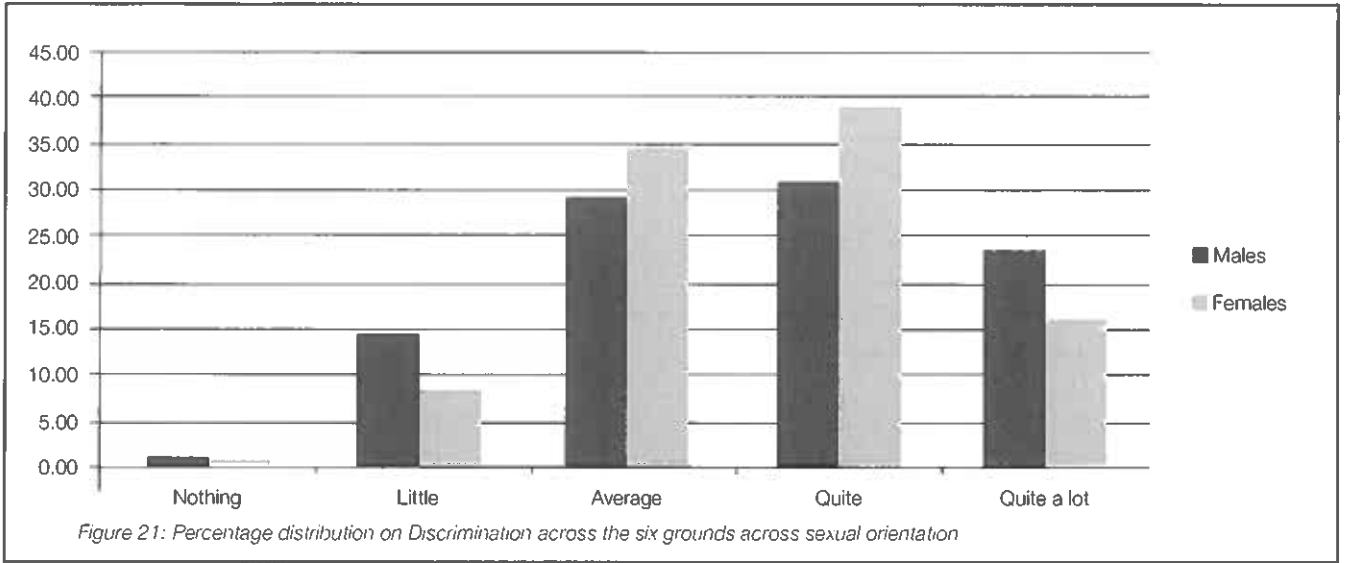


Figure 20: Percentage distribution of knowledge on discrimination across disability





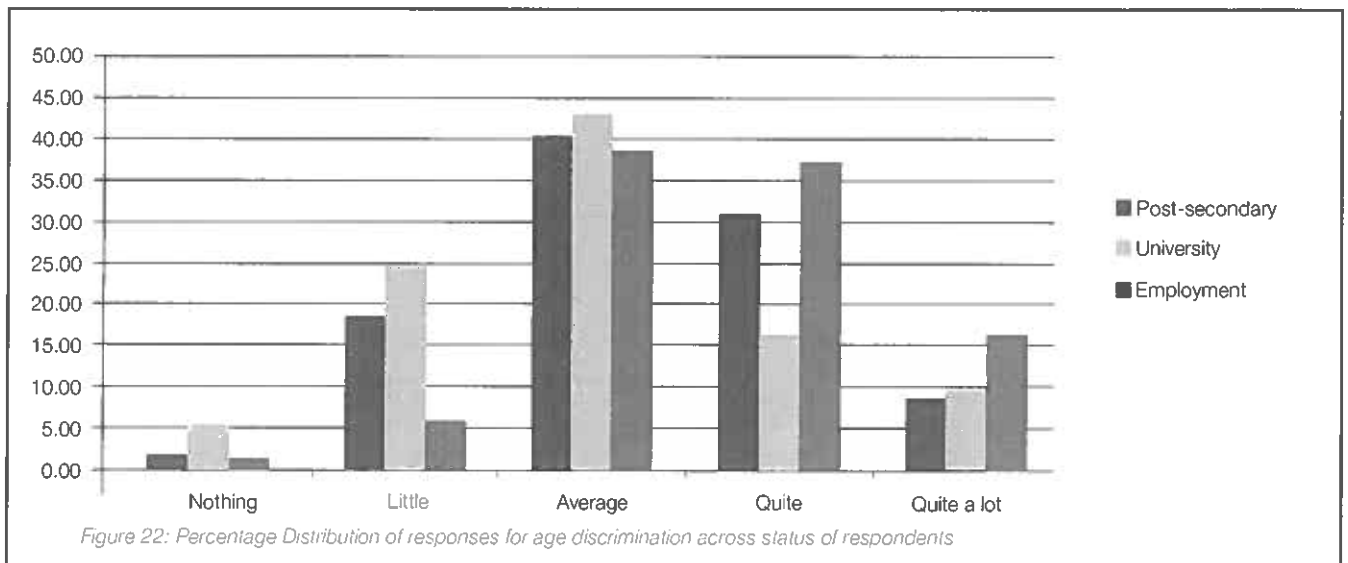
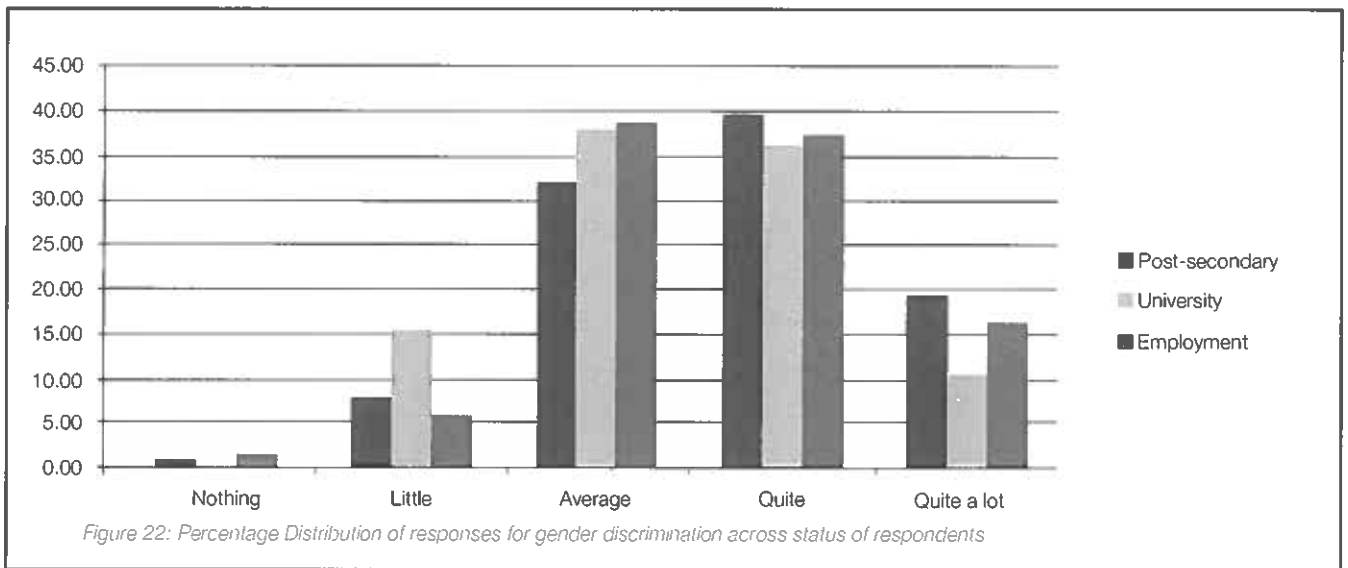
There may thus be cases where the respondents, due to their limited knowledge, may declare that they have more knowledge than they actually do, and therefore the level of knowledge declared needs to be considered with caution. With respect to gender, one finds that university students were cautious and declared a lower level of knowledge on gender issues than either post-secondary students or employed people. Otherwise, similar trends for the other two groups were obtained with respect to the distribution of responses compared to the sample chosen.

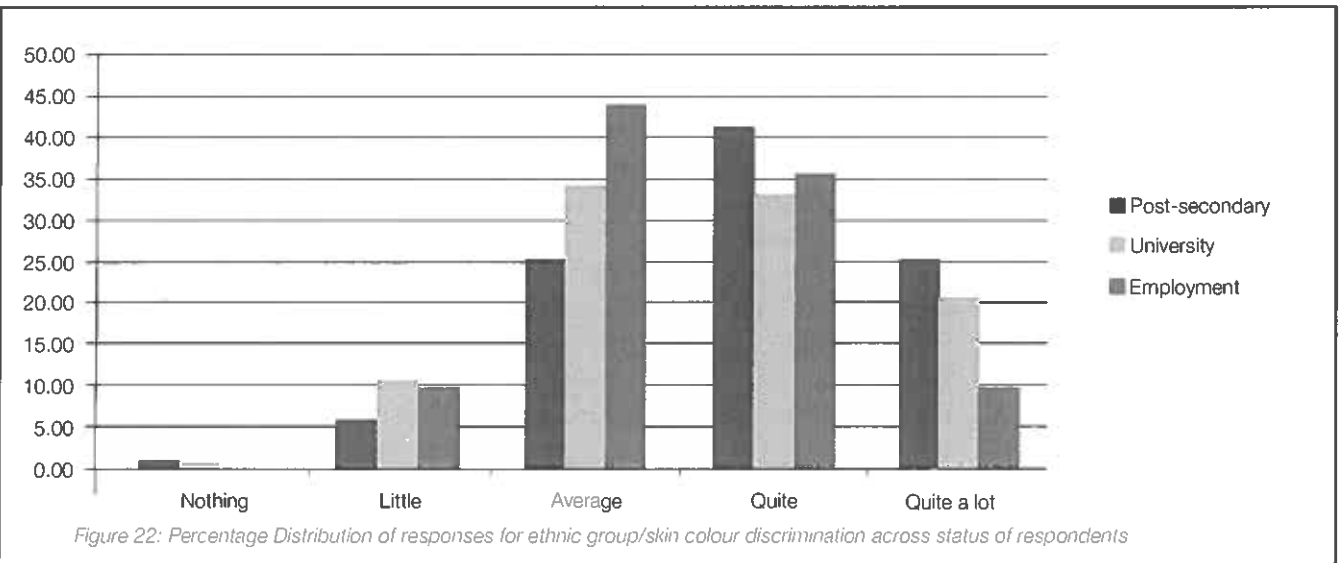
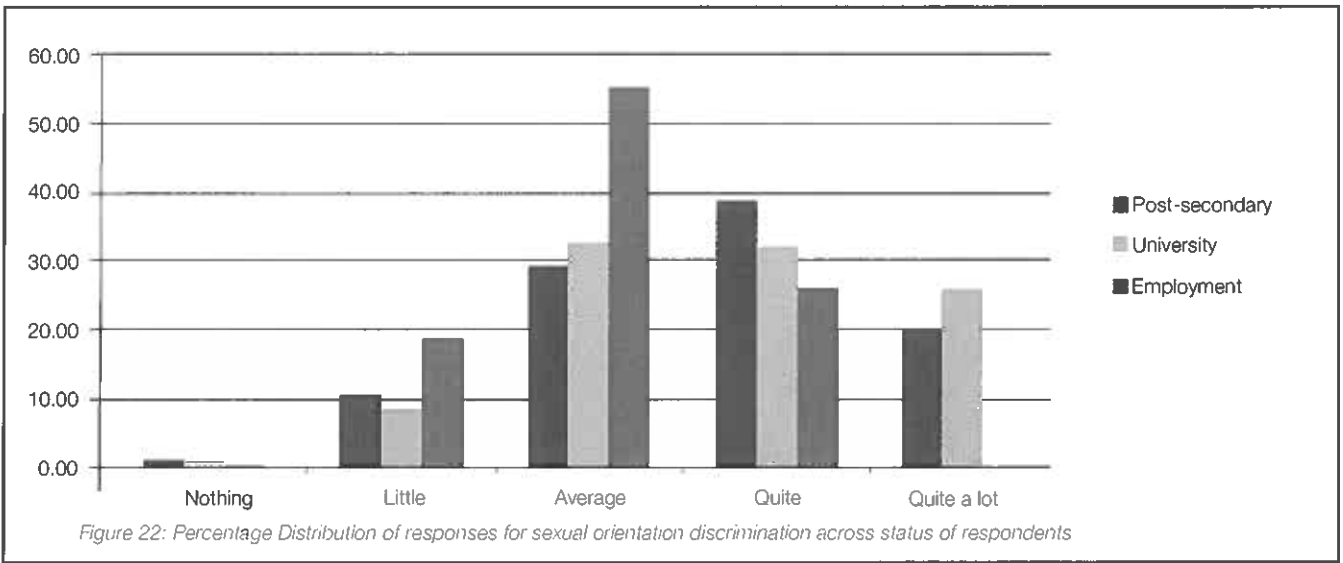
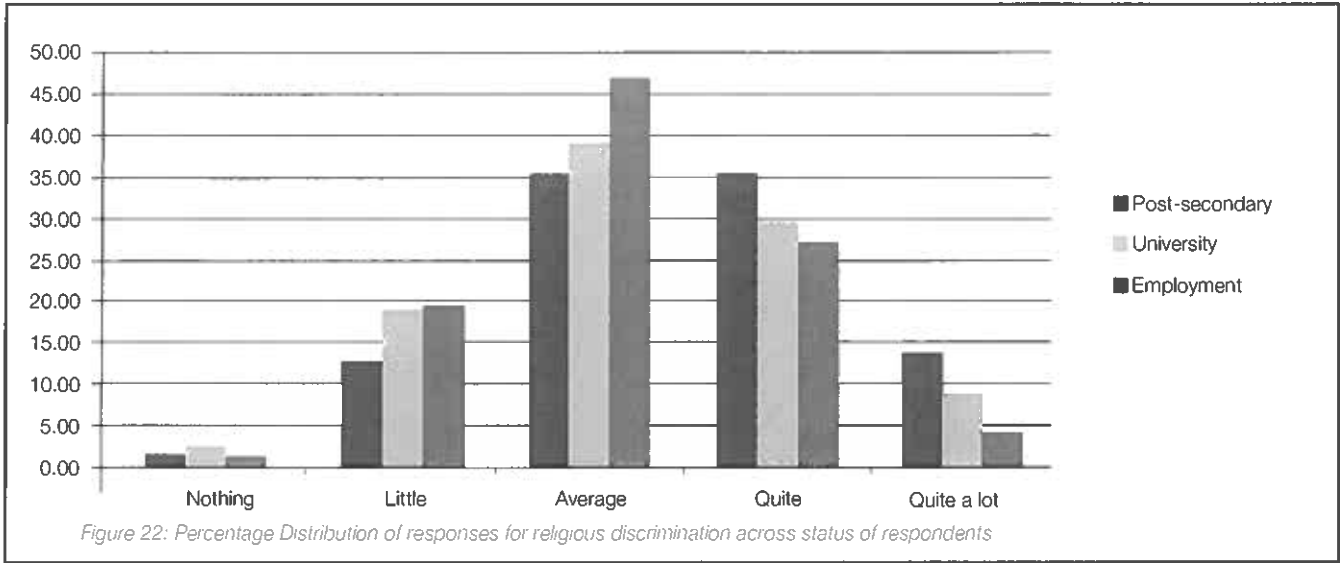
In the case of age discrimination, employed persons appear to be the most knowledgeable about discrimination on the basis of age. This may be due to those employed being older youths who recognise the meaning of age discrimination.

In the case of discrimination on the basis of religious belief show that the level of knowledge is higher amongst those in employment, followed by University students and then least amongst the post-secondary students. This shows how experience of work and age does increase youths' level of knowledge.

A different trend was obtained in the case of discrimination on the basis of sexual orientation. It appears that the greatest sensitivity and knowledge of discrimination are highest among University students.

It can thus be noted that respondents declared positive levels of knowledge on both equality and discrimination overall and this means that there is sensitivity among youths about the issues. In addition, females tend to have a slightly higher level of knowledge about equality and discrimination, and this reflects the view that girls are more interested in issues related to discrimination.





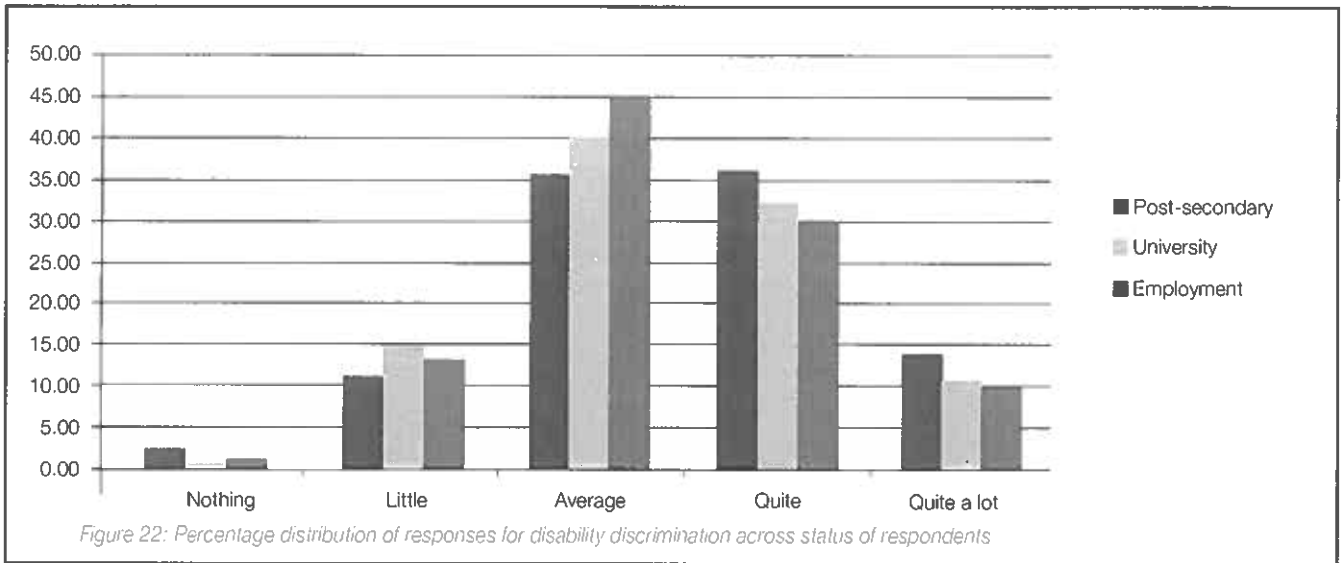


Figure 22: Percentage distribution of responses for disability discrimination across status of respondents

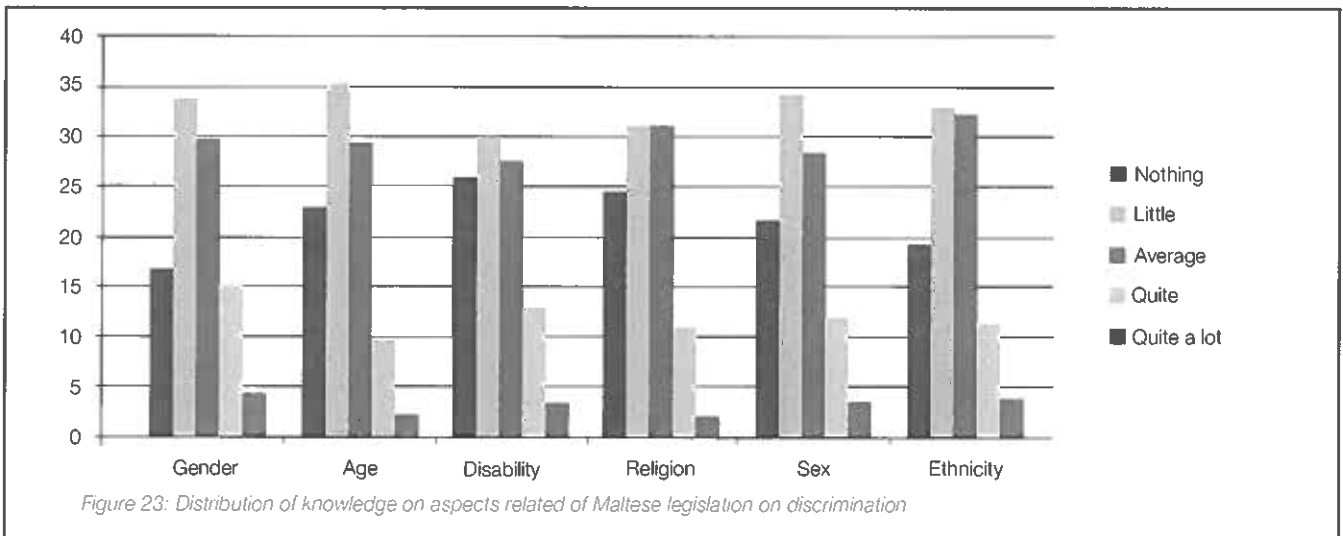


Figure 23: Distribution of knowledge on aspects related of Maltese legislation on discrimination

It can be noted that respondents were less positive and knowledgeable with respect to Maltese law related to each of the six grounds of discrimination. This can be noted across all the six grounds, the highest responses were obtained mainly within the categories of 'nothing', 'little' or 'average'. In fact the percentage of respondents stating that they had no knowledge ranges from around 17% to as high as over 25%.

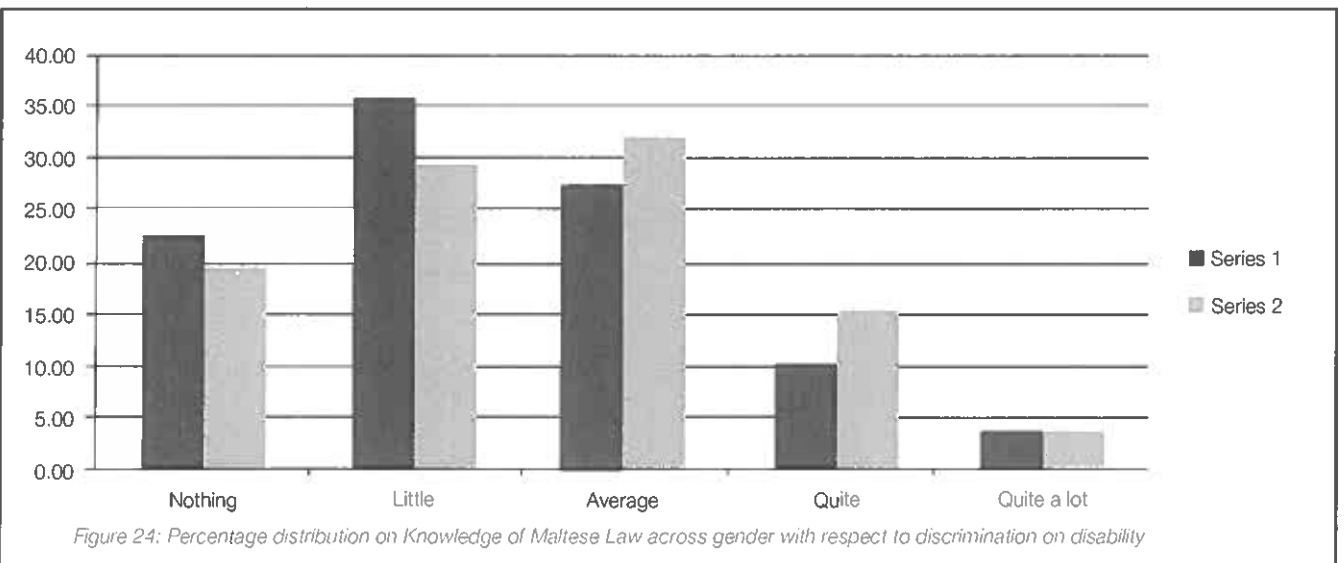
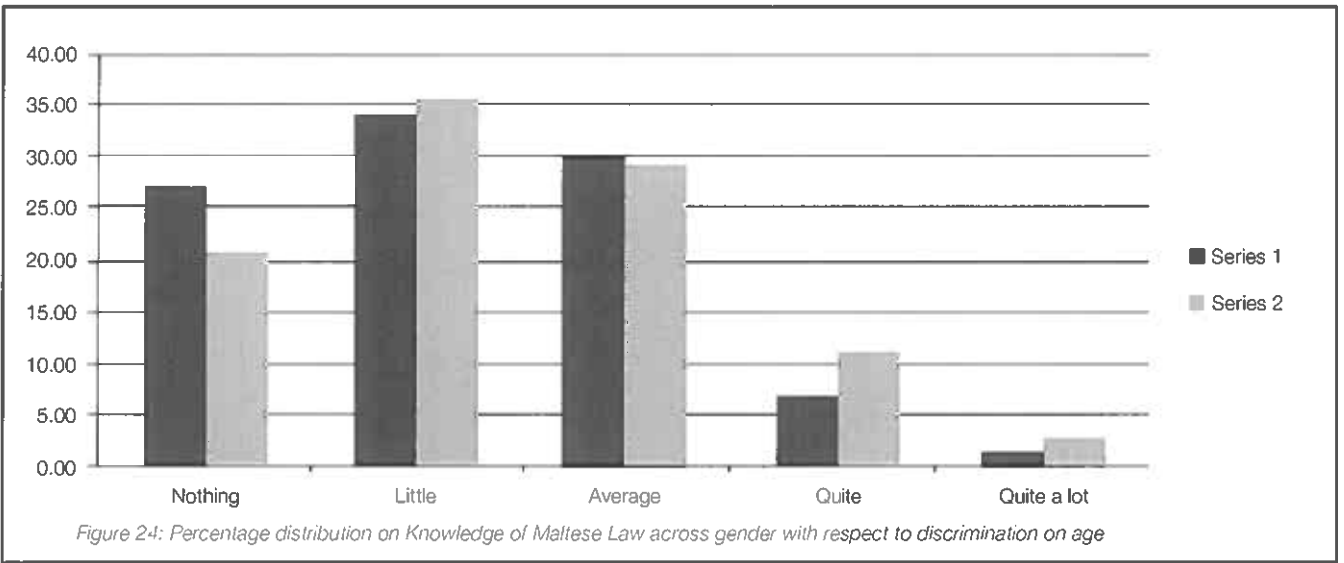
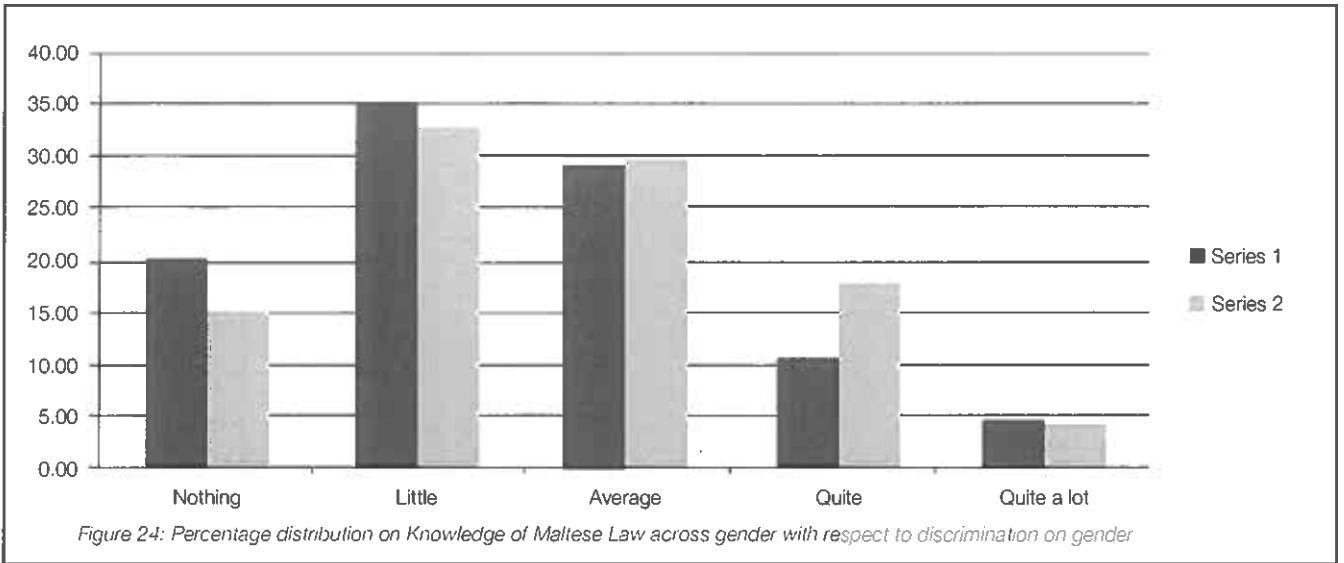
This does not necessarily mean that the respondents do not know about discrimination, but it indicates that they are not familiar with national laws. The implication is that there could be different forms of training carried out in order to familiarise youths with the relevant laws.

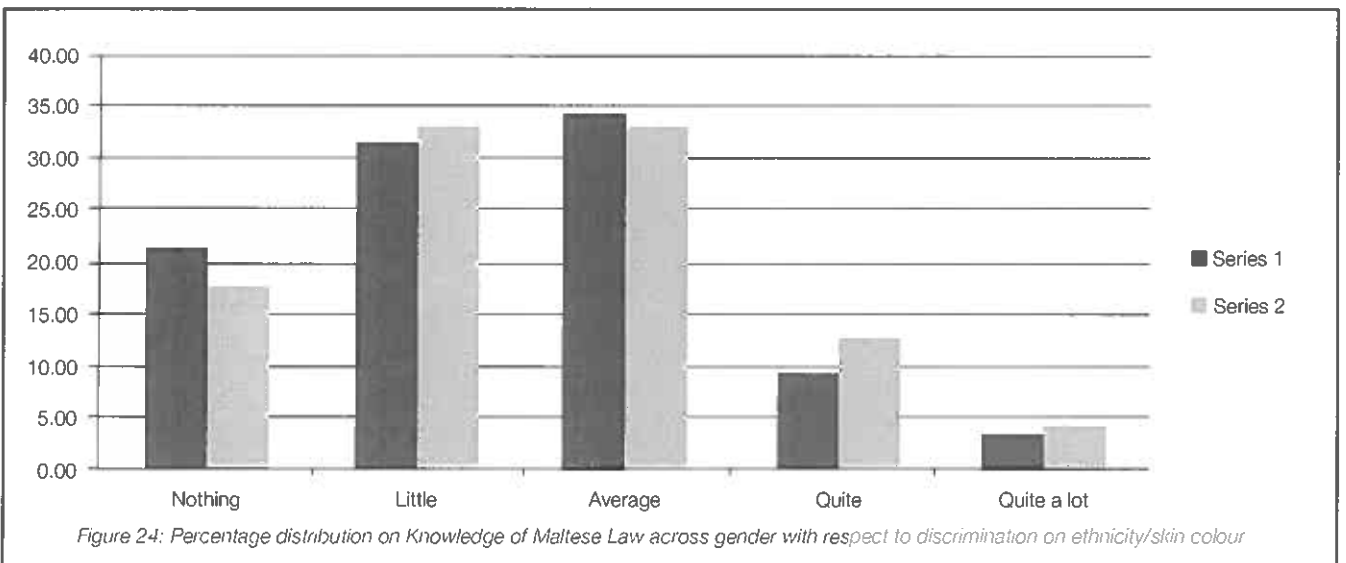
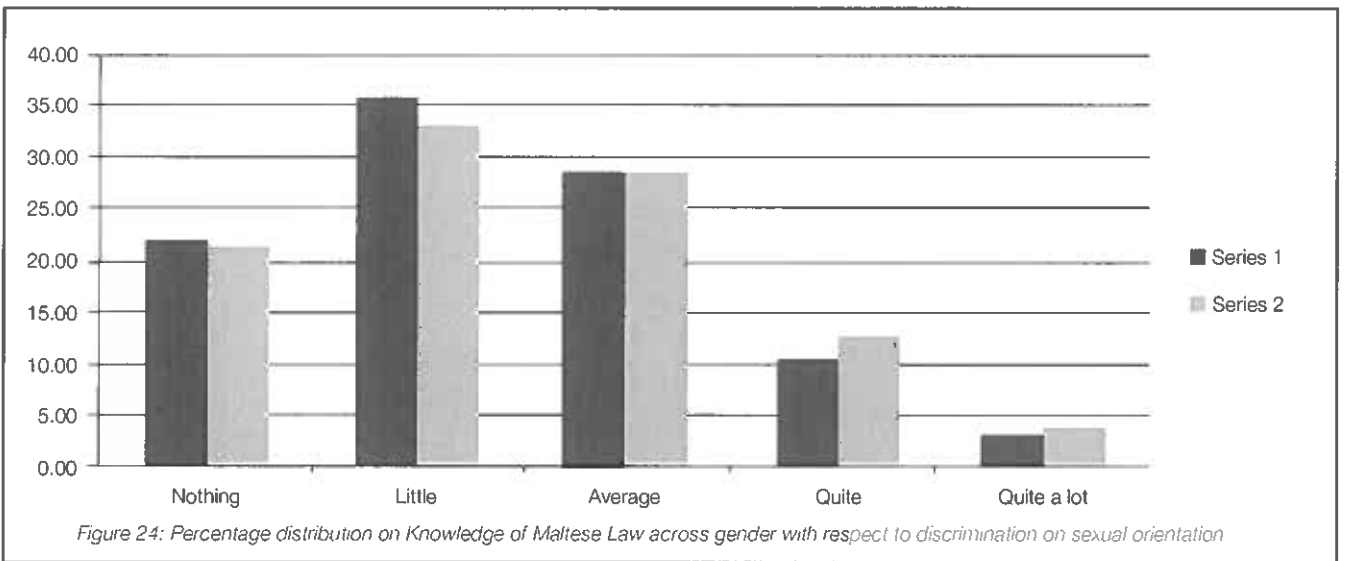
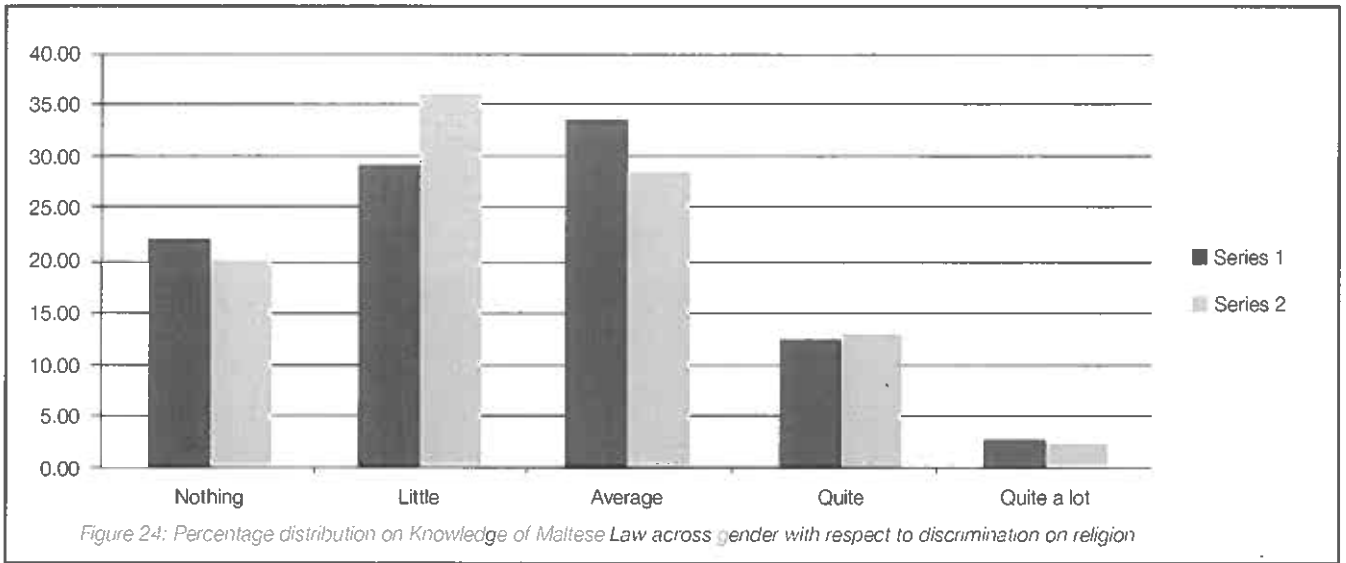
It can be noted that females were more knowledgeable about Laws relating to discrimination than males. In fact we find that across the six grounds there is a similar pattern, with more

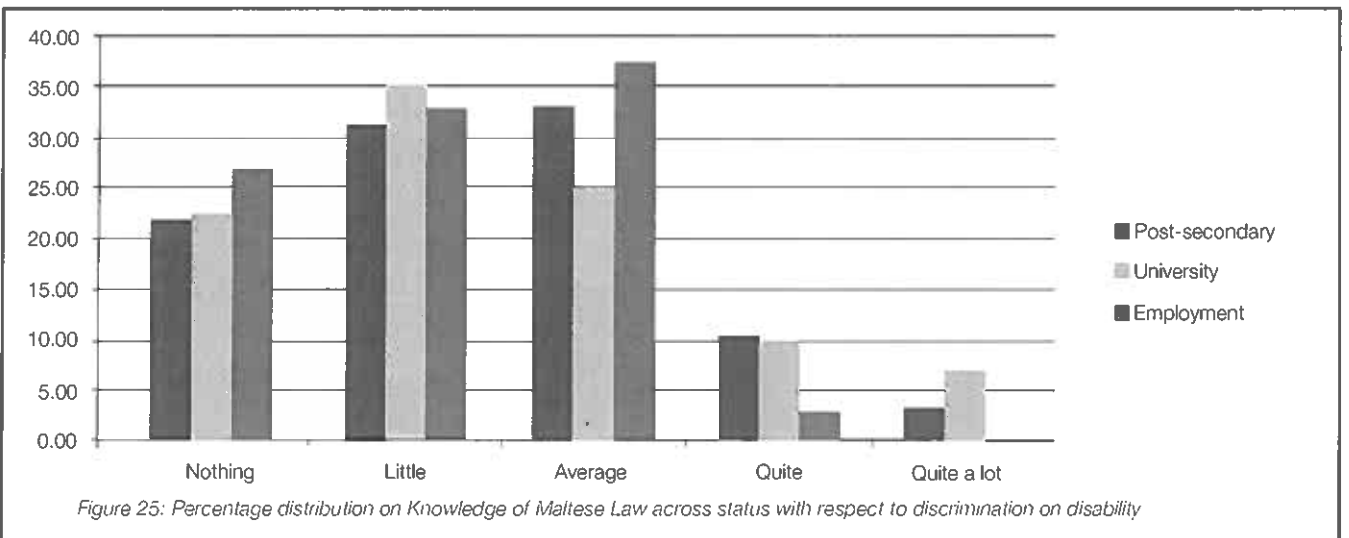
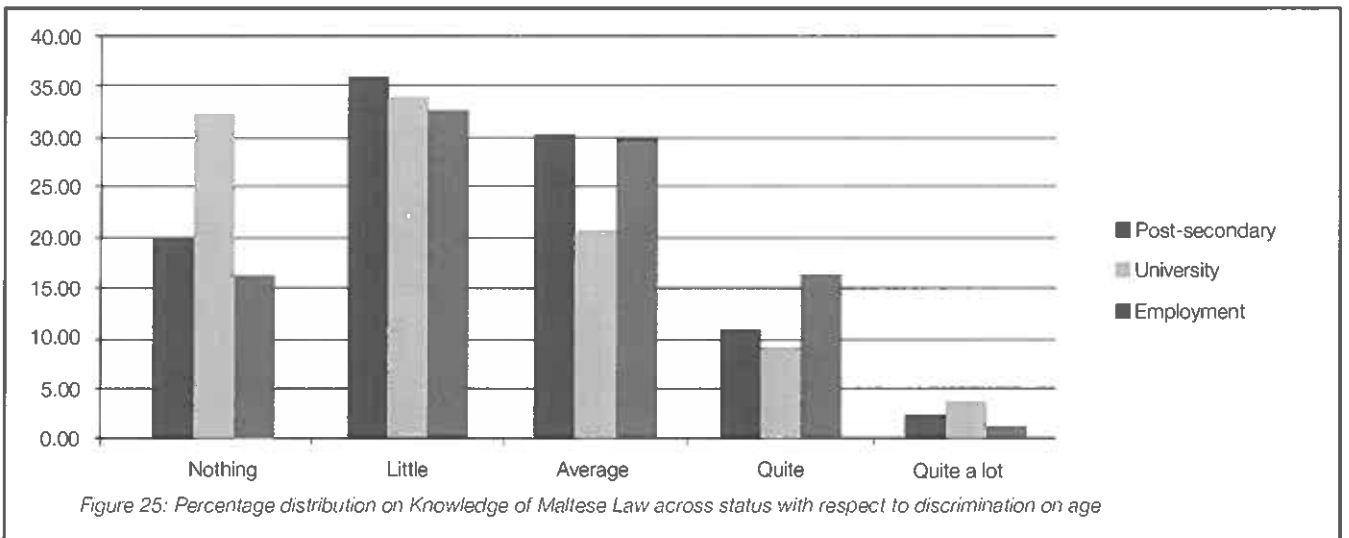
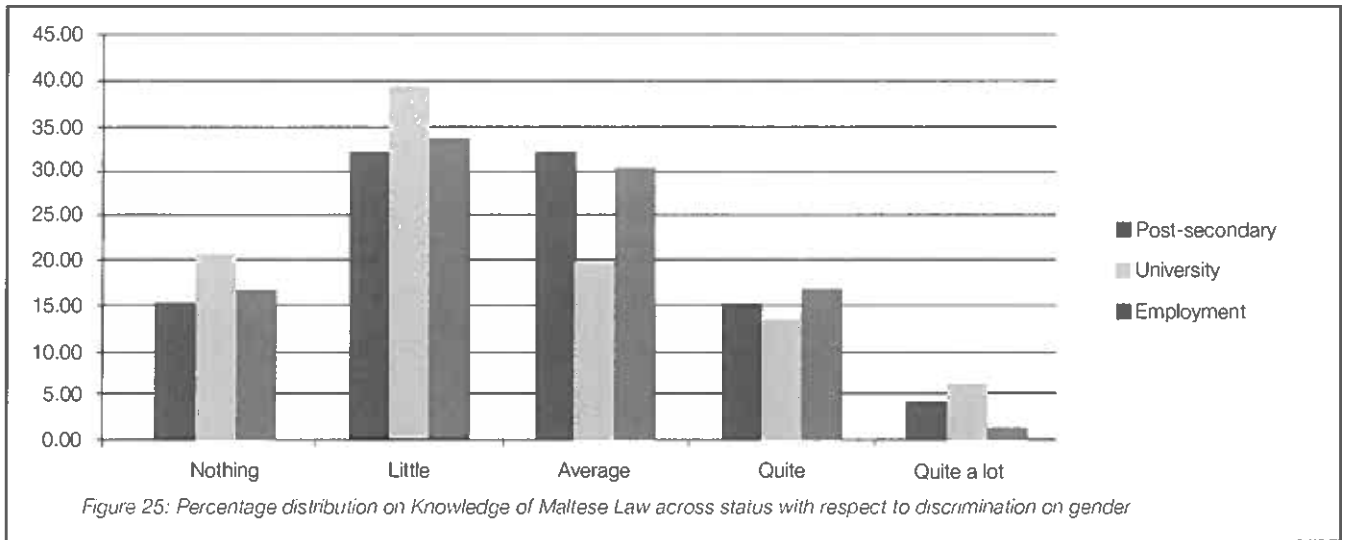
females indicating that they possess 'quite a lot' of knowledge about Malta's Laws. On the other hand, there were more males than females who declared that they knew nothing about Maltese laws than there were females. This response shows consistency with the other responses where females declared a higher level of knowledge about the different grounds of discrimination.

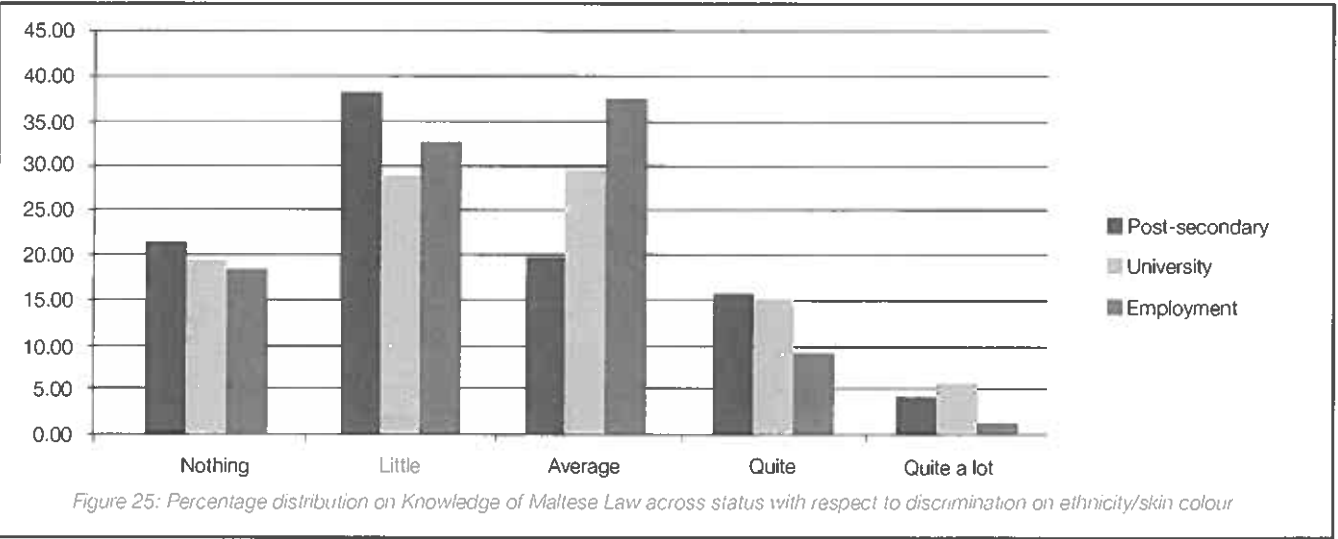
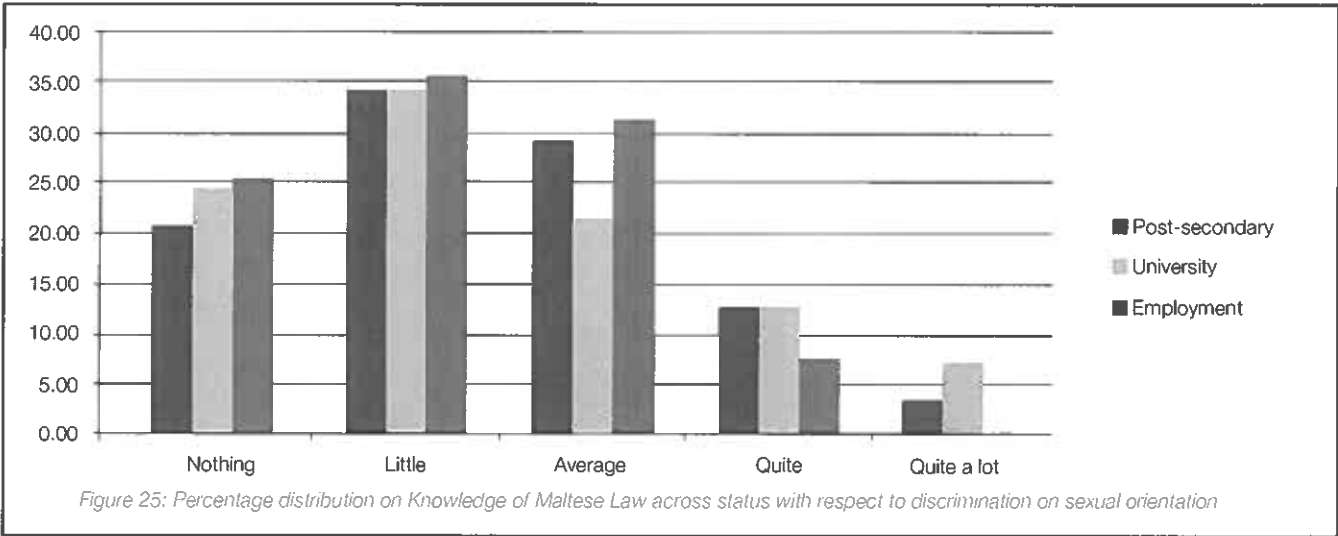
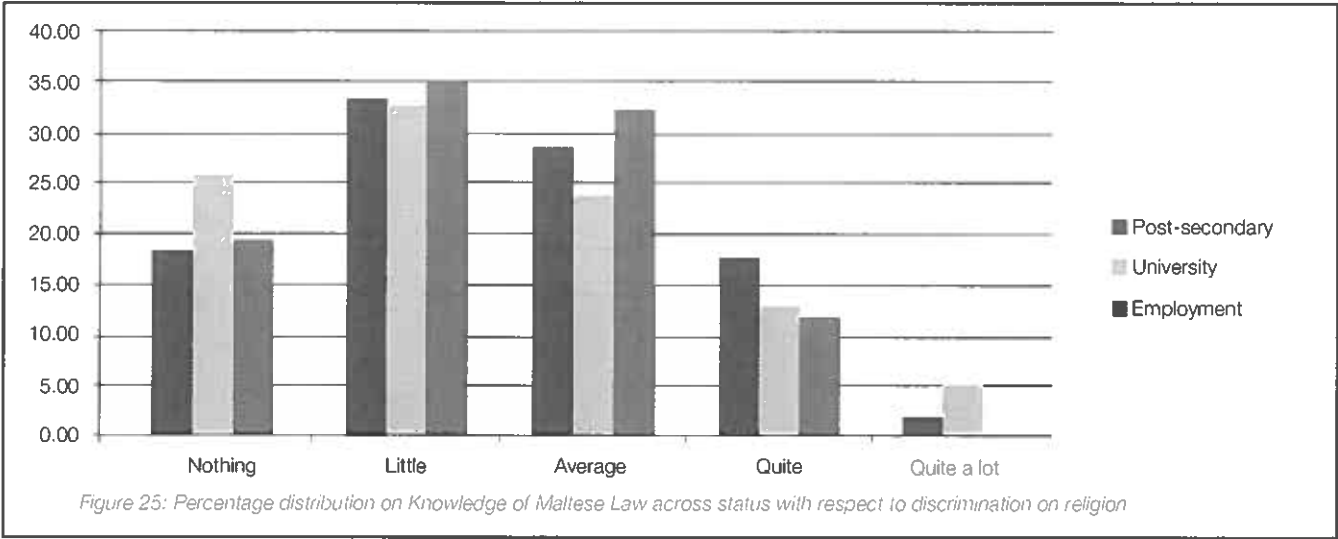
On the whole, it can be seen that low levels of knowledge were obtained across all the different status with the majority of the respondents indicating average or little knowledge on Maltese laws. However, there were still small but interesting differences between those in employment, those at post-secondary and those at University.

In all of the six grounds the group which indicated the highest level of knowledge of Maltese Laws related to discrimination









were the University students as they always constituted the largest percentage. However, this was always below 10% and so still small. On the other hand, one then finds that those in employment are more knowledgeable than the respondents at post-secondary or tertiary education. This could be because they may have come across cases related to discrimination or have been trained on the issues related to Maltese laws at some point. So, overall, those in employment had more knowledge than youths at University. With the exception of discrimination on the basis of religion, students in post-secondary education were the least knowledgeable about Laws related to discrimination.

Meanings of equality and discrimination

This section tackles the different meanings given to the concepts of equality and discrimination by the respondents when they wrote one sentence to describe what they mean. In this case, the responses given were read and the different types of descriptions given were noted. Due to the subjective nature of the interpretation and categorisation of the responses, the different types of definitions obtained and an indication of their frequency will be given rather than the exact numerical frequency obtained.

Equality

There were many sentences written by the respondents to describe equality. What can be noted is that the majority of those who completed this item and who amounted to around two-thirds of those participating in the study, referred to different aspects of equality. The main differences noted reflected different emphasis given or else to the amount of details provided. The different types of definitions provided are categorised here:

- Equality is considered as everybody being treated the same: This type of definition was among the most simplistic in approach. In these statements equality was considered as treating everybody the same, without giving any details about which characteristics should not be used to decide and act differently to. There is no understanding that in treating everybody in the same way in all cases may lead to inequality itself. So, although the statement is considered to be on the right track, it is to a degree naive as it is not sensitive to the need to cater for the different groups in order to promote equality of access. Below are some examples of sentences written to describe equality.
 - How everyone in society should be regarded the same as the others, regardless of status, gender, ethnicity etc
 - being treated the same as everyone else
- Mention of some characteristics despite which people should still be treated in the same way: this second type of sentence written is similar to the first. The difference in this case is that more detail is provided and there is a mention of at least some of the characteristics despite which individuals should be treated differently. The statements below illustrate such type of examples given. This shows a better level of understanding of equality than the previous statement. However, it is also to be kept in mind that the items of the questionnaire itself could have cued the respondents as to what characteristics are being considered.
 - Everyone is treated in the same way (to a certain extent) with no preference due to age, gender, status etc.
 - Equal rights given to all people no matter their race, age, gender, sexual orientation or religious belief
 - Equality means that everybody should be treated the same irrespective of beliefs and / or colour
 - That no preferences should be made to one subset of a population over another
- Reference to rights: There were a number of respondents who focused on the rights that particular groups should have and be entitled to, implying that due to some particular reason or personal characteristic this right may be removed unfairly. This type of statement refers to what the individual is entitled to and should get. It does not focus on the behaviour of others towards him or her. There is, however, the recognition that there should not be any differences in rights due to some unjustified reason.
 - That people in a particular country have the right to the same basic things such as health care and education
 - Having equal rights and choices
- There is reference to opportunities: This type of statement focuses on opportunities. In some cases the statement was made in general and without details. In other statements there was reference to how people of different characteristics should still have the same opportunities despite having specific characteristics or belonging to a particular group in society. While this recognises that differences should not be used to reduce one's opportunities, it still does not reflect sensitivity to the needs of different groups. Some examples are included below;
 - People, regardless of age, sex, ethnicity and religion are offered the same opportunities;
 - When any human being, regardless of the age, sex, religious belief, sexual orientation and ethnic

group or colour is treated in the same way and given the same opportunities;

- People are given equal opportunities without any preference;
- Everyone being given equal opportunities.

It is to be noted that there was no use of the word diversity in talking about equality, even if acceptance of diversity was implied in many cases. There is still lack of understanding and realisation that in order to overcome discrimination there is need to make adjustments to the needs and characteristics of the different groups. This shows that while the respondents had more or less a degree of understanding of equality, they did not have as wide a view of equality as is usually understood.

Discrimination

The definitions of discrimination given were also adequate.

Many of the comments implied a negative effect as a result of discrimination. Some of the respondents stated this directly, others were less explicit. The variations obtained included the following:

- Reference to judgement of people: this type of statement refers to judgement which is made with respect to people on grounds which are not justified, often on personal characteristics which one cannot change or control. Often the statements were not articulated in detail but while specific details were not given, many times the statement included the use of the work judgement. Below are a few examples:
 - The judging and treating people unequally on the basis of gender, religion etc..



- When someone doesn't accept someone else the way he/she and so that person will do everything to crush that person;
- **Mention of decreased rights:** This type of statement refers to people having fewer rights or access to services and products as a result of being part of a particular group or due to having particular characteristics. The interesting aspect is the association with rights which implies that people are denied something to which they are entitled to.
 - certain groups of people have fewer rights than others based on certain differences they have as a result of e.g. people from minority ethnic groups;
- **Reference to denial of something one should usually be entitled to:** similar to rights, this type of statement implies that some individuals are not allowed to have something or be treated and considered in a way in which everybody should. The use of the word denial emphasises that something that a person should be allowed to have has been taken away. Below are some examples:
 - When a person is not allowed to do something because of their race, gender, age, sexual orientation or religious belief;
 - When one is denied the common rights and is unable to be comfortable about who he/she is;
- **Reference to negative implications:** This type of statement was more general and implied that the consequence of discrimination have negative repercussions on the person experiencing discrimination. Some statements were more specific and detailed than others but all implied that discrimination was negative in action and/or consequence. Below there are a number of statements showing a negative implication.
 - When you don't respect all people in the same way or if you judge a person when you do not know him;
 - Being treated differently (negatively) because you are different in some way or another from the majority
 - When a person is discriminated against in a negative way because of personal traits such as age, race, gender etc.

It can be noted that most of the respondents writing a definition for discrimination were on the right track and associated discrimination with negative approaches and effects. These negative effects were often related to being negated rights or access to services or objects, or being treated differently from the mainstream group with the implication that one is considered less than others or when action is taken to put one at a disadvantage compared to others. Some of the statements were more detailed and insightful than others, reflecting a greater understanding of the issues while others were more vague and generic. But overall,

most of the respondents were consistent with their declaration that overall they were quite knowledgeable about issues related to equality and discrimination, even if not as wide and encompassing as the term discrimination is being used today.

Attitudes towards aspects of equality and discrimination

This section of the report analyses the youths' responses to the statements related to situations involving references to equality and discrimination and to which they had to indicate if they agreed or disagreed with the statement and the degree to which they did on a 5-point likert scale. The use of the likert scale makes it possible to work out the average rating over all the respondents, across gender, as well as across status. The table of the average ratings by the whole sample of participants is given overleaf. In the case of the statements related to age discrimination, there was an overall positive value showing that youths are in favour of people being allowed to work over the age of 65(statement a). There was a very strong agreement with the statement that workers over the age of 40 should be encouraged to continue studying and learning (statement r). These two ratings show that youths have very positive attitudes towards aging people and believe that they can still contribute a lot to society. On the other hand, they were rather unsure about allowing youths at the age of 16 to vote as the resulting rating obtained was round the average of 2.56 (statement j.).

With respect to gender, the youths were very strongly in favour of giving women equal opportunities to work as men. They agreed very strongly at a rating of 4.28 in the case of giving a woman the job even if there were 5 applicants (statement b.) where it was implied that it could have gone to a man instead. They were also very positive towards family friendly measures and allowing men with young children to have flexible working hours (statement e.). They also do not think, even if not that strongly, that women should stop working when they have children (statement g.). In fact, in this case the average rating was given at 2.21 which falls between 'disagree' and the 'neutral' position. Youths strongly disagree that the subject of home economics is directed mainly at girls and that more should take it up (statement n.). This reflects the changing attitude that housework is the domain of the woman and that men should not get involved. It is also the case in Malta, that home economics is promoted among those students who wish to have a career in the hospitality and restaurant sector and this sector of employment tends to be attractive to both men and women. It can be concluded that youths in the sample, including mainly students from post-secondary education and at University are more aware of gender discrimination and that they have positive attitudes towards equality between genders.

With respect to aspects of discrimination related to Religion, the respondents believe that the Catholic faith should still to be taught in schools (statement l). This reflects the strong presence of the Catholic Church in Malta and how youths have grown with its presence in our education and culture. However, this does not mean that the respondents hold negative and discriminatory attitudes towards others of a different religion. In fact, they expressed a very strong positive attitude towards employers respecting the Muslim feasts of their employees (statement s)

at a rating of 3.52. They are also strongly against preferring one job applicant to another solely on the basis of his religion as indicated in the responses to statement q with a rating of 1.69 which lies within the range of 'disagree'. It can be concluded that although respondents still accept unquestioningly the presence of the Catholic faith in our education system, they do not tend to hold discriminatory attitudes towards others of a different religion with respect to tolerance towards their religious rituals and customs and in employment opportunities.

Statement	Average
a. A person should be allowed to work beyond the age of 65.	3.27
b. A woman was given the job even though there were 5 male applicants.	4.28
c. Bars in Paceville should let black people enter.	4.14
d. Schools should do more to support the participation of learners with disabilities in the classroom.	4.32
e. Men with young children should be allowed flexible working hours.	4.43
f. Gay and lesbian couples should not display their affections in public.	2.34
g. Women should stop working when they have children.	2.21
h. People who are gay or lesbian should be allowed to marry.	3.18
i. Information about government services online should also be in the immigrants' language	3.24
j. Young people at the age of 16 should be given the right to vote.	2.56
k. People with intellectual disabilities should not be in mainstream schools.	2.75
l. The Catholic faith should be taught in all schools.	3.14
m. The skin colour of a person should not influence the outcome of a job interview.	4.52
n. It is appropriate that more girls than boys do home economics in school.	1.81
o. All buildings should be accessible to persons with disability.	4.64
p. Black people should see special doctors at the polyclinic.	1.94
q. A job should first be offered to a Catholic first and not to a Muslim	1.69
r. Workers should be encouraged to continue with their studies even if they are over 40 years old;	4.26
s. Employers in Malta should respect their Muslim's employees' feast days.	3.52
t. Those men/women who feel the need to carry out a sex change should be supported by government.	2.80

Table 5: Average rating (from 1 -5) given by respondents to statements relating to equality and discrimination

With respect to ethnicity and skin colour, the respondents expressed a very strong opinion with regards to allowing black people in bars in Paceville (statement b.). It is known that there is a tendency in establishments not to allow in people of colour. Students in post-secondary as well as university students were against this and believe that they should be allowed in bars. In fact, the average rating was high at 4.14, which means that a good percentage of the respondents stated that they agreed strongly with the statement. The respondents also had very strong opinions with respect to skin colour and employment opportunities. They strongly agree that the skin colour should not be used to prevent a person from being offered a job (statement m.). Respondents are also sensitive to the

need to respond to diversity, in that they agree that there should be essential services online in the language of immigrants (statement i.). The respondents were also against having a special doctor to see black people (statement p.). This is also another statement against discrimination in the form of segregation. This reflects a positive disposition to what is considered as a problem in Malta and where often people are not happy with the presence of immigrants.

The respondents demonstrated an overall positive disposition expressed a view against discrimination on the basis of sexual orientation. There was an overall positive average with respect to the statement about gay couples being allowed to marry.

This reflects a disposition to take action in order to adjust to diversity. A less positive attitude was demonstrated with respect to individuals who want to have a sex change and that government should support them. In fact, the average value was at 2.8 which is slightly higher than the neutral of 2.5. The respondents were also hesitant with respect to gay and lesbians displaying their affections in public where the rating was 2.34. Here the tendency was mainly positive but there were many who were neutral and thus, although quite a good number of respondents stated that they either disagreed or strongly disagreed, the average is towards the neutral.

The last ground of discrimination targeted by the statements relates to discrimination based on disability. The respondents were very positive with respect to schools supporting learners with disability (statement d.). This shows that efforts being made within the education system to be inclusive, and to include children with disabilities in mainstream education is also serving to promote positive attitudes. In fact, there was disagreement with the statement that children with learning disabilities should not be in mainstream education (statement k.). They also held very strong views with respect to all buildings having accessibility to persons with disability with an average value of 4.24 (statement o.).

It is interesting to note which were the statements where the respondents expressed very strong attitudes. These include those with an average higher than 4 for the positive statement and less than 1 for the negative statements. It can be noted that there were 7 such statements out of all the 20 statements. After a closer look at these statements (highlighted in blue in table 5), it can be noted that some are relevant to the respondents' experiences and were mainly with respect to gender, ethnicity, disability and age. There were two strong opinions with respect to disability, one on inclusion and one on accessibility. There has been a lot of effort to have these people integrated and it seems that efforts made had a positive impact not only on the specific target group but also on younger generations. The good practices in schools have served to educate the younger generation to be inclusive with this group.

There were also strong opinions with respect to skin colour and ethnicity, where the respondents held very strong opinions with respect to allowing entrance in bars to black people, as well as being strongly against their discrimination in employment. This reflects a positive attitude against discrimination on the basis of ethnicity and skin colour which has become an issue in Malta as a result of the number of arriving immigrants. This implies the possibility that the situation with respect to immigrants in Malta may improve in the future. It is, however, to be kept in mind that

the majority of the respondents are either in post-secondary education or at University and so one cannot extrapolate the result to the whole youth population. This result does not tell us if similar opinions are held among those youths of a lower educational level. At this point, however, it can be said that those youths who continue studying tend to have positive attitudes and values with respect to discrimination on the basis of skin colour.

The respondents held the strong opinion that a person should not be chosen for a job depending on his/her gender or skin colour. This reflects a conviction that discrimination on this ground should be prevented, as well as promoting positive action where skin colour is made irrelevant with respect to job opportunities. They were also supportive of the approach toward family friendly measures, particularly in the case of men having flexible hours in order to help with taking care of their young children. The last statement with strong opinion was that related to age where the respondents agreed strongly that people over 40 should also be encouraged to continue with their studies. Either as a result of an aging society where a person in his/her 40s is still considered young or the recognition that people will have to keep on working anyway, the respondents displayed a positive attitude to those over 40s.

There is another perspective to how to analyse the responses given by the respondents to the statements presented. This perspective involves considering how much individuals are open to accept diversity as well as to what extent they accept the need to take positive action in order to cater for the different needs of diverse groups.

When looking at those statements relating to accepting diversity, one finds strong attitudes, with average ratings of over 4, particularly in the case of gender and ethnicity/skin colour. Thus respondents were in strong agreement with both genders considered on individual merits for employment opportunities, and that a person should be offered an opportunity irrespective of his/her gender. Likewise, they were strongly against skin colour as a determinant of job opportunities or access to bars. A less positive, but still positive, rating was obtained with respect to age, where there was a less strong agreement that people over the age of 65 should be allowed to work.

Respondents were also in agreement, even if to different degrees, with positive action being taken in order to cater for diverse groups. Respondents strongly agreed (with average ratings of over 4) that schools should support the participation of learners

with disabilities, and that all buildings should be accessible to persons with disabilities. They were also in favour of positive action with respect to gender, in providing flexible hours to fathers. However, they were less in agreement (although they still agreed) with respect to government providing information in the language of immigrants, employers respecting the feasts of their Muslim employees, allowing gay couples to marry and supporting men/women who wish to carry out a sex change. This trend reflects the efforts made by government to promote gender equality as well as the inclusion of people with disabilities in society. Much less effort has been dedicated to positive action with respect to ethnicity and sexual orientation.

Gender Differences in attitudes towards discrimination

The table overleaf gives the average ratings for the different genders. Those statements where the difference in averages between the male and female respondents were greater than 0.4, were identified. There were three statements where there was more than 0.4 difference in average. Two of these statements dealt with gender discrimination while the other statement treated sexual orientation.

Statement	Males	Females
a. A person should be allowed to work beyond the age of 65.	3.30	2.93
b. A woman was given the job even though there were 5 male applicants.	3.94	4.38
c. Bars in Paceville should let black people enter.	4.09	4.15
d. Schools should do more to support the participation of learners with disabilities in the classroom.	4.26	4.51
e. Men with young children should be allowed flexible working hours.	4.18	4.43
f. Gay and lesbian couples should not display their affections in public.	2.64	2.59
g. Women should stop working when they have children.	2.52	2.06
h. People who are gay or lesbian should be allowed to marry.	2.89	3.37
i. Information about government services online should also be in the immigrants' language	2.99	3.36
j. Young people at the age of 16 should be given the right to vote.	2.58	2.53
k. People with intellectual disabilities should not be in mainstream schools.	2.86	2.67
l. The Catholic faith should be taught in all schools.	3.14	3.14
m. The skin colour of a person should not influence the outcome of a job interview.	4.31	4.58
n. It is appropriate that more girls than boys do home economics in school.	1.92	1.76
o. All buildings should be accessible to persons with disability.	4.64	4.72
p. Black people should see special doctors at the polyclinic.	2.05	1.88
q. A job should first be offered to a Catholic first and not to a Muslim	1.77	1.66
r. Workers should be encouraged to continue with their studies even if they are over 40 years old;	4.04	4.37
s. Employers in Malta should respect their Muslim's employees' feast days.	3.45	3.83
t. Those men/women who feel the need to carry out a sex change should be supported by government.	2.55	2.92

Table 6: Average rating for the individual's statements across gender

Women expressed a much stronger attitude than males in favour of the statement that women should still be offered a job even if there are 5 men applying. In addition, while the males were neutral (average of 2.52.) with respect to the statement that women should stop working, female respondents overall disagreed with this statement, with the average for females being 2.06. This difference reflects a strong will among women that they should keep on working even when they have children, while men seem to be non-committal. This could be either because they believe that it should be the women who decides whether to keep on working

or not, or else because they accept both possibilities (i.e. it is ok both if the women stays at home or else keeps on working).

The third difference was obtained for the statement referring to marriage between gay people. In this case, female respondents were more positive than males in their attitude. This shows that young females tend to be more tolerant and accept gay couples than males. Coupled with the trends obtained in the other two statements related to gender, it appears that males seem to hold more traditional attitudes than females.

Differences in attitudes towards discrimination across respondent status

The averages for the responses were also worked out for the respondents' different status. Those averages which were greater than 0.2 than the closest other average of the other two groups have been identified.

There were nine instances where one group had a different average rating than the other two groups. This occurred once

in the case of students at post-secondary level. On the other hand there were four instances in the case of university students and another four in the case of those in employment.

The only instance where post-secondary students held stronger attitudes was in the case of support to students with disabilities in schools. This shows the effectiveness of the inclusive approach being practised in schools which has been successful in promoting such attitudes. It is also to be kept in mind that the post-secondary students have only recently left compulsory education and this statement is relevant to their everyday reality.

Statement	Post-secondary	Tertiary	Employed
a. A person should be allowed to work beyond the age of 65.	3.18	3.34	3.42
b. A woman was given the job even though there were 5 male applicants.	4.34	4.21	4.16
c. Bars in Paceville should let black people enter.	4.09	4.32	3.99
d. Schools should do more to support the participation of learners with disabilities in the classroom.	4.45	4.26	4.24
e. Men with young children should be allowed flexible working hours.	4.23	4.39	4.37
f. Gay and lesbian couples should not display their affections in public.	2.63	2.66	2.32
g. Women should stop working when they have children.	2.29	2.20	1.96
h. People who are gay or lesbian should be allowed to marry.	3.22	3.03	3.39
i. Information about government services online should also be in the immigrants' language	3.28	3.06	3.15
j. Young people at the age of 16 should be given the right to vote.	2.61	2.30	2.52
k. People with intellectual disabilities should not be in mainstream schools.	2.76	2.65	2.91
l. The Catholic faith should be taught in all schools.	3.14	3.22	3.21
m. The skin colour of a person should not influence the outcome of a job interview.	4.38	4.67	4.32
n. It is appropriate that more girls than boys do home economics in school.	1.83	1.78	1.77
o. All buildings should be accessible to persons with disability.	4.63	4.69	4.48
p. Black people should see special doctors at the polyclinic.	2.01	1.67	1.88
q. A job should first be offered to a Catholic first and not to a Muslim	1.71	1.57	1.58
r. Workers should be encouraged to continue with their studies even if they are over 40 years old;	4.25	4.15	4.74
s. Employers in Malta should respect their Muslim's employees' feast days.	3.59	3.34	3.76
t. Those men/women who feel the need to carry out a sex change should be supported by government.	2.91	2.41	2.55

Table 7: Average Rating for the individuals statements across status

The four instances present in the case of University students dealt with ethnicity, age, and religion. Two of the cases referred to ethnicity and skin colour. University students held more positive attitudes towards allowing black people into bars in Paceville. This may be explained by the fact that this is a reality which they experience during their leisure and, as a result of their level of education, are more

sensitive to the issue and are more mature to understand the implications than students at post-secondary level. University students also held stronger positive attitudes that skin colour should not influence employment opportunities.

One statement where university students had stronger attitudes related to votes for those aged 16. In this case,

university students disagreed with this statement, being the only group with an average lower than 2.5. It is not easy to postulate possible reasons for this opinion, but it may be that since these students would have recently turned 18, they may not consider this as important and necessary anymore.

On the other hand, university students expressed less positive views towards respect to Muslim's feasts by employers. However, the average still reflected the same trend (greater than 2.5) as the other two groups and so the main difference was only in the degree of the attitude held.

There were also four differences in the case of those in employment. Employed persons hold less positive views towards gay couples expressing their affections in public. On the other hand, they were more positive to allowing gay couples marrying. On the other hand, understandably, they expressed stronger attitudes with respect to encouraging people over 40 to continue with their studies. They were also more strongly against the view that women should stop working when they have children. These past two trends are understandable as the statements are closer to their context as workers.

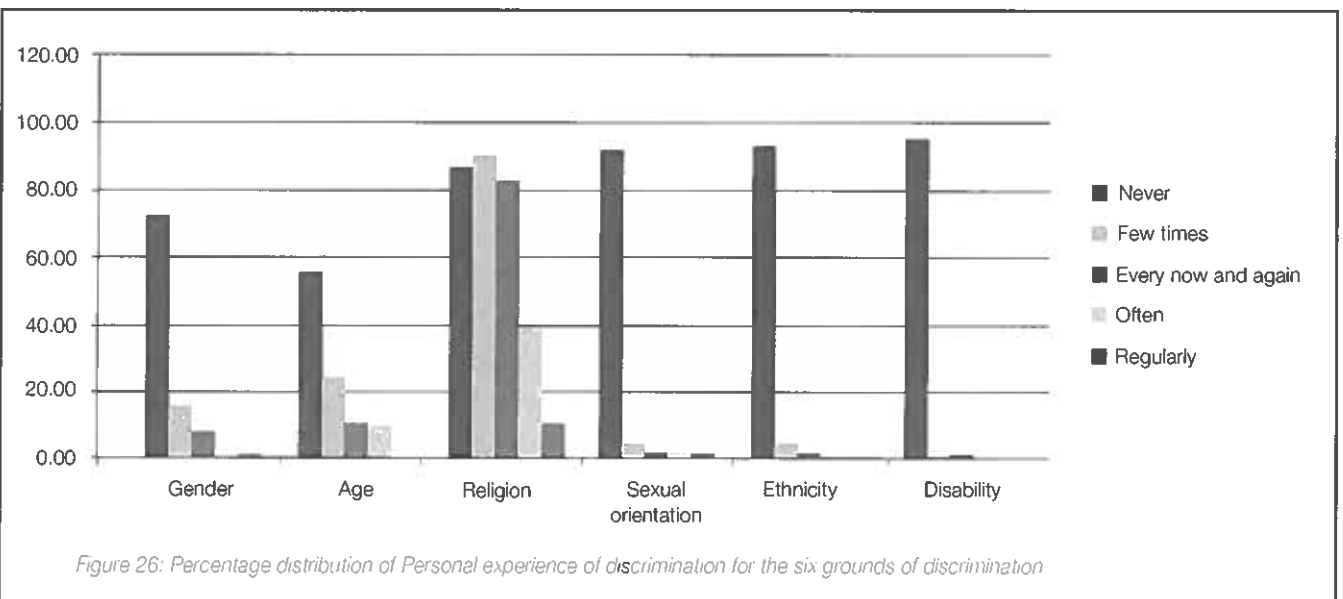
Overall it can be concluded that there are desirable trends in the attitudes held by the respondents. This shows that the coming generation, even if in this case we can only speak mainly in terms of post-secondary students and University students, are developing positive attitudes which help combat instances of

discrimination in our society, and that certain discriminations in our society are disapproved of, even if no action is taken. None the less, there needs to be more education about age discrimination, particularly in the situation of an aging society. The challenge now is going beyond the basic meanings of equality and diversity, and that of combating discrimination, but to promote the need to make adjustments and taking positive actions in order to achieve equality across society's diverse groups.

5.3 Youths' experience of equality and discrimination

This section tackles the respondents' experience of discrimination. They were asked to state first whether they have experienced instances of discrimination directed at themselves, and then on whether they have witnessed instances of discrimination. In either case, the respondents were also asked to indicate whether they took any action and if not why, and if so to whom. This section thus provides insight into how much the respondents experience discrimination in their everyday life. Youths have a particular lifestyle which is particular to their age range and if action is to be taken to try and educate them about discrimination, it is important to first understand the different types of discrimination they experience. The survey allows us to identify which of the six grounds of discrimination the respondents experience and with what frequency.

It is good news to know that the great majority of the respondents do not experience, or are not aware of any discrimination



directed at them. The only instances where the respondents have expressed experiencing discrimination related mainly to their age, probably in being considered too young, as well as to a lesser degree with respect to gender. Discrimination due to gender is much less frequent than that due to age.

Experience of discrimination across gender

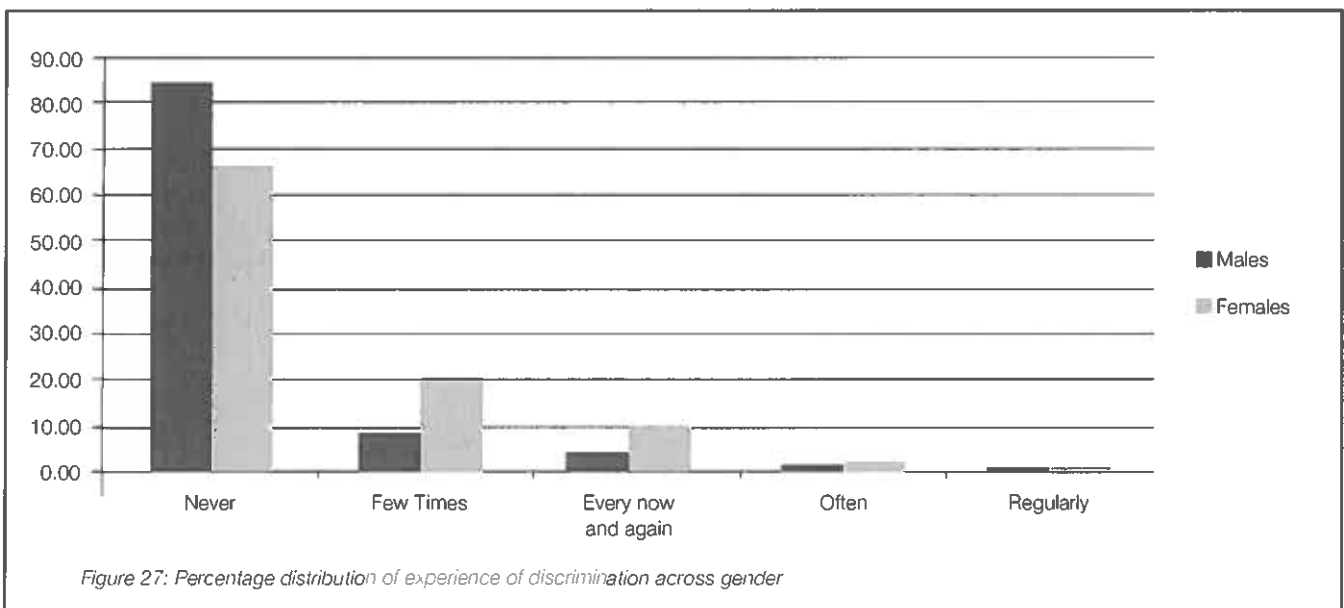
The graphs overleaf show the experience of discrimination across gender. Due to discrimination experienced by the respondents refers mainly to gender and age differences, these two graphs are the most interesting to consider. It is interesting, but not unexpected that while

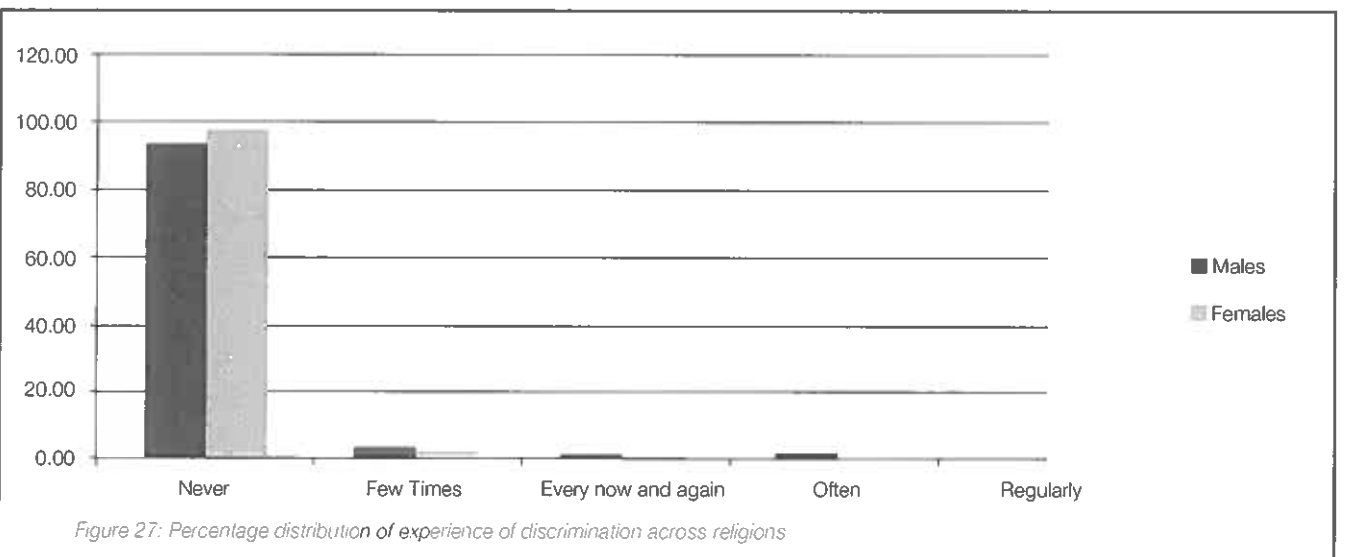
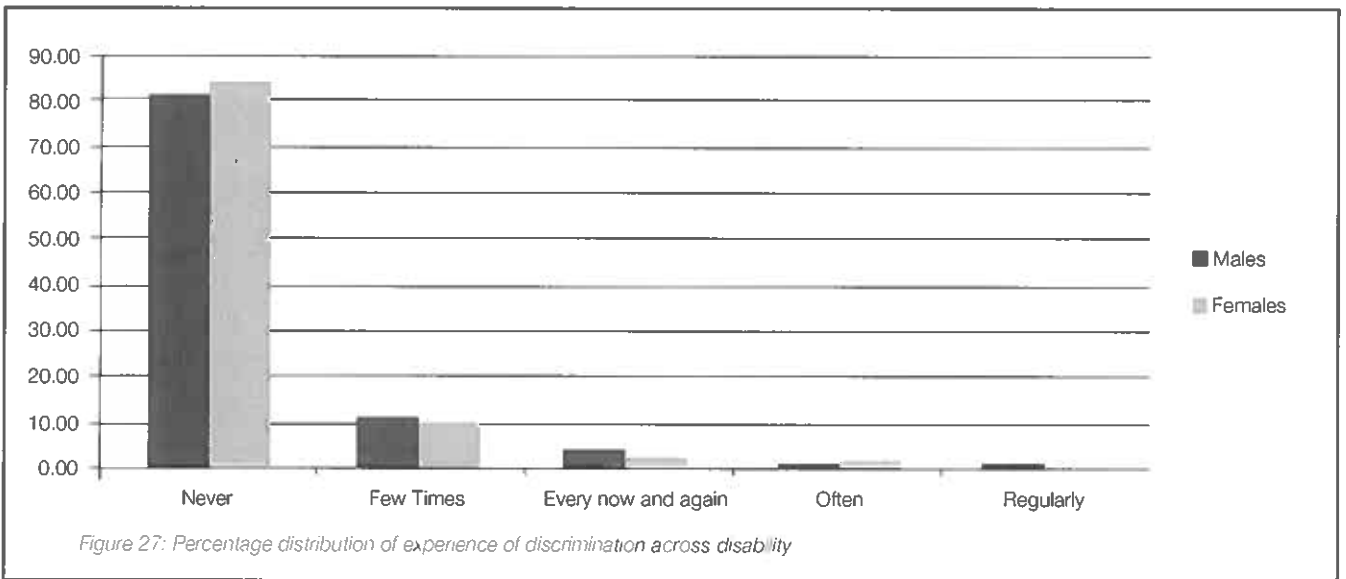
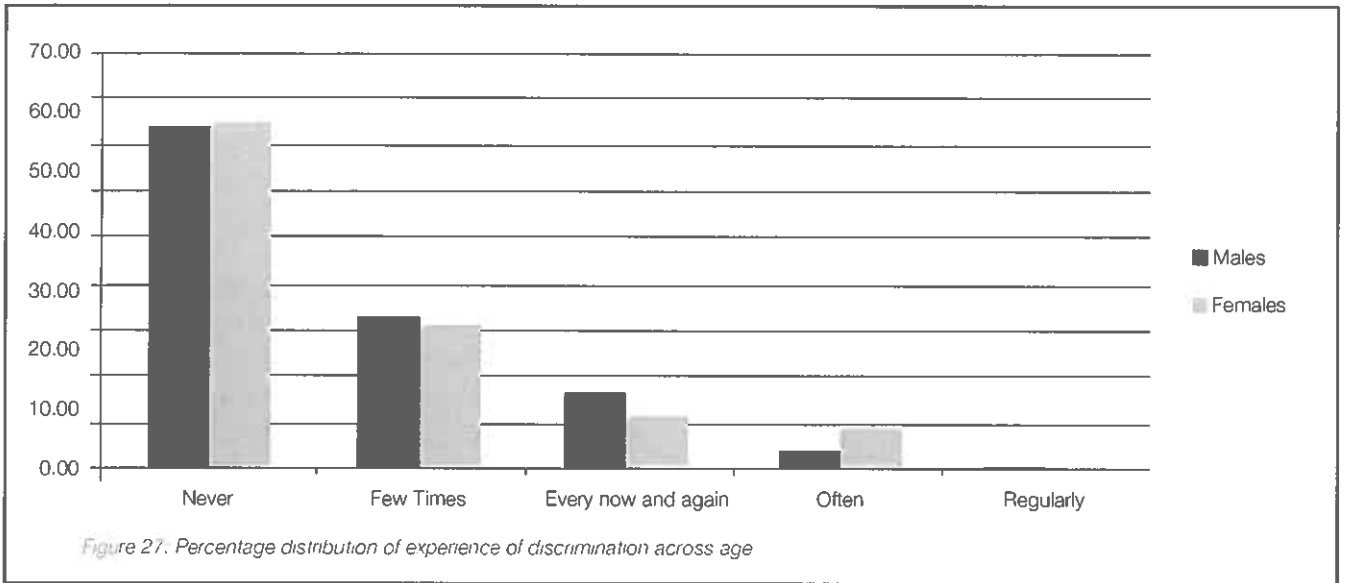
discrimination due to age appears to be experienced in the same way by both genders, more females tend to experience gender discrimination than males. This means that female youths tend to experience a combination of these two types of discrimination. In this case, it is only a small percentage of females who have expressed experiencing age discrimination regularly.

These trends show the main types of discrimination which youths may experience, always keeping in mind that the sample of respondents of this study are not representative of the whole youth population. But one can definitely state that these are the types of discrimination which youths in post-secondary and university tend to experience.

Type of discrimination	Never	A few times	Every now and again	Often	Regularly
Gender	72.52	16.00	8.35	2.09	1.04
Age	55.88	24.19	10.05	9.37	0.51
Religion	87.11	8.10	2.70	1.50	0.60
Sexual Orientation	91.84	4.61	1.60	1.24	0.71
Ethnicity	93.07	4.62	1.07	0.89	0.36
Disability	96.06	2.50	1.07	0.36	0.00

Table 8: Percentage distribution of personal experience of discrimination for the six grounds





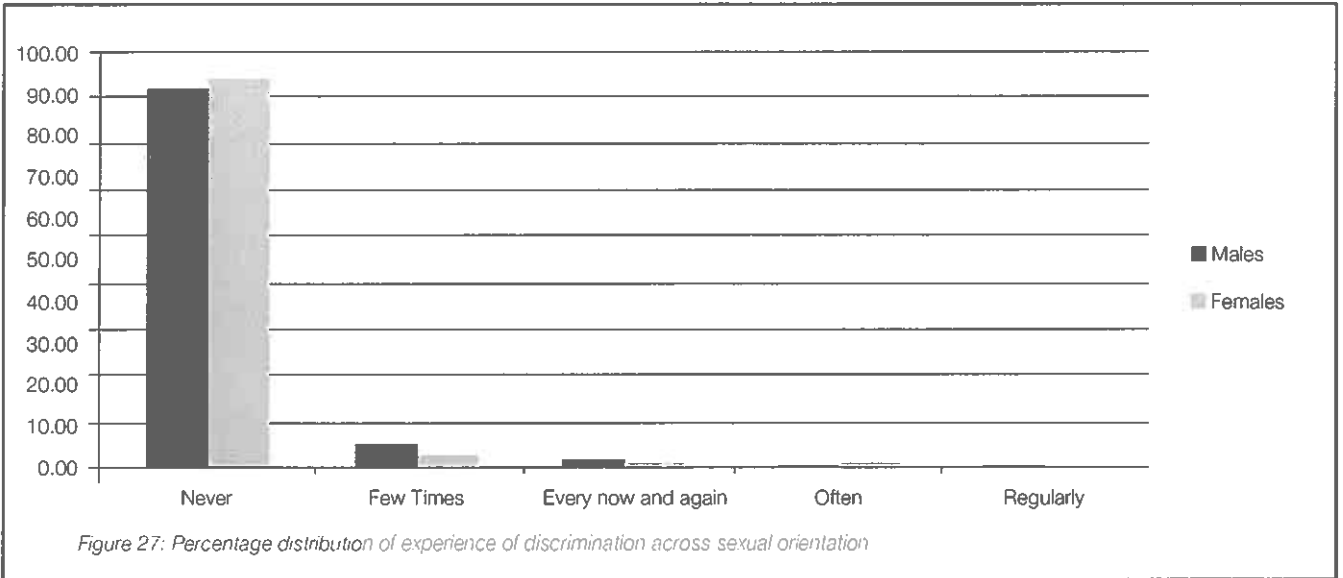


Figure 27: Percentage distribution of experience of discrimination across sexual orientation

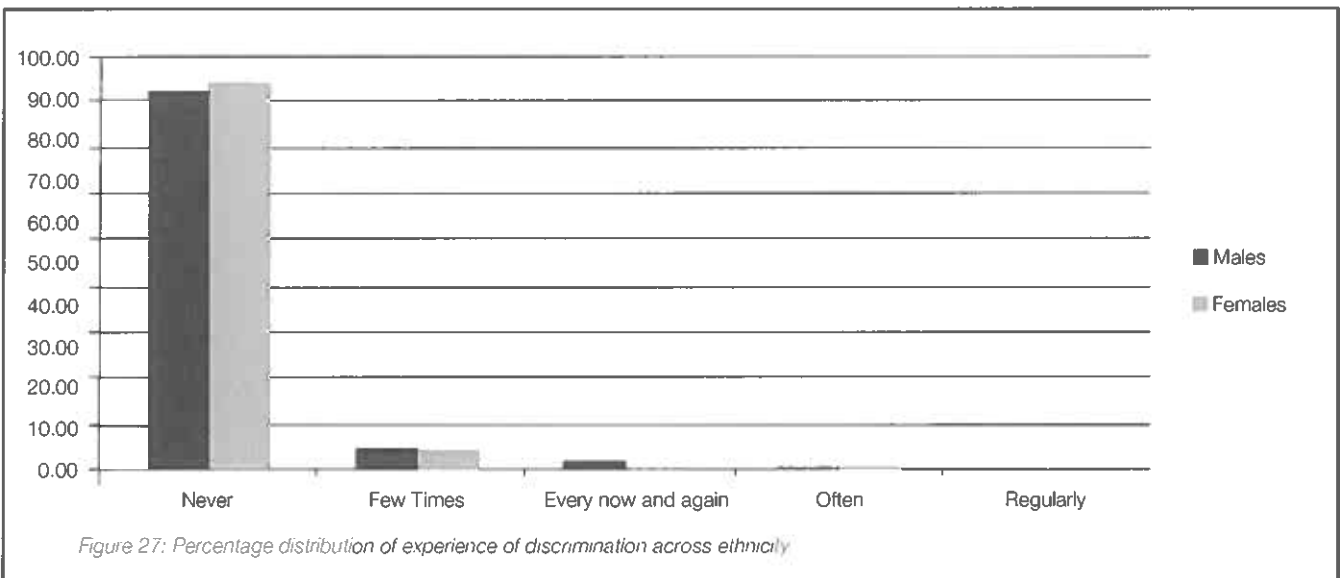


Figure 27: Percentage distribution of experience of discrimination across ethnicity



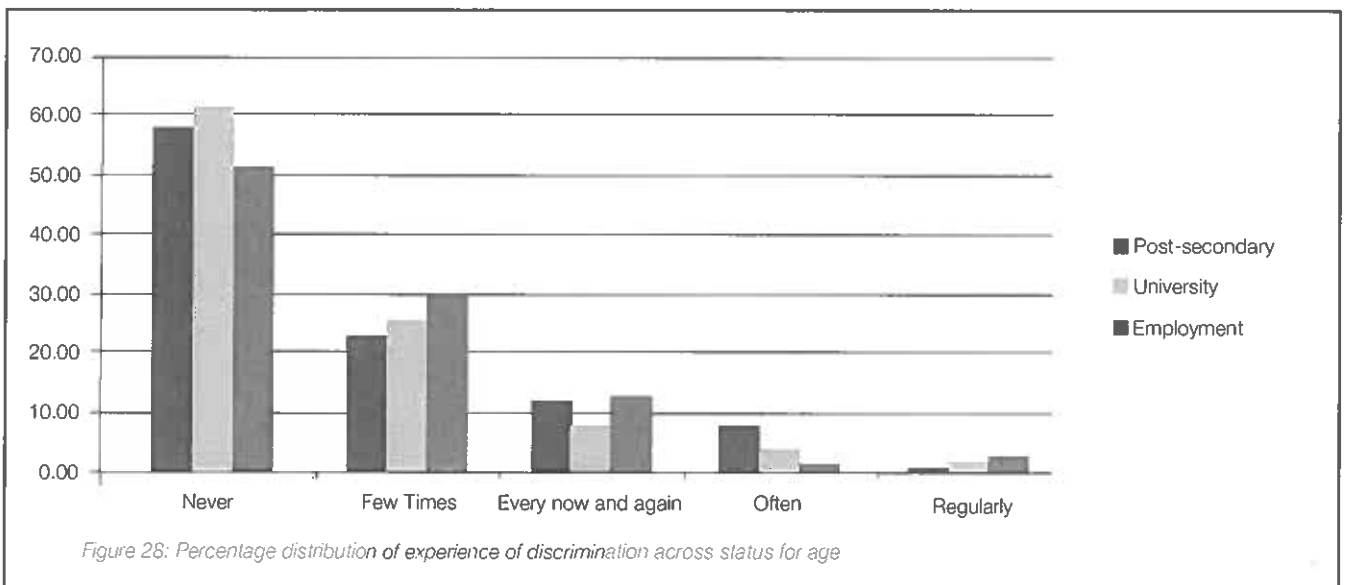
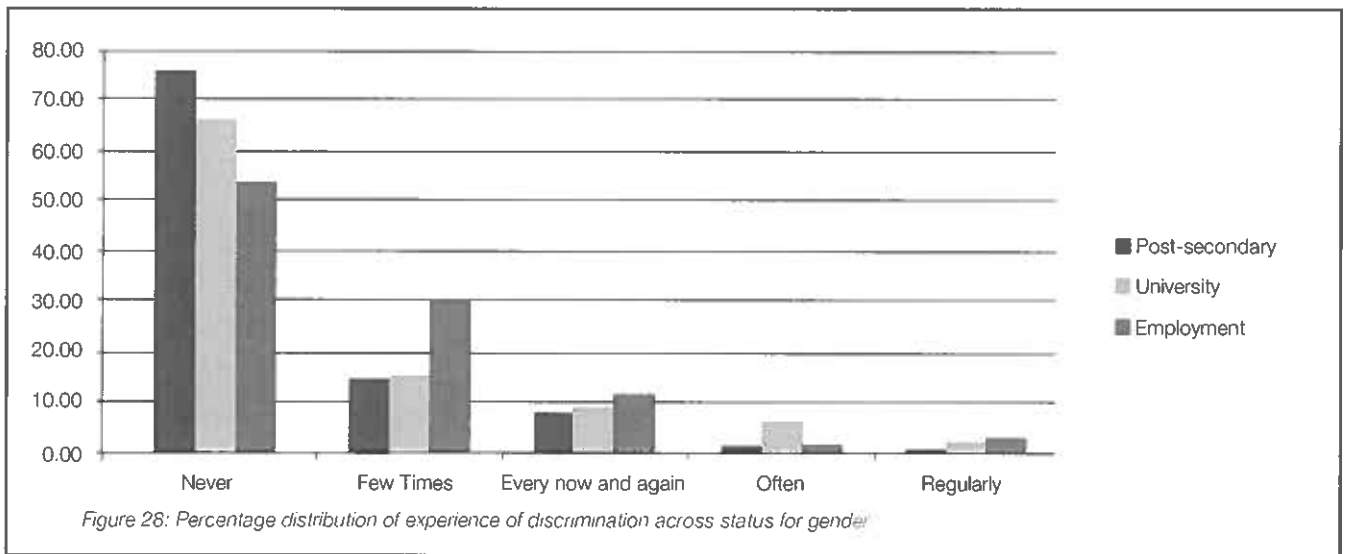
Gender discrimination appears to have been experienced a little more by those respondents who are in employment than those in educational institutions. However, even though this is always unacceptable, it is to be pointed out that such instances are not regular but have happened a few times or every now and again. So, while this issue is to be tackled, it is not a prevalent occurrence. Age discrimination is experienced by all the different groups, being either post-secondary students, university students or employed. However, it seems to be experienced more by those in employment. Discrimination on the basis of disability also seems to be more present by those employed. This may reflect the emphasis which educational institutions place on inclusion and thus reducing the possibility of such discrimination to take place. There does not seem to be any particular difference across different groups of status with respect to discrimination on the basis

of religion. The same conclusion can be drawn with respect to sexual orientation and skin colour. (please see table 28 overleaf).

Action on discrimination experienced

In addition to indicating how often the respondents experience discrimination, they were also asked to indicate if they reported it, talked about it or did not do anything about it. In each case they were asked to provide the reason why and if, they involved somebody else, who.

From the responses obtained, which were few due to the small percentage reporting having experienced any form of discrimination, it appears that the majority of those who did provide an answer that they tended to dismiss and



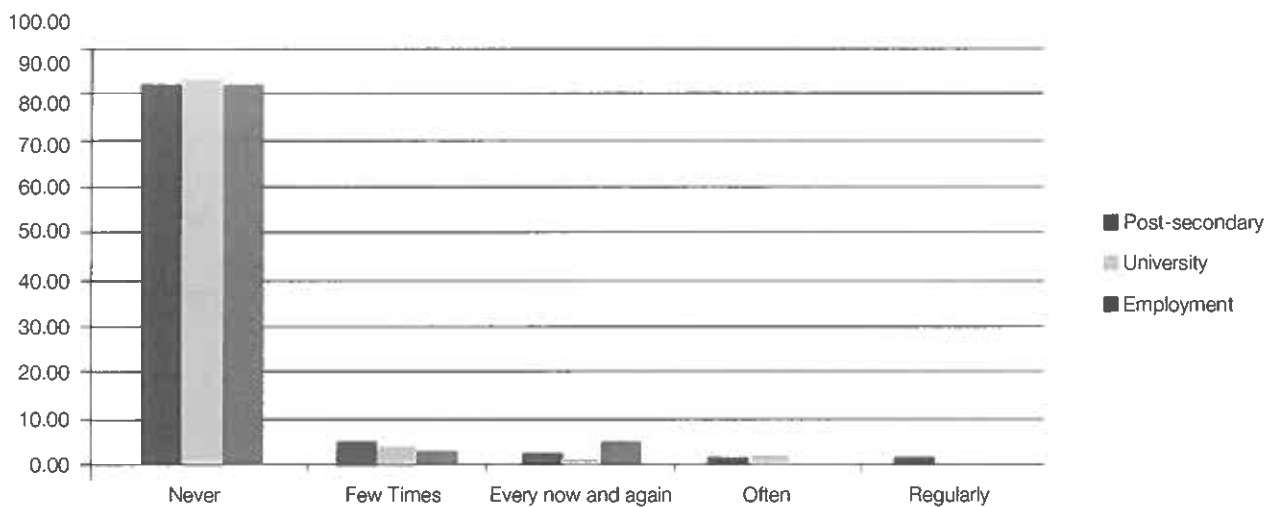


Figure 26: Percentage distribution of experience of discrimination across status for disability

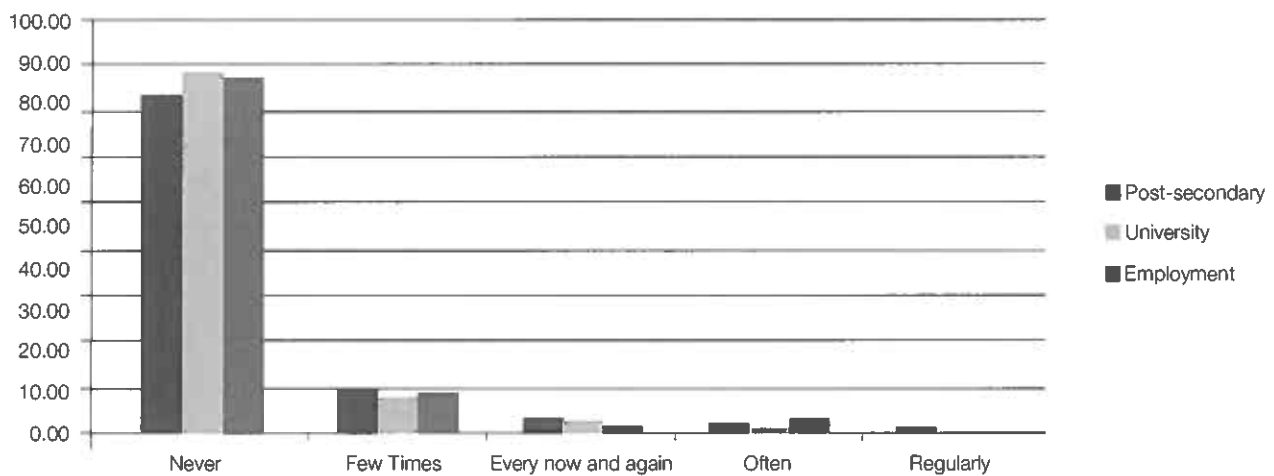


Figure 28: Percentage distribution of experience of discrimination across status for religion

downplay the occurrence in order to find justification not to take any particular action. This amounted to around 40% of those who opted not to do anything. Here below are some comments included in the questionnaire.

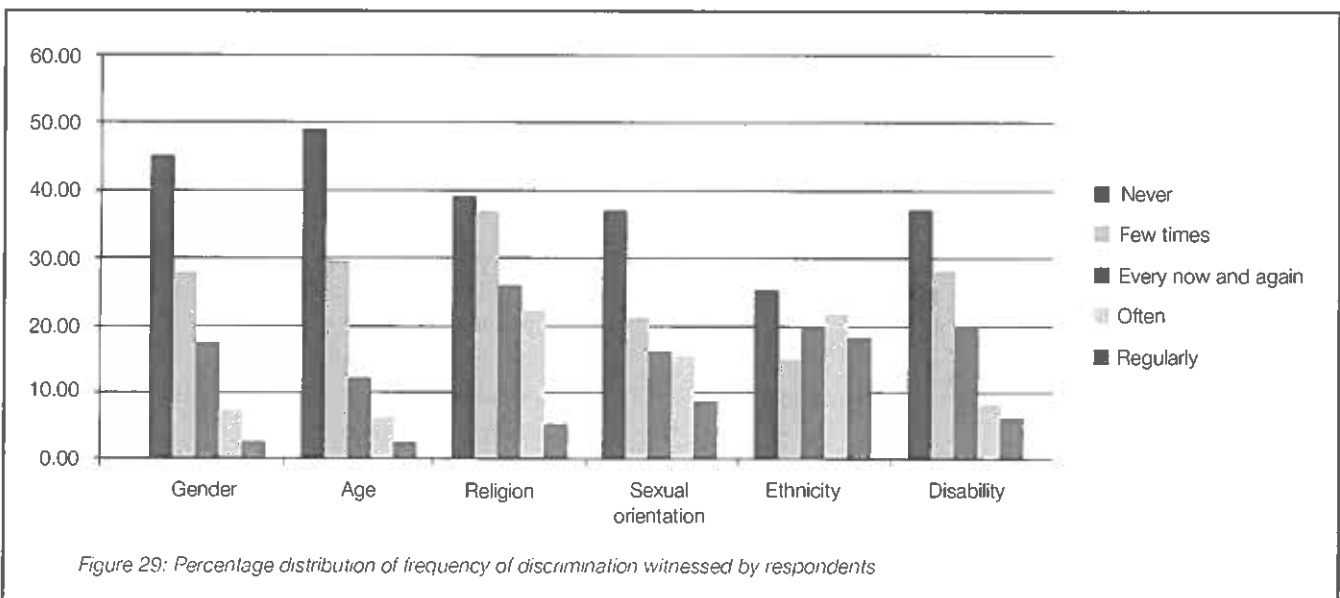
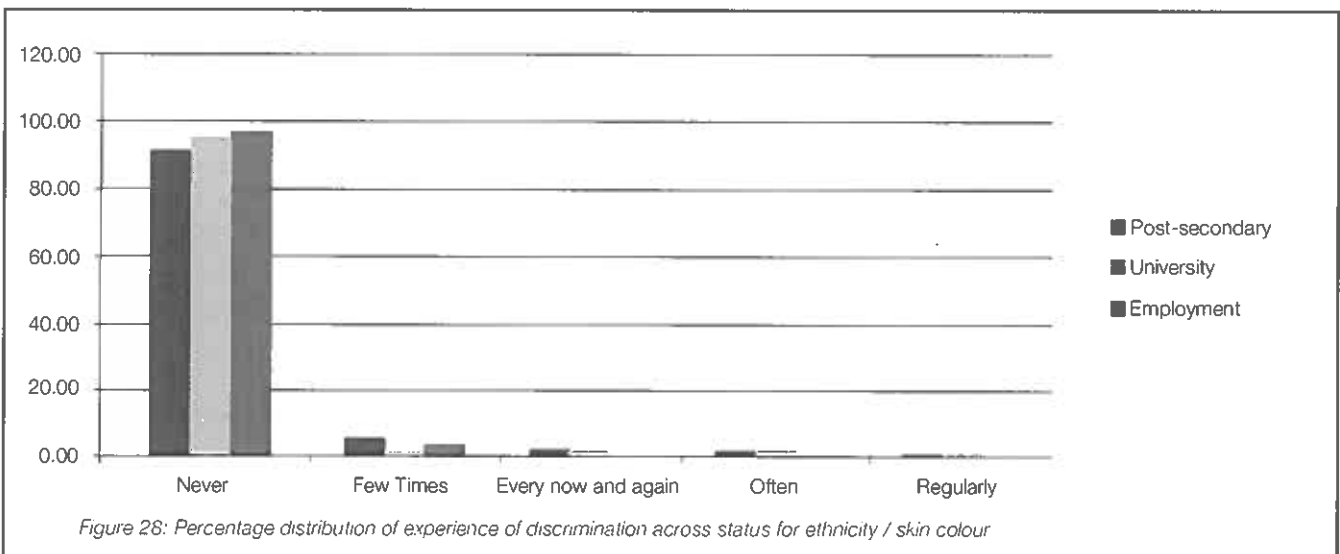
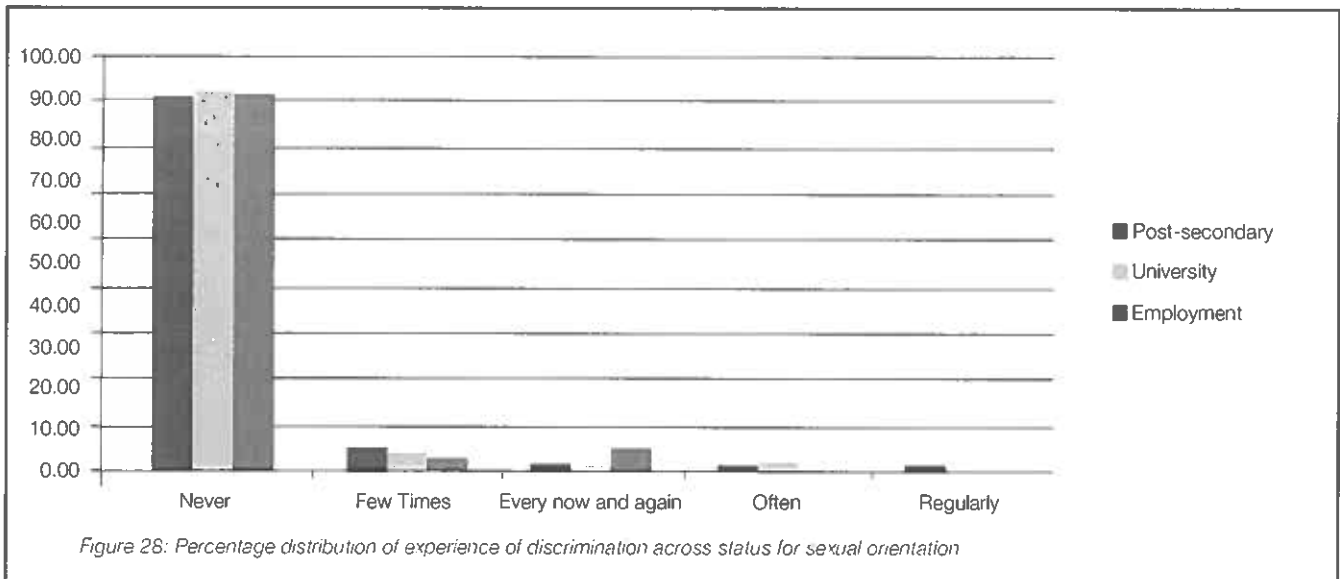
- I was passive about the situation because it is often considered as normal
- It was not a big deal, it was of no great importance and did not really affect me that much as it was a minor concern
- Nothing to do ignorance is bliss eh ;)
- I felt it wasn't serious enough to warrant taking action.

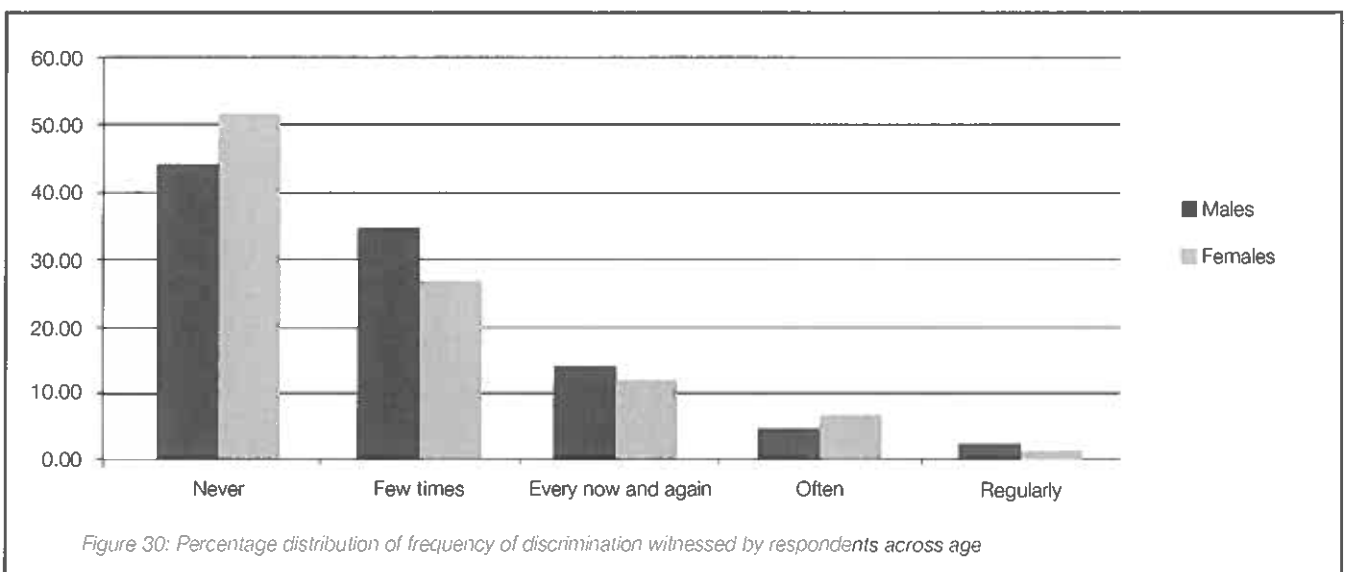
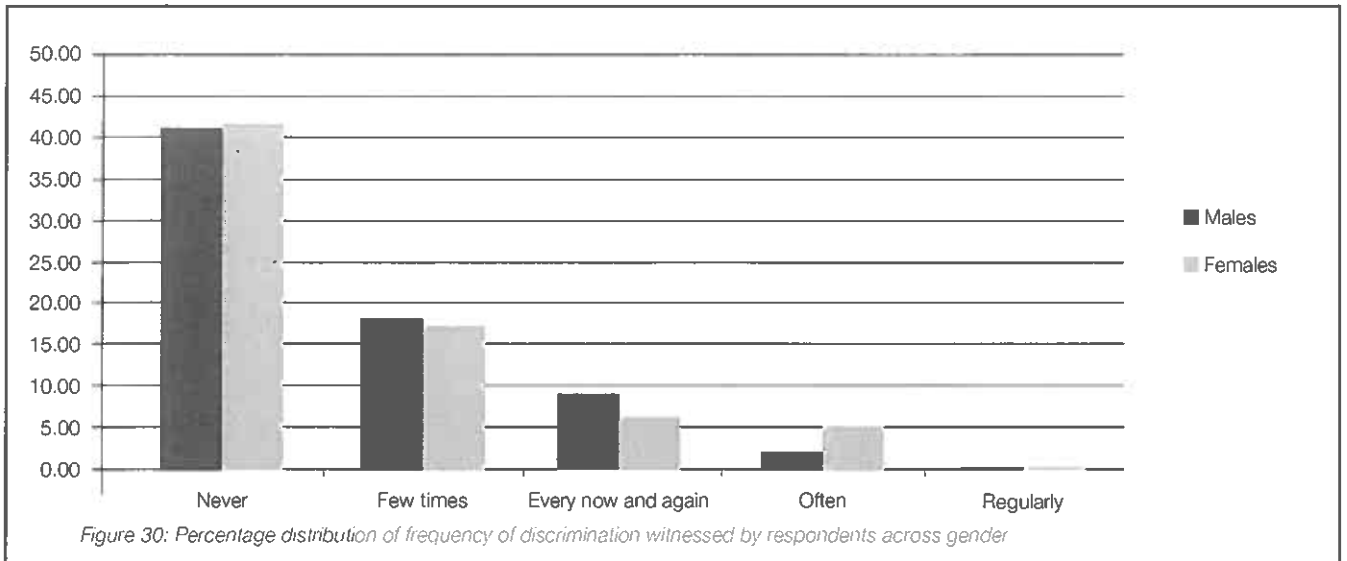
Other reasons put forward centred round two other main issues. On the one hand a number of respondents stated that they did not know what to do and where to go to get help. On the other hand, there was a group of respondents who were afraid of

the consequences if they tried to take any action and report it.

- Once I applied for a job vacancy as a salesperson in an electronics shop, and when I went for the interview, they told me that they were sorry but they were looking for a male to fill in the vacancy. At that time I was only seventeen and did not have any expertise and will to report the case.
- Because I was not assertive enough to do so, probably as I was too young to stand up for myself
- I was scared the outcome would be worse
- I feel too embarrassed to say or do anything about it, and everyone looks at me.
- I am afraid of being laughed at

When the respondents were asked to indicate to whom they reported the cases of discrimination, it is to be pointed





out that nobody mentioned the National Commission for the Promotion of Equality. It has, on the other hand, to be noted that most of the comments related to the school context and many mentioned either their teachers, parents, head of school, and also possibly the school counsellor. This shows that most of the cases of discrimination which many of the respondents experienced took place within the school. This is important to note as it may imply that NCPE needs to act also at school level in order to help educational institutions to prevent and combat situations of discrimination.

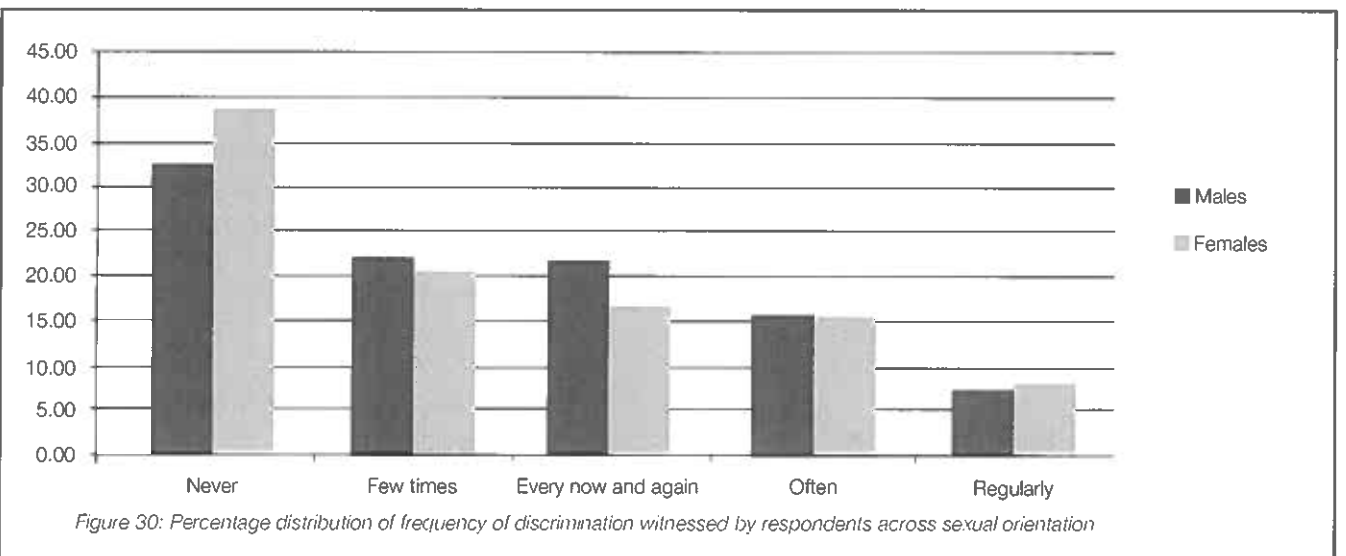
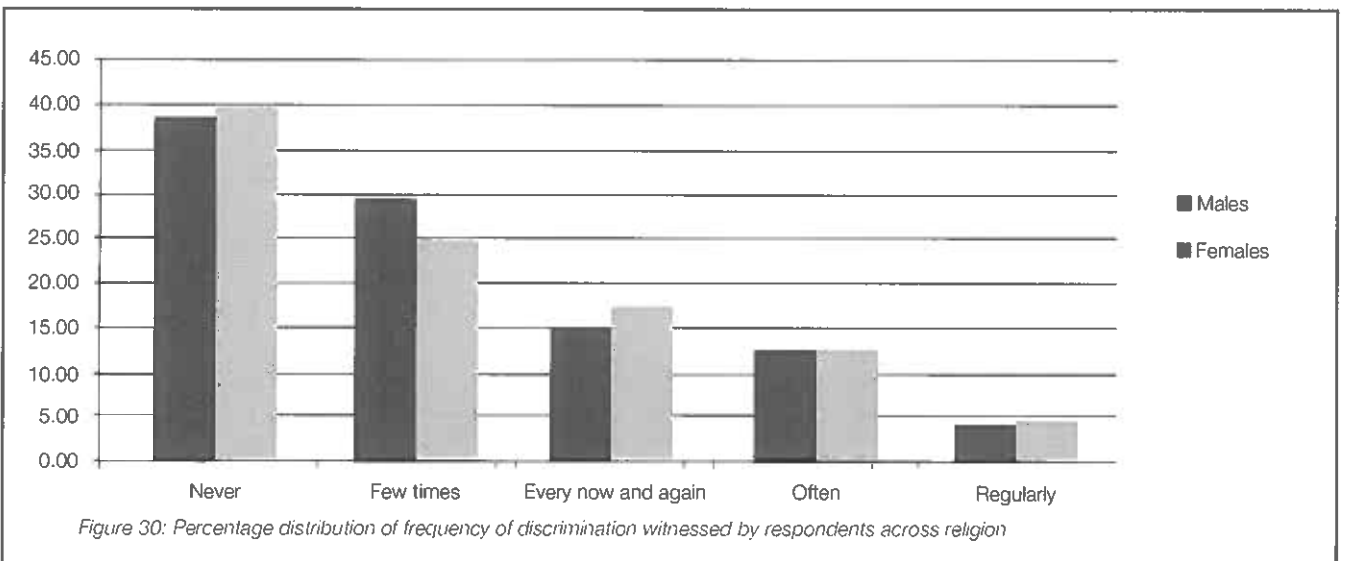
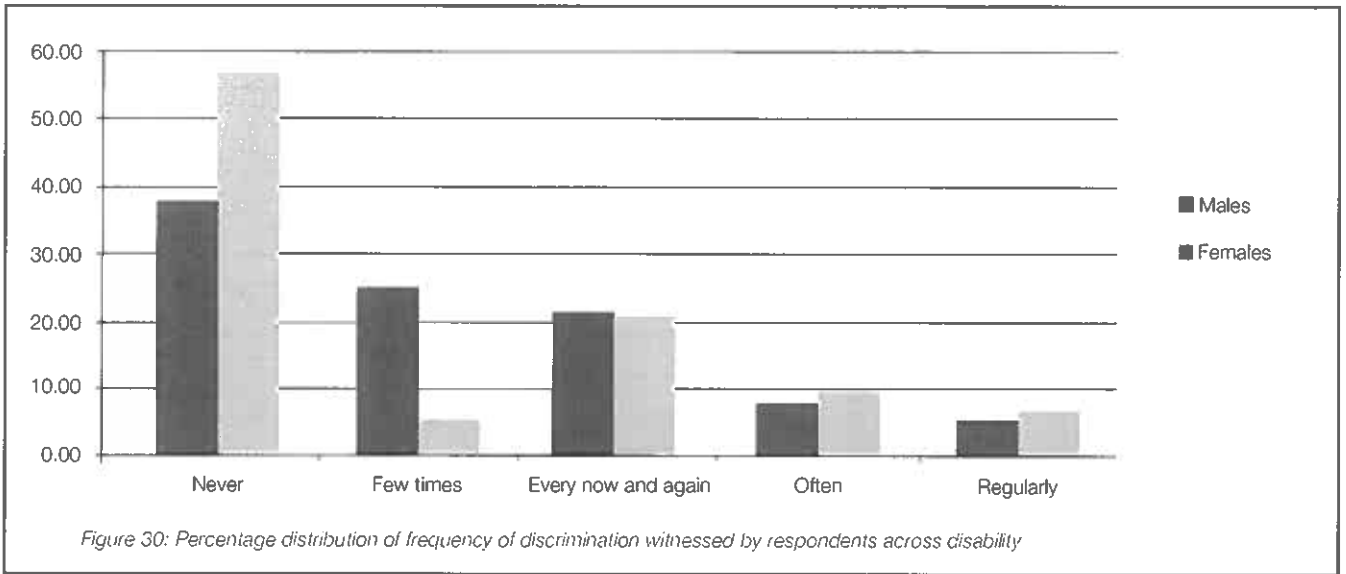
Most of the respondents stated that they shared their experience of discrimination with family and friends. This is understandable as these are a person's most trusted people in one's life and such instances need to be shared

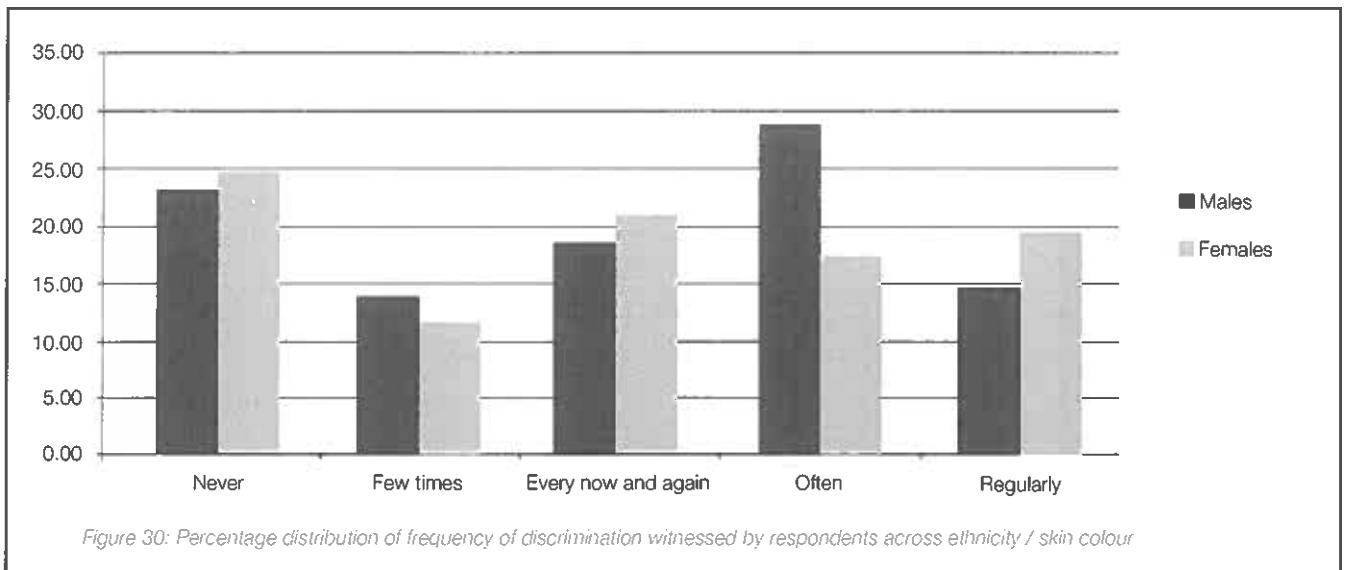
with people who can understand and empathise. The situations at times can be complicated and the person with whom the experience is shared tends to be with those who can understand what a person discriminated against feels. Here below are a couple of examples which exemplify this.

- Just my uncle because he accepts me for who i am and we are like minded
- With a person who can actually, not only help me, but feels the emotions I am going through.

Respondents' Witness of discrimination against others.

The respondents were asked to also indicate the frequency of occurrence of discrimination against others which they have





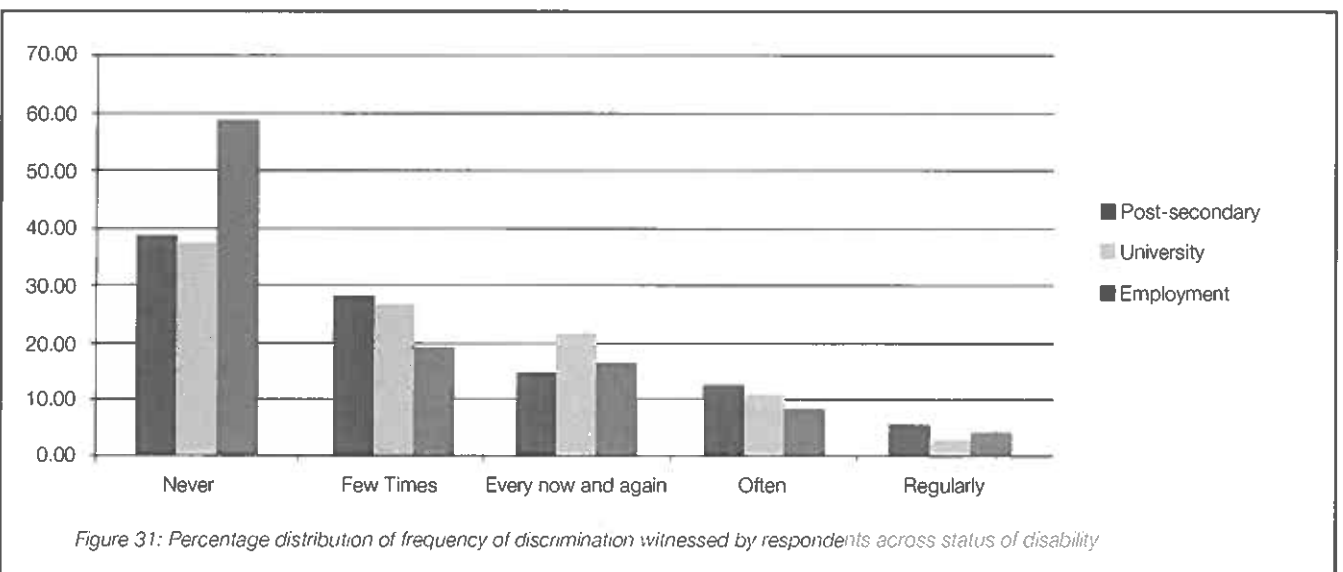
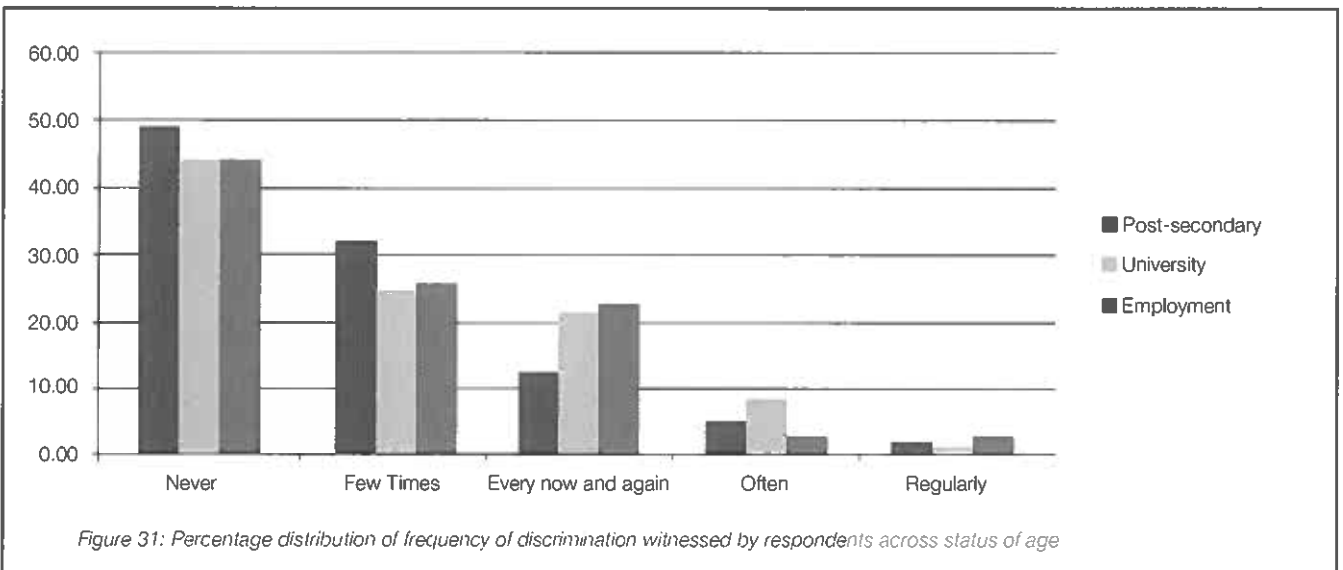
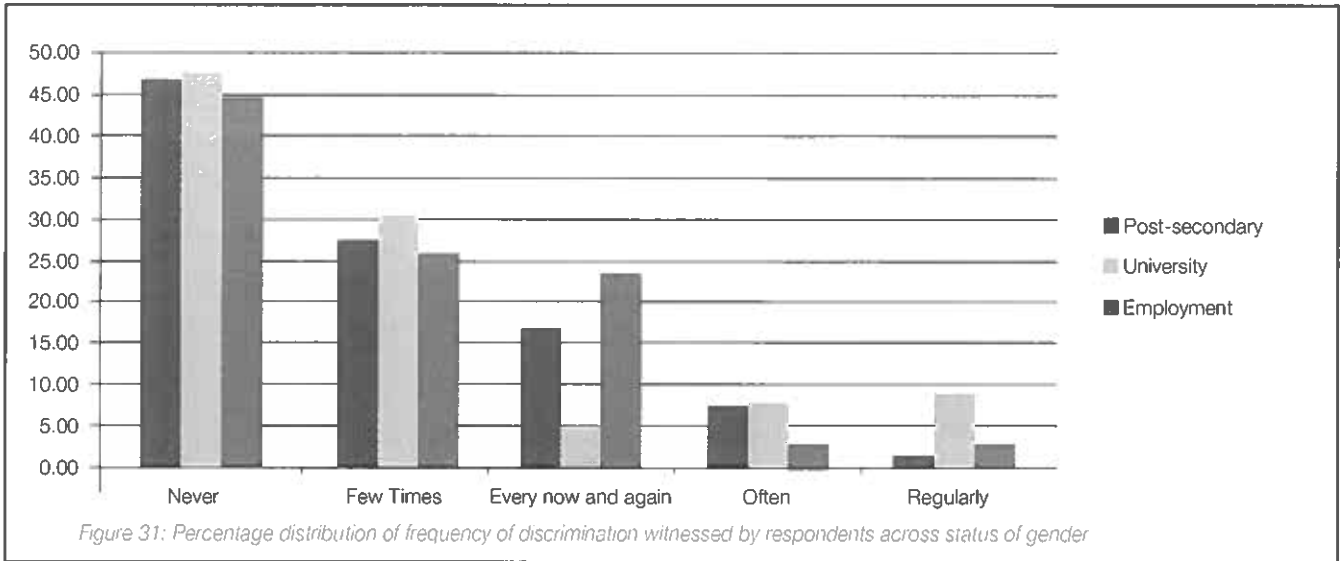
experienced in their everyday life. The percentage frequency distribution for each of the six grounds is shown in the figure below.

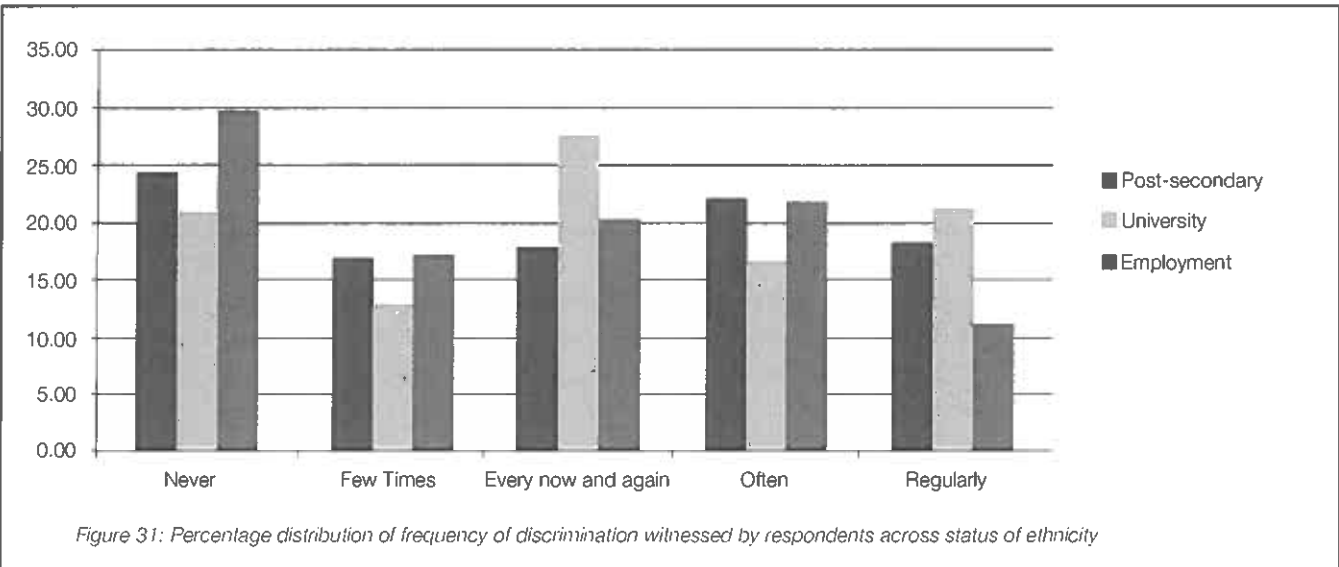
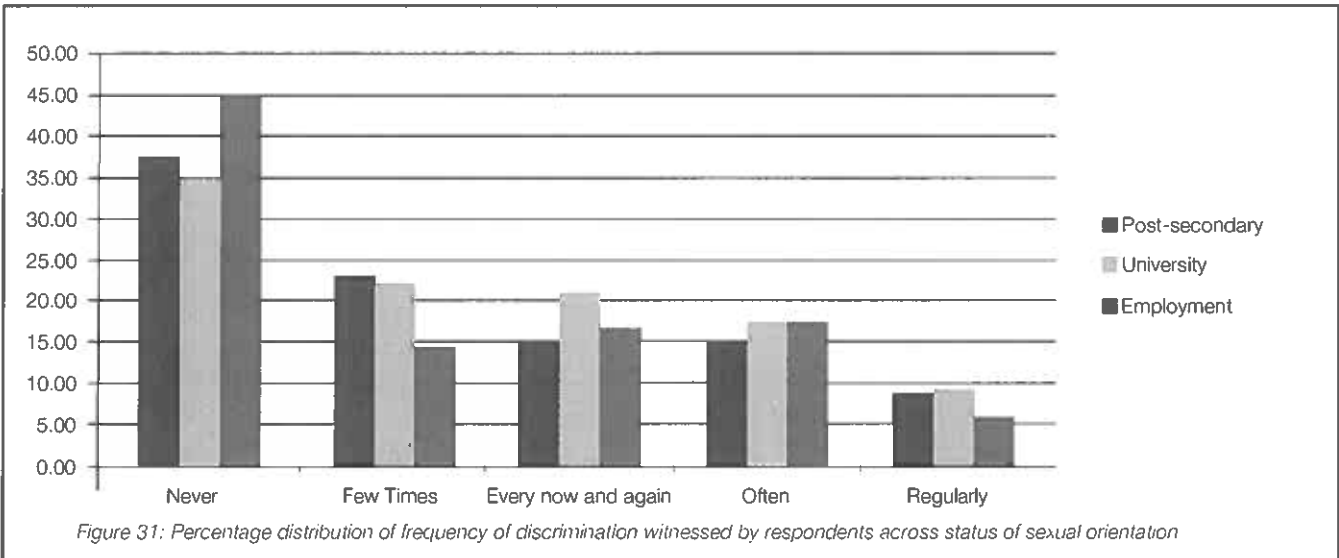
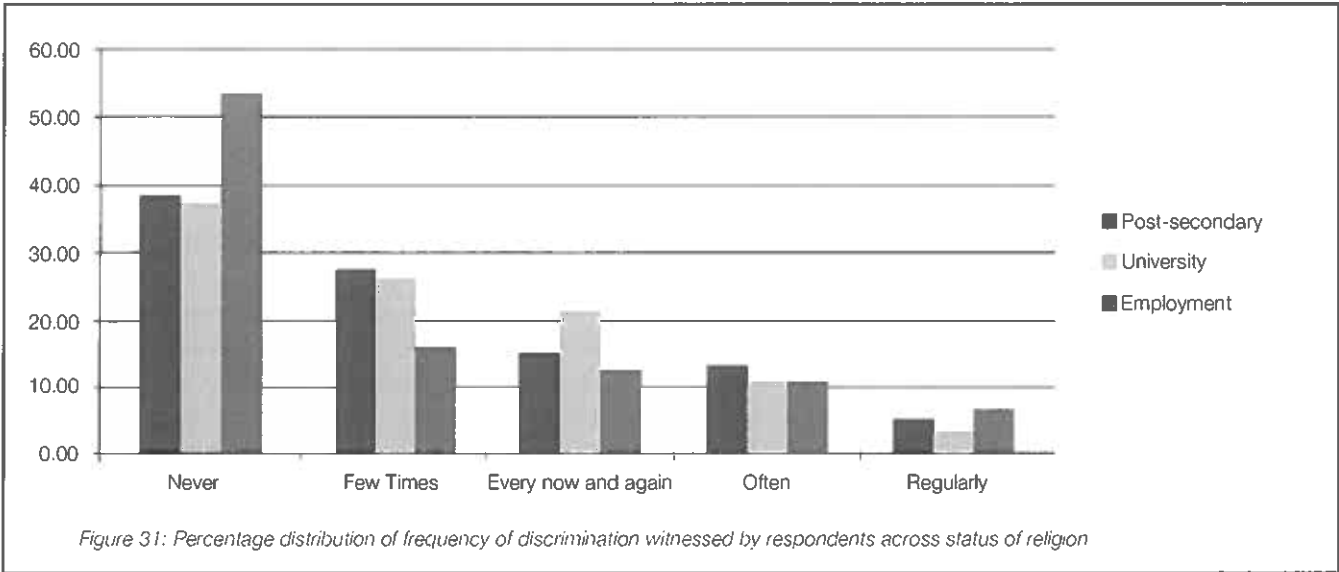
It can be noted that the frequency of discrimination witnessed by the respondents is significantly higher than that experienced directly by the respondents. In fact, across all the six grounds, less than half of the respondents stated that they have never witnessed any form of discrimination. This may not necessarily mean that this was actually the case, but could also reflect the situation where youths live in denial and do not recognise actions and situations for what they are. The greatest frequencies of discrimination reported by the respondents are those on the grounds of ethnicity or skin colour as well as against gay and lesbian persons. The higher frequency of ethnicity is as expected as this is an issue which has attracted attention even in the media and is largely often associated with black people, mainly immigrants. It also appears that the respondents have witnessed a good number of instances of discrimination against people of different sexual orientation, with around 25% stating that they have witnessed it either regularly or often.

When one looks at the trends across gender, not many differences were observed. This is understandable as the discrimination is now not against the respondent but could be against either gender. To a degree it also shows that the realities of males and females are not that different, and that both genders seem to be aware of what is happening around them to the same degree.

In the case of gender, the only difference noted was that more females stated that they witnessed gender discrimination often. In this case, it is understandable that females tend to be more sensitive to this type of discrimination. With respect to age discrimination, it appears that while more females stated that they have witnessed







age discrimination often, there were also more females who stated that they did not witness it. On the other hand, there were more males who stated that they had come across few examples of age discrimination. Similarly, with respect to discrimination based on disability, while there were more males who stated that they witnessed few instances of discrimination, there were more females who stated that they never witnessed it. The same trend was obtained for both discrimination on the basis of religion as well as on the basis of sexual orientation. A different trend was obtained in the case of discrimination on the basis of skin colour or ethnicity where more males rated the occurrence as often and more females as regularly. It is not easy to explain these differences but one explanation could be that there is a slightly different understanding across the genders of the terms 'often' and 'regularly'. Another reason could also be related to males remembering more instances which occurred once or twice and so rated the occurrence of discrimination under 'few times' rather than 'never'. They have not forgotten.

When one looks at the trends obtained across the status of the respondents, it can be noted that University students tend to witness gender discrimination more often. This may result from a greater sensitivity as gender studies are included in many courses, or else a reality where university students encounter more instances of gender discrimination.

Post-secondary students reported fewer instances of age discrimination. This may be due to the situation where they spend most of their time in an educational institution and so their experience of older people is limited and they tend to be many youths together. It could also be that they are less aware of discrimination taking place in such circumstances.

Fewer employed persons witnessed discrimination due to disability. This may be due to work practices in place which prevent forms of discrimination on this ground. However, the survey does not provide insight into this trend. On the other hand, University students have witnessed slightly more frequent instances of discrimination on the basis of religion. University students have also witness slightly higher instances of discrimination on the basis of sexual orientation. Discrimination is also more frequently witnessed against people due to their ethnicity or skin colour. The reason for these small but consistent differences is not given in the survey. One reason could be that University students are more sensitive to issues related to discrimination and so can identify more instances of discrimination than post-secondary students who may not fully realise or understand what is happening.

As in the case of experience of discrimination, respondents were asked if they took any action, reported the instance witnessed or spoke about it, and in each case why and with whom. About 20% of the respondents (130 respondents) stated that they did not report the incident. Only about 10% stated that they reported the incident and about 15% stated that they talked about it with others.

A range of reasons were given for not reporting the incident of discrimination and there were no particular dominant reasons. The reasons given included: did not know where to report and what to do; fear that they could themselves also suffer the consequences of discrimination if they spoke out; a sense of helplessness in trying to change things; and worse still, some thought that it was not their business as it did not concern them. Here below are a few examples of the responses given.

- I was too young to be aware of what was happening at the time
- Don't know how to make people stop discriminating others.
- Sadly enough because I do not know what I should do about it. Unless it took place at school, in that case I could go to the teacher but when it takes place outside I do not know how to help.
- Because I do not know where I have to go and what I have to do to help these people, furthermore, in many cases when people do try to speak up for the person being discriminated they themselves are also mistreated for doing so.
- Lack of information as to whom these things should have been reported
- I didn't know exactly the procedures that were in place, and the corresponding rules and regulations, at the time of witness.
- It is not my business
- It was not my place to interfere.
- It's not that I did nothing, it's just that you get tired trying to get justice over and over and nothing ever happens

In the items which required the respondents to indicate to whom they reported the instance of discrimination, the main occurrence related to people in authority, many times mentioning teachers and school heads. This shows that respondents have taken action mainly within the school context. This also reflects how many of the respondents did not think of the Police or more so the NCPE. It shows that there is room for educating young people about what type of action can be taken.

Good examples of practice in equality and discrimination

The respondents were asked to provide examples of actions which helped to a) prevent discrimination; b) make adjustments for diversity; and c) to advance equality for people. Around one third of the respondents provided examples to this question.

In the case of examples to prevent discrimination, actions mentioned were either of two levels. Some examples mentioned were general, such as education, campaigns, and laws etc. which target all the six grounds. The other type of examples given tended to be more specific. Many of these specific examples were dominated by examples within the education context, such as school policies and actions, inclusion in the PSD syllabus, role models of different ethnicities within the school to promote diversity etc. There were also a good number of examples related to disability and the importance of ensuring accessibility to all buildings by regulations as this is unjust to those using wheelchairs. There were also a few examples related to the workplace and actions taken by persons in charge to promote equality. Examples included:

- Women are allowed to have jobs that were usually considered men's job. Eg. Engineer
- interviewers are not allowed to ask certain questions having to do with the topics mentioned above (referring to grounds of discrimination)

Various examples of actions to adjust to diversity were mentioned. Most of the examples related mainly to adjustments to diversity in religious beliefs, for those with disability, as well as those of different ethnicity. In the case of disability, the main comments referred to including children with disability in mainstream schooling. There were also many mentions of how schools and other buildings were made accessible for students with disability or how telephone boxes were made also accessible for persons using a wheelchair. In the case of diversity in Religions there were a number who mentioned that children of different religious belief were allowed not to learn the Catholic Faith at school. One respondent mentioned how the cross was removed from the class as one of the students was a Muslim. In the case of adjustments to ethnicity, many referred to their access to education at school with them.

The examples for advancing equality related either to general actions such as the use of information campaigns, or else gave more specific examples. It is to be noted that the majority of the examples given related to promoting gender equality and revolved round the need to ensure that there are

equal employment opportunities for both men and women and to have legislation which ensures this. There were also a few examples relating to family-friendly measures.

It has to be highlighted that many good examples were provided which reflect that the respondents are aware of initiatives that are being taken in order to promote equality and to combat discrimination. This shows that the youths participating in this survey are aware of the objectives of many initiatives related to promoting equality. Below are a few examples:

- disabled children are allowed to join mainstream schools with the help of an in-class facilitator
- if there is a job vacancy they interview both men and women;
- encouraging women to enter the workforce and supporting women who choose male dominated fields such as engineering

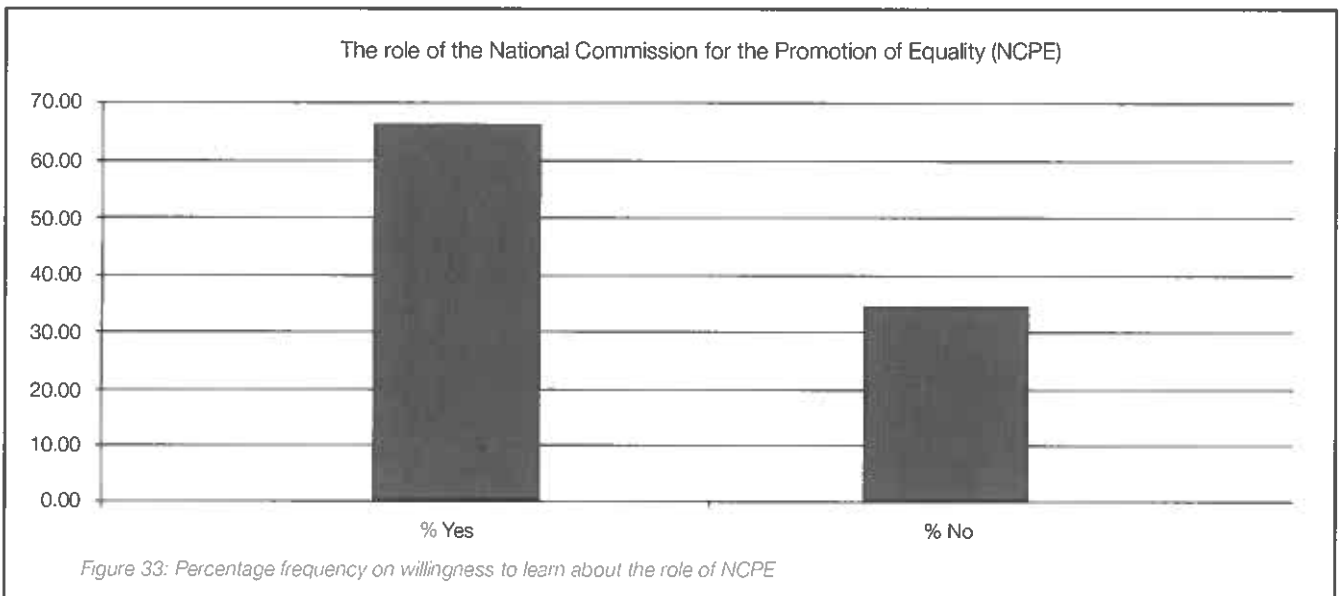
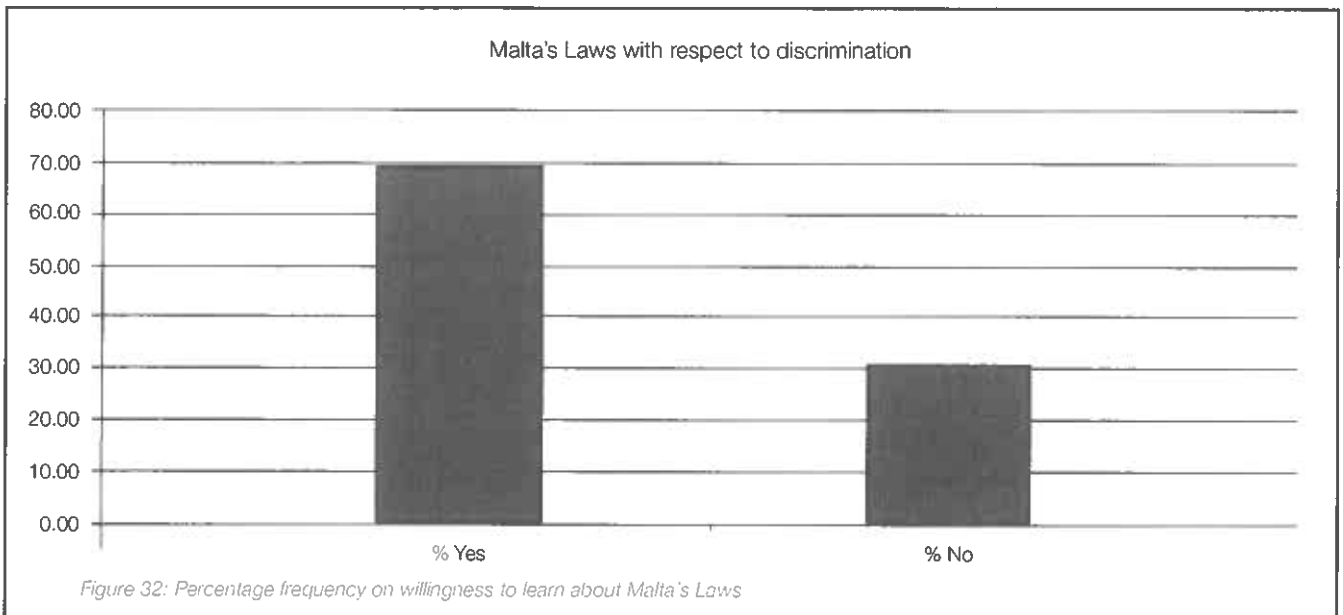
5.4 Youths' preferred learning media

The last section of the questionnaire focused on learning about equality and discrimination. They were thus asked if they wanted to learn more about five different aspects: Maltese Laws; the role of NCPE; the different services which NCPE offers with respect to discrimination; how to identify cases of discrimination; and how and where to report instances of discrimination.

It can be noted that the majority of the respondents would like to learn more about what laws in Malta regulate equality and discrimination, and what they say. In fact, the percentage of respondents who said 'yes' amounted to nearly 70%. This is definitely a positive response and should encourage NCPE to take up more initiatives aimed at youths, particularly those at post-secondary as well as at University level.

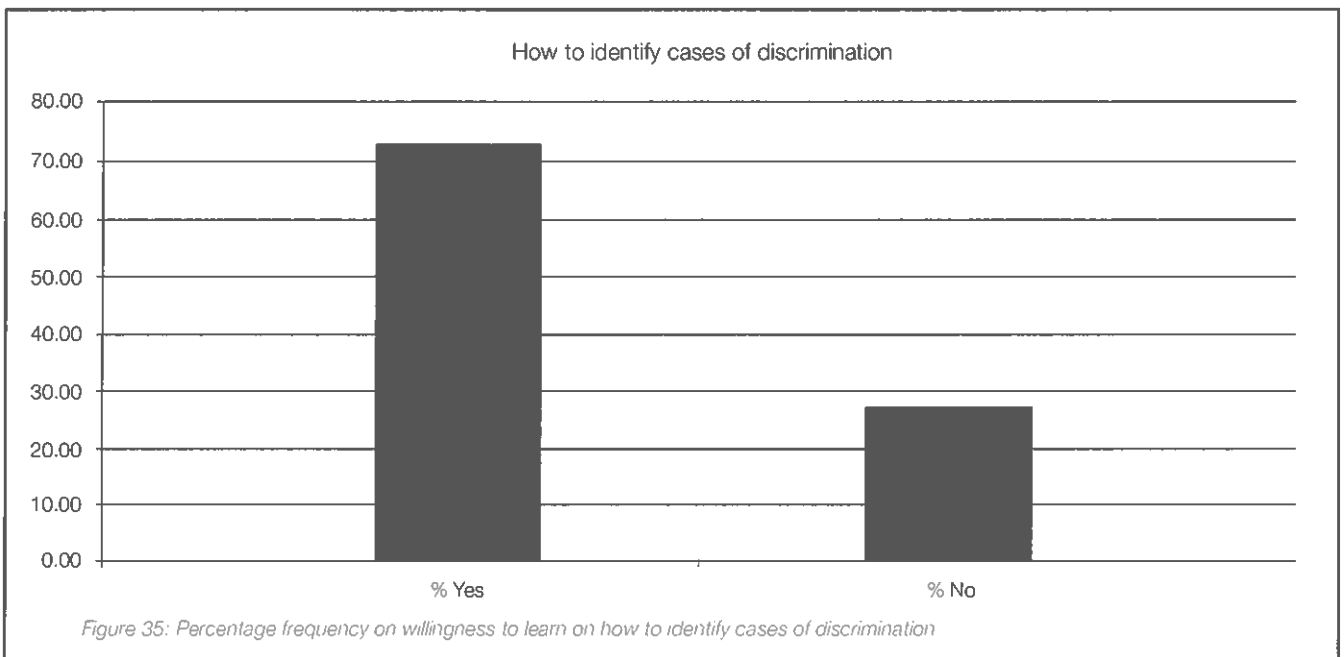
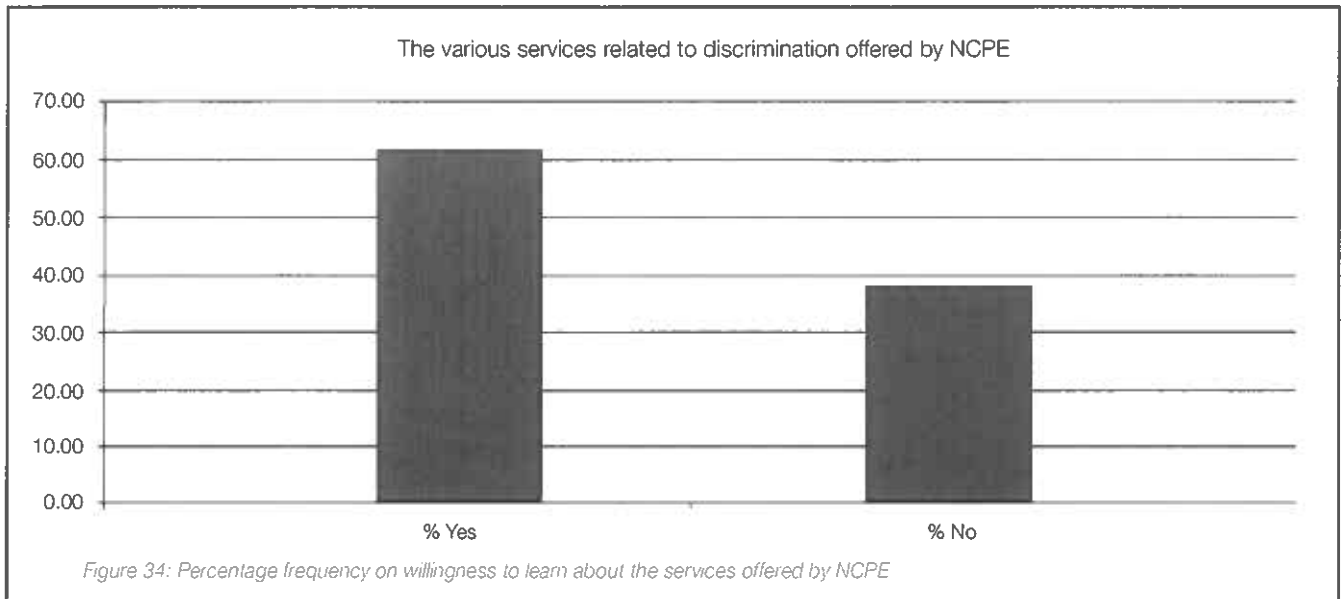
There was also a positive response with respect to learning about the role of the National Commission for the Promotion of Equality (NCPE). In fact, even though there was a tendency to reflect a lack of interest in NCPE in completing the survey, respondents are still willing to learn about NCPE on completion of the survey. It could well be that participation in the survey has promoted this interest. A similar rate of response was obtained with respect to the services offered by NCPE as shown below.

There is great interest by the respondents to learn more about how to identify cases of discrimination as well as where and how to report such cases. This reflects a willingness by the respondents to be



knowledgeable in order to be able to take action. Differences in trends across gender can be examined. It can be noted that the willingness to learn about different aspects of discrimination is present across genders. However, in the case of learning about Maltese laws, males are less willing to know more than females, even if the trend remains yes for both genders. This trend is present across all the examples of learning provided, with it being more evident in the case of role of NCPE and where and how to report cases of discrimination. This shows that there is an overall more positive disposition to learn about discrimination among females than males. It could also reflect the greater interest in the issue among the female respondents.

It can also be noted that the willingness to learn about different aspects of discrimination is present in all three groups of respondents: post-secondary students; university students; as well as those in employment. University students express a slightly greater willingness to learn about issues related to discrimination more than the other groups. This is consistent with other trends obtained where university students have shown a greater sensitivity with respect to various aspects of discrimination earlier on in the analysis. On the other hand, post-secondary students expressed the least degree of willingness. Nonetheless, there is fertile ground for NCPE to invest in training about NCPE and the services and support that it offers with all three groups of youths included in the



study. These are really promising results indeed. This is particularly so in this day and age, there are many issues and activities competing for attention. Discrimination and learning about discrimination is considered as worth investing time to learn about and NCPE should grab this opportunity.

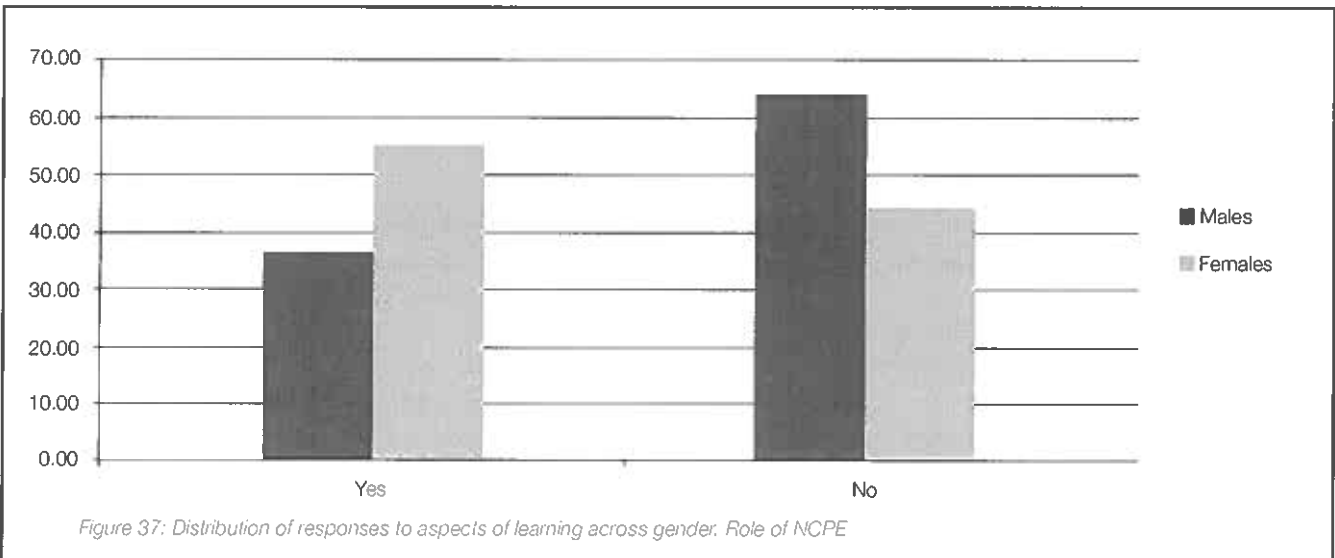
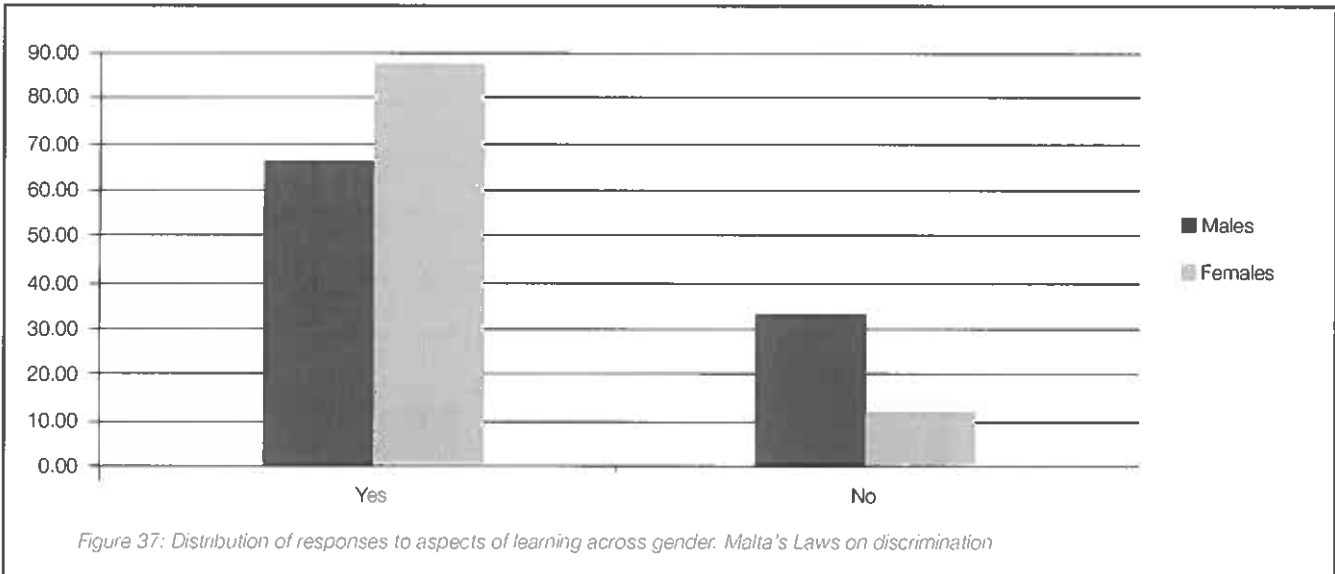
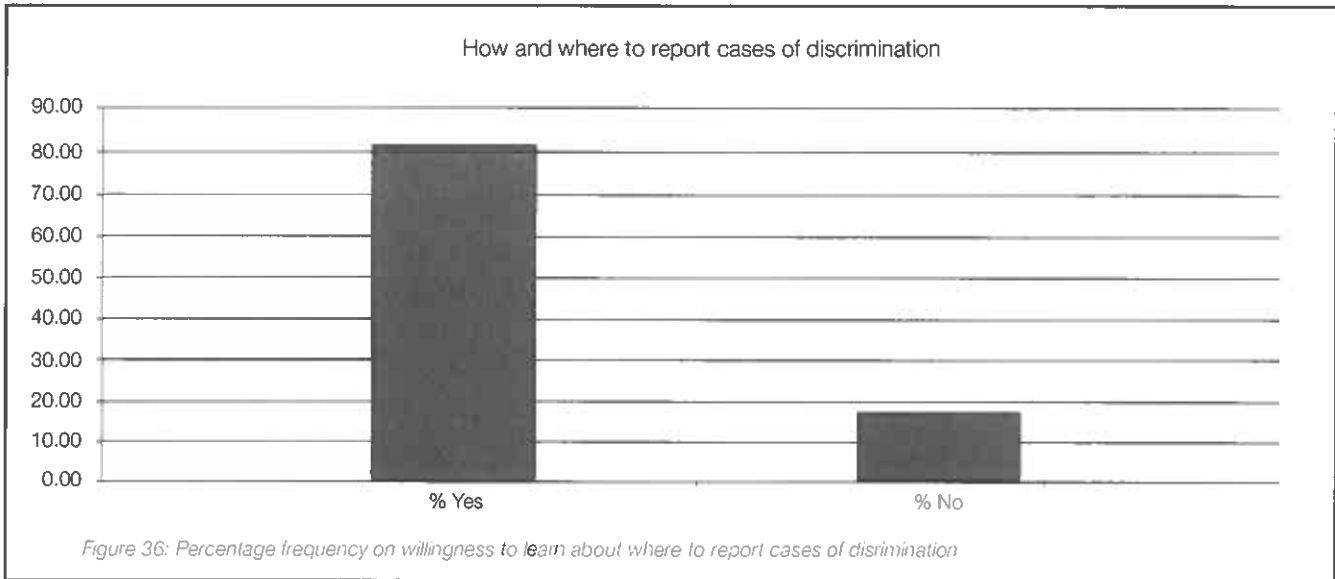
Youths' preferred media for learning about equality and discrimination

The last item in the survey probed which media the respondents preferred from those which are used in today's reality, particularly by youths. Eight different types of ways of

receiving information were given as examples. The frequency of the responses obtained are given in the figure below.

It can be noted that the most preferred media to learn about equality and discrimination by the youths participating in the study is the internet, with over 90% indicating that they would use it.

On the other hand, the media which were disliked by more than half of the respondents included the use of sms as well as the use of leaflets and newspapers. On the other hand, they are also positive and like the use of posters, facebook and TV programmes. It appears that the younger generation



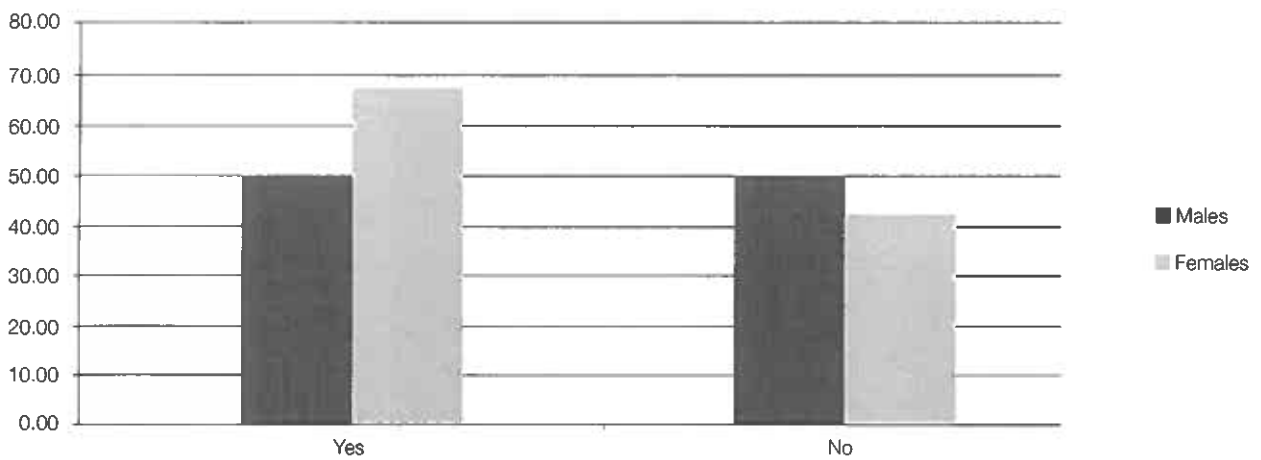


Figure 37: Distribution of responses to aspects of learning across gender. Services of discrimination offered by NCPE

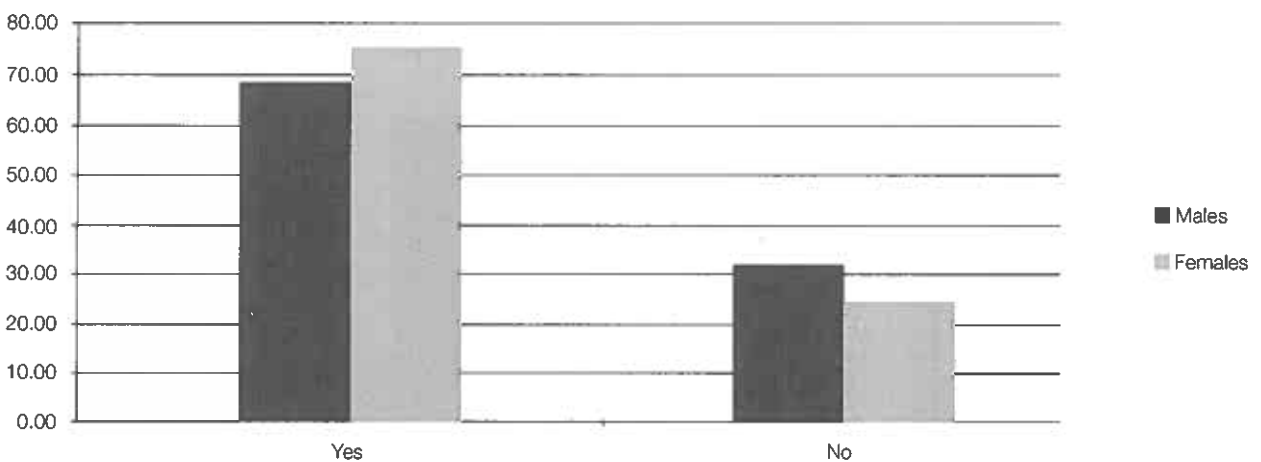


Figure 37: Distribution of responses to aspects of learning across gender. How to identify discrimination

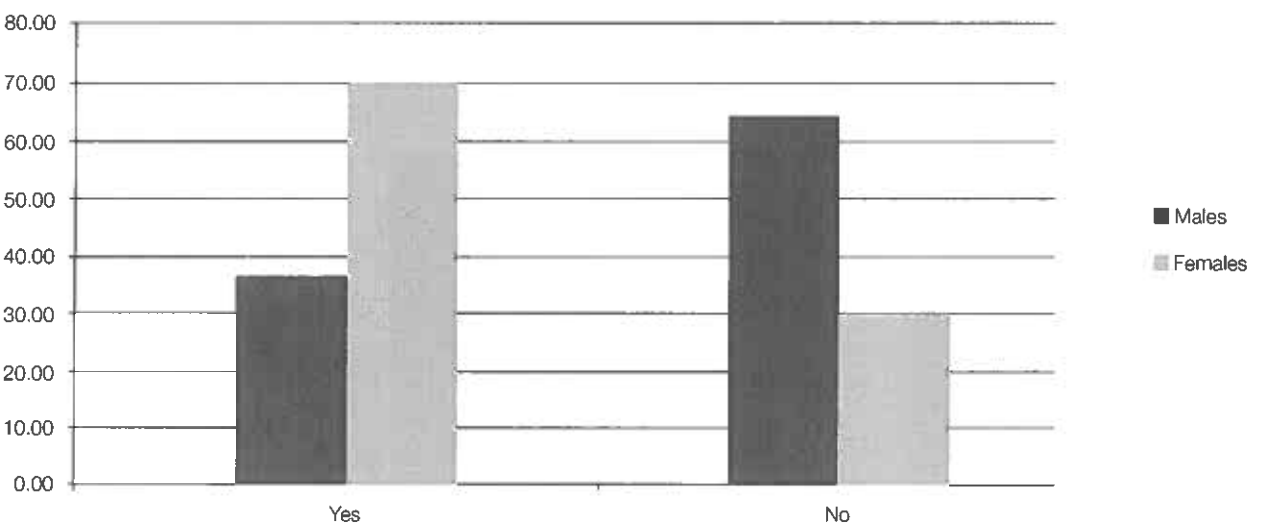
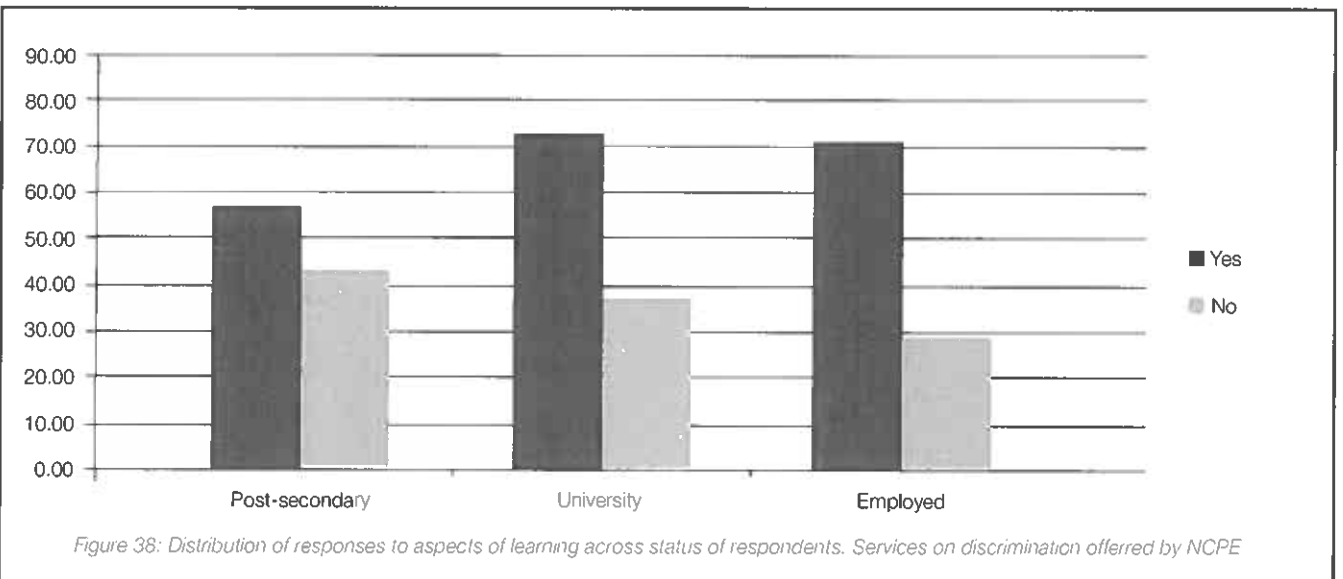
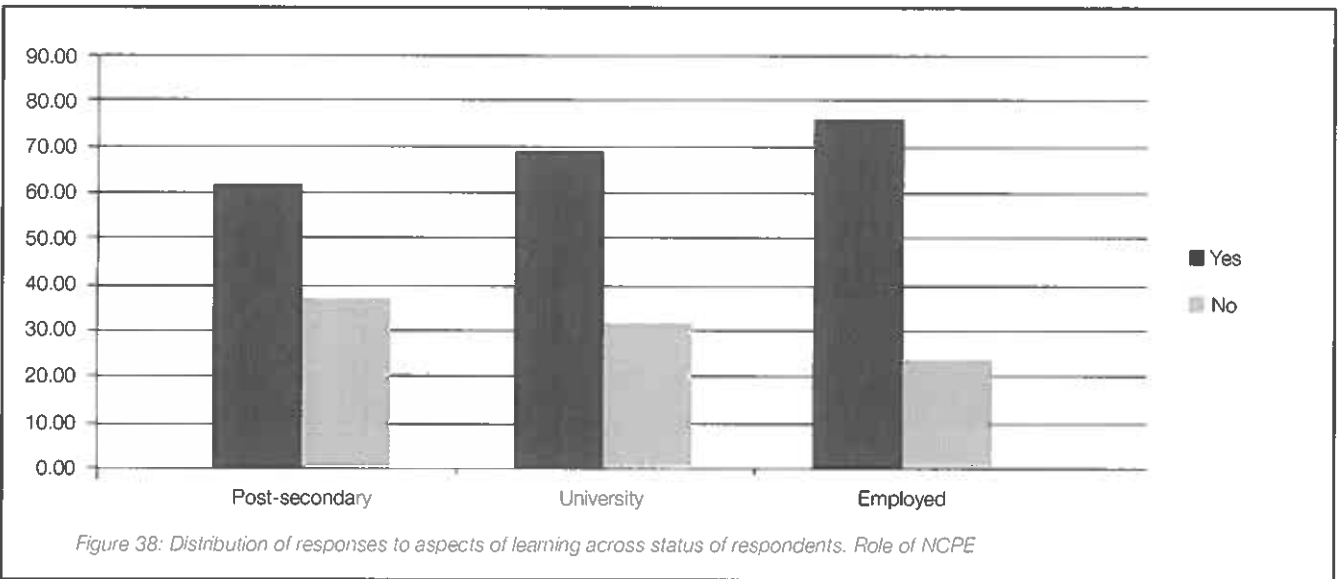
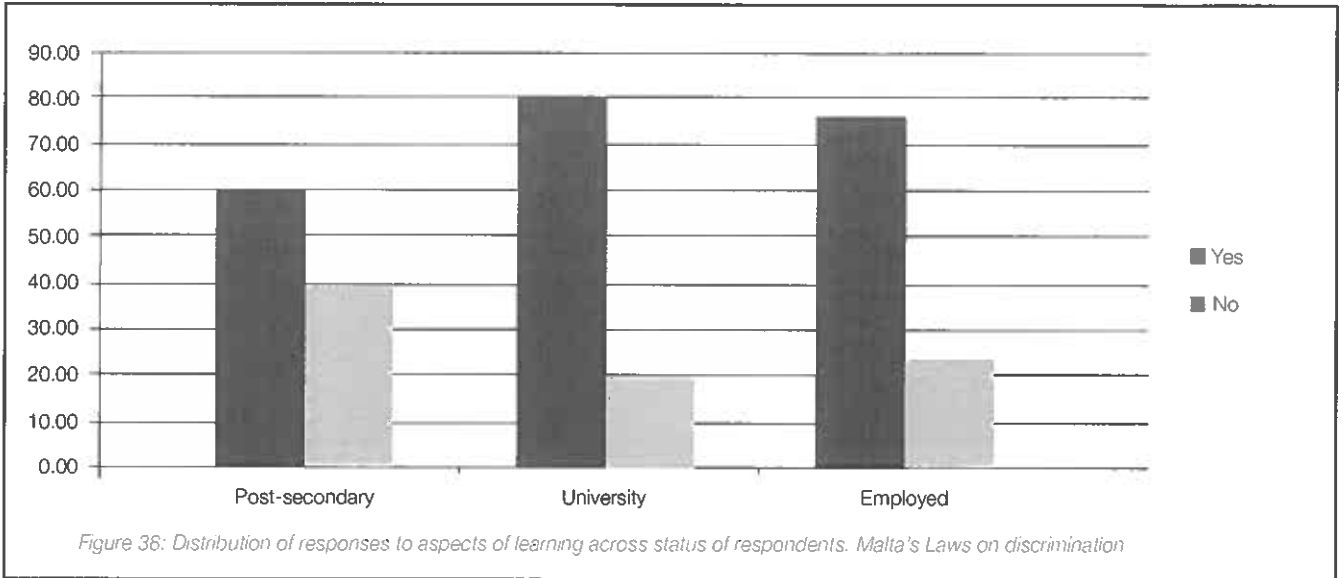
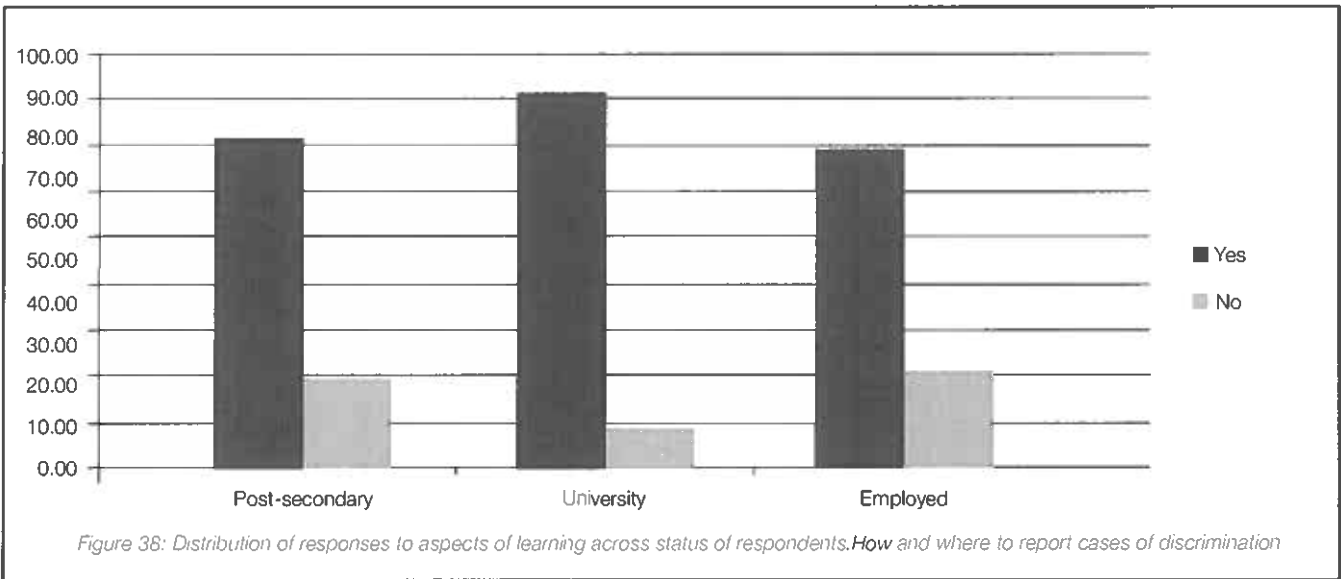
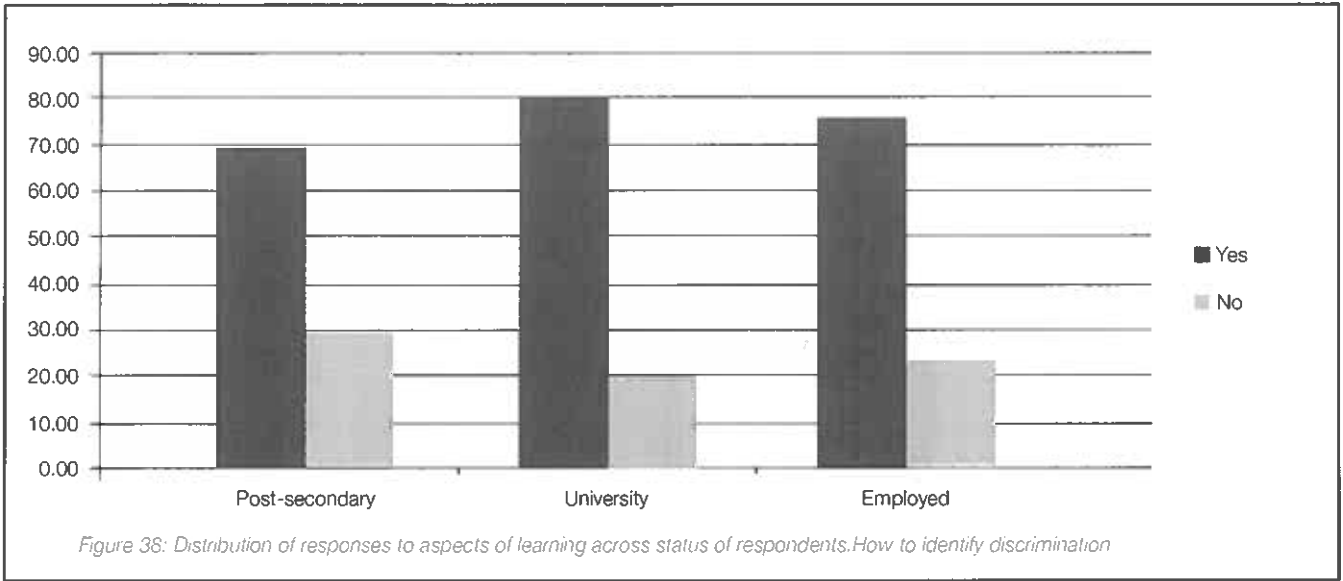


Figure 37: Distribution of responses to aspects of learning across gender. Distribution of responses to aspects of learning across gender





does not like to read traditional texts with few visuals. This should also be kept in mind when deciding how to reach and educate youths, particularly those in post-secondary education and at university about equality and discrimination.

When one looks at the gender preferences, slight differences in how much they prefer a particular type of media is observed. While both genders prefer or dislike the same types of media, there is a stronger preference for the use of internet and TV among males, while females tend to prefer more YouTube and the printed material such as leaflets and newspapers. The most preferred media by both genders, however, remain the same and the internet and TV appear to be the strongest preferences.

The internet is also the most preferred media across post-secondary students, university students as well as those in employment. Post-secondary students also have a stronger preference than the rest for the use of facebook. University students tend to prefer printed media more than the other groups as they have slightly higher percentages in the case of leaflets and newspapers. They also tend to have a strong preference than the others for TV programmes, even if the internet remains the one preferred by the greatest percentage of respondents.

It can thus be concluded from the analysis of the last section of the questionnaire that the respondents to the study are willing to learn more about discrimination and the work of NCPE. It has also shown that the internet is the best media from where the respondents would want to learn about issues relating to discrimination.

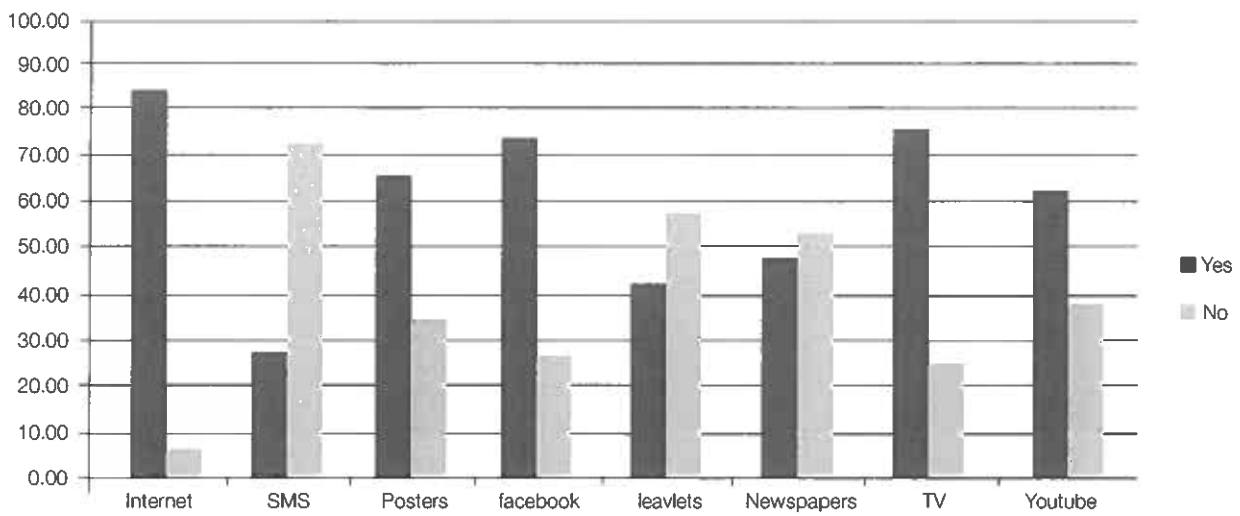


Figure 39: Percentage frequency of media preferred to learn about discrimination

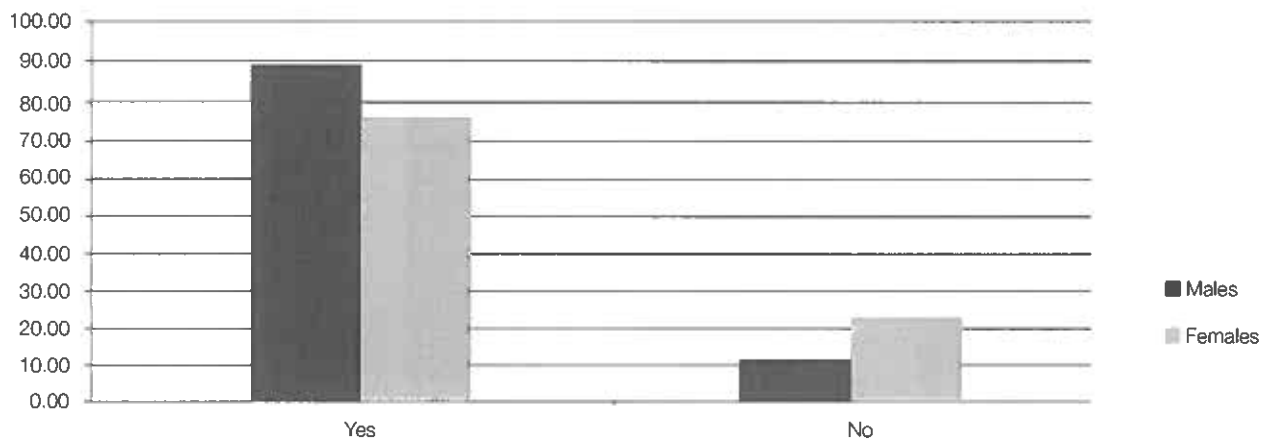


Figure 40: Percentage frequency of media preferred to learn about discrimination across gender. Internet

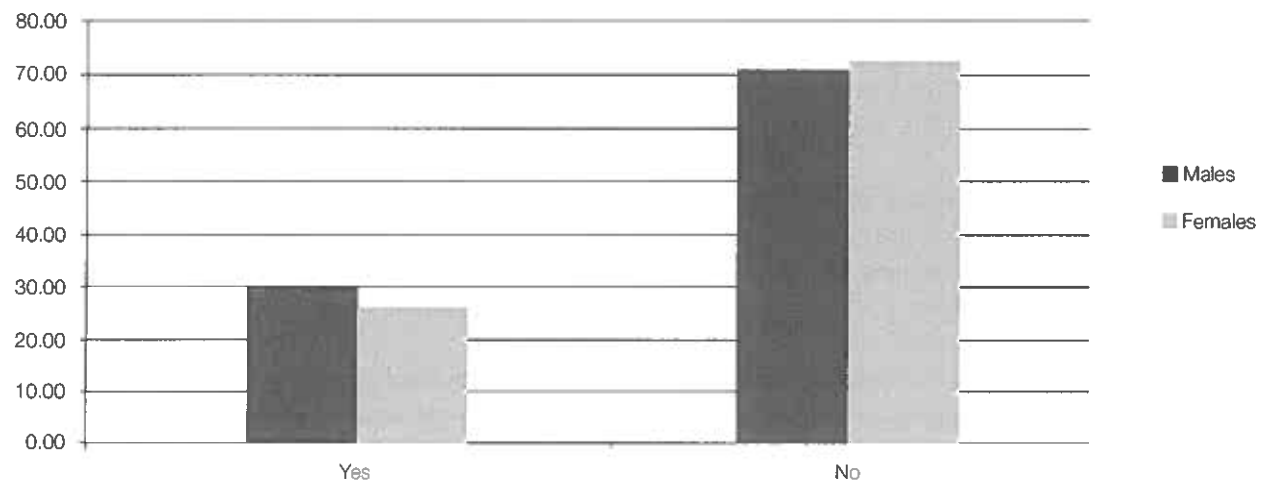
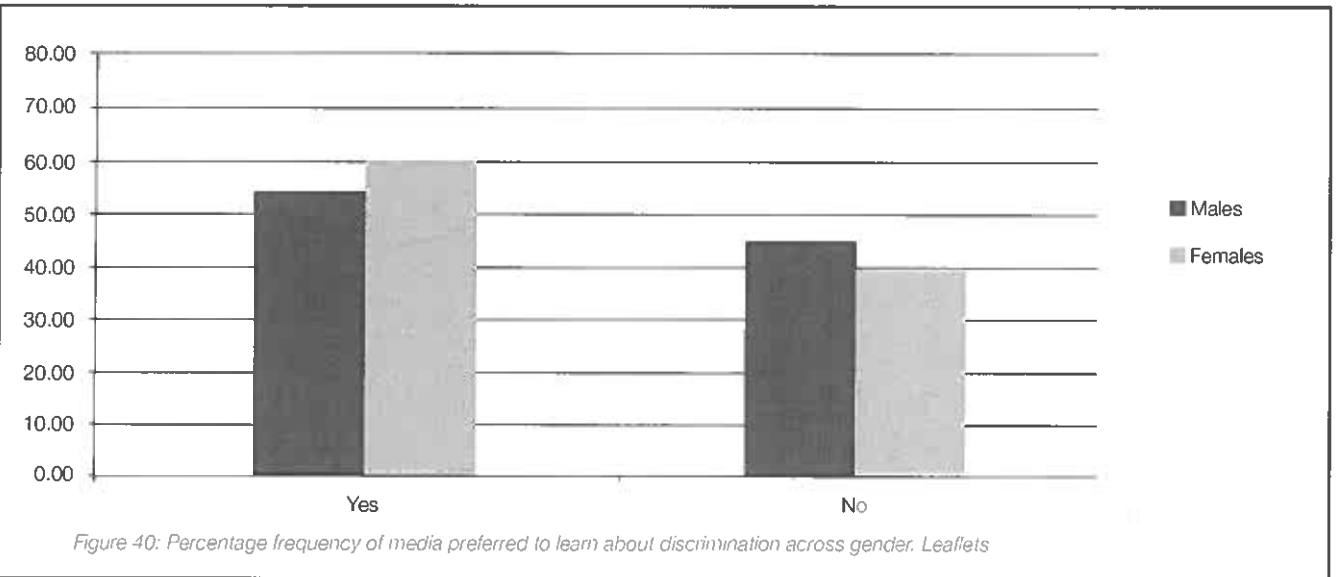
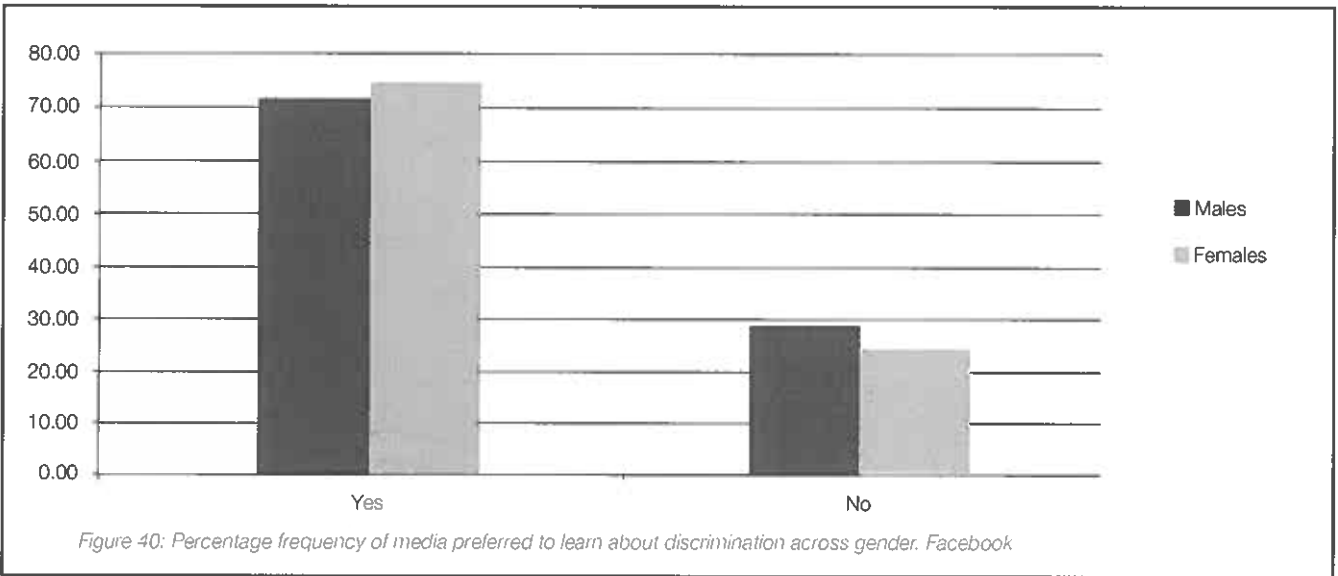
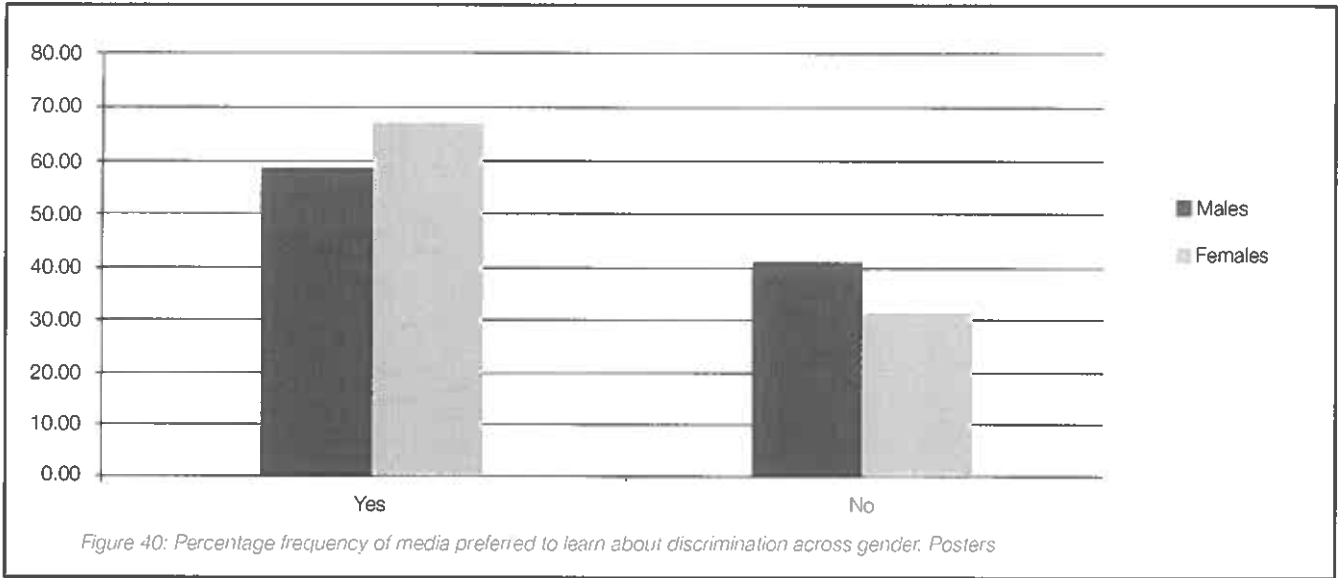
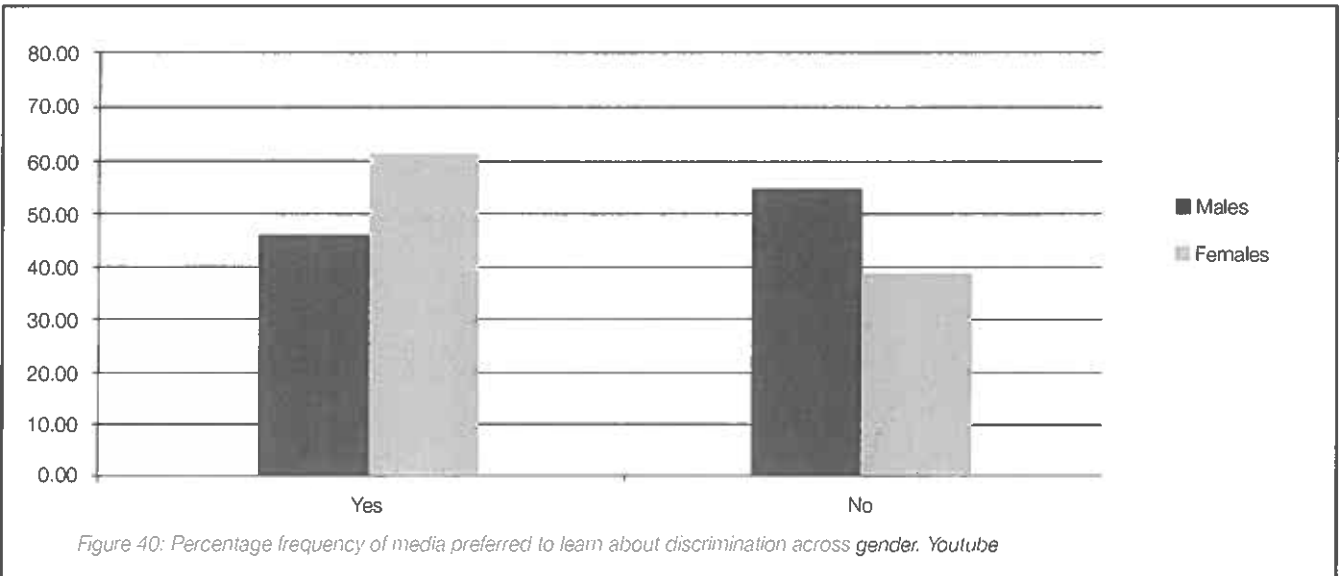
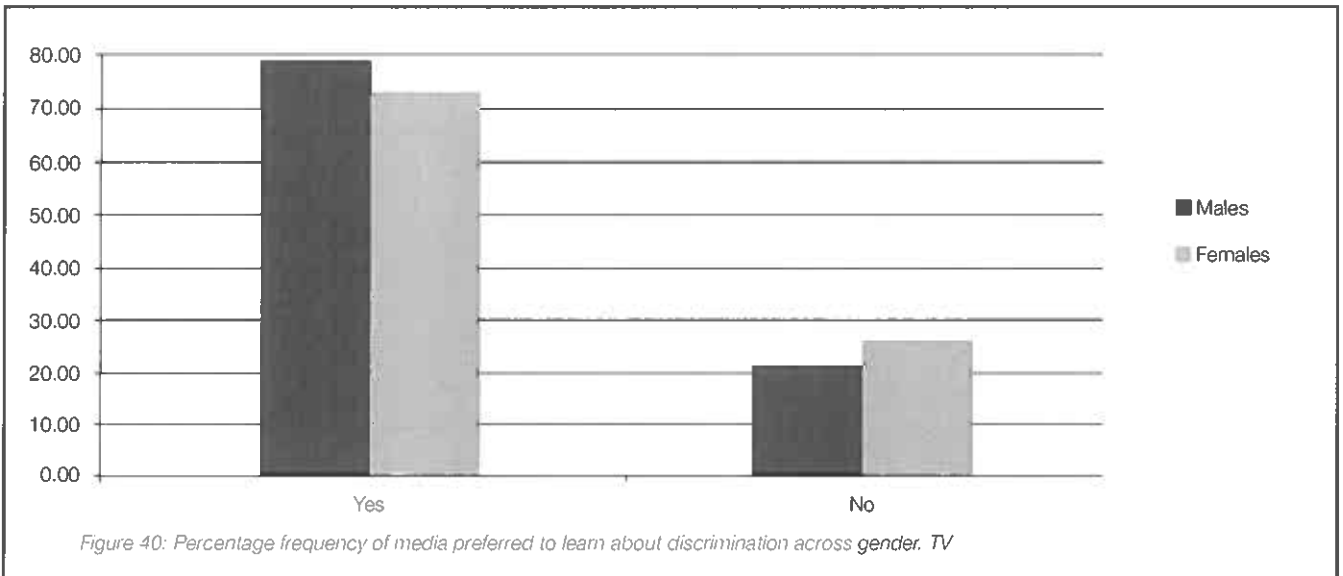
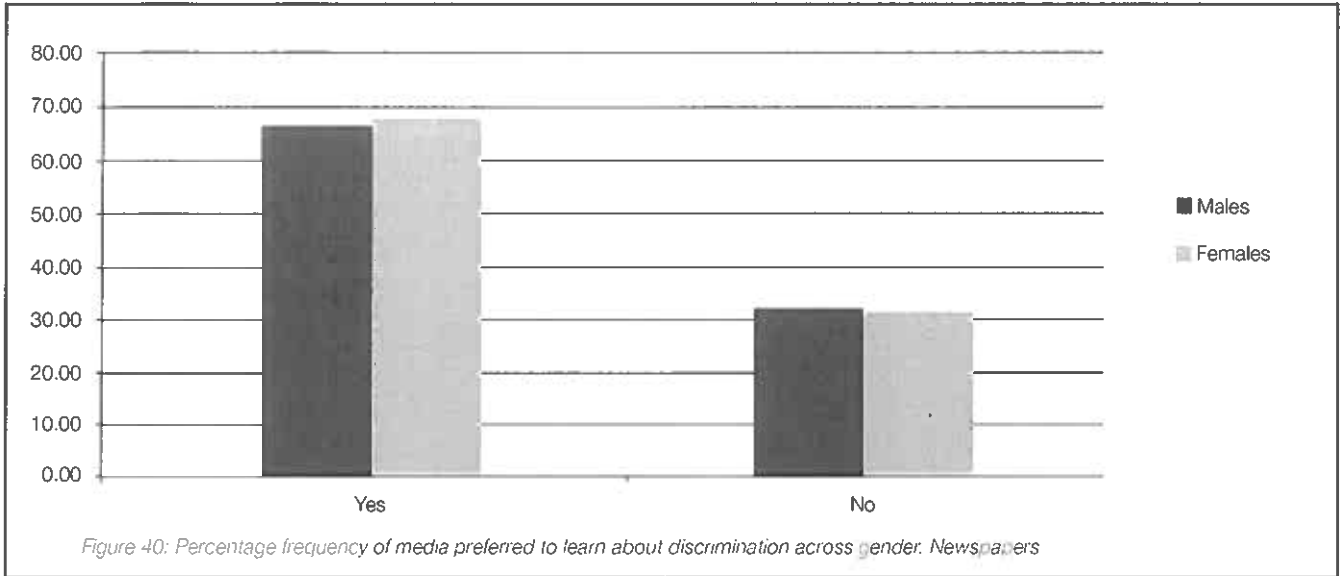
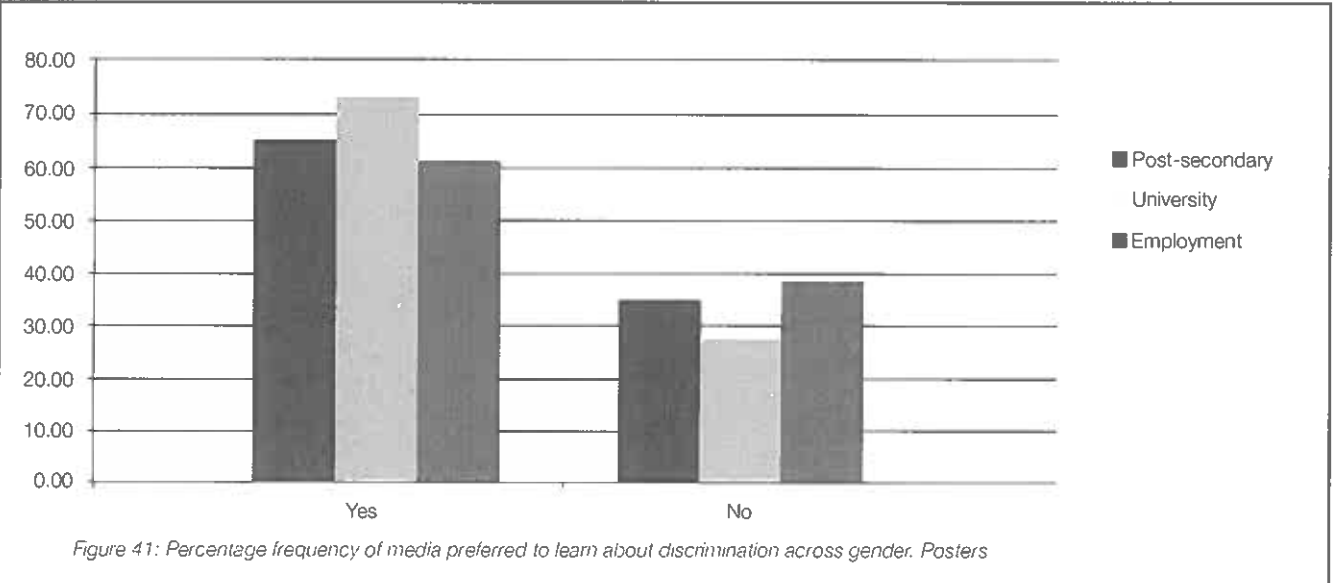
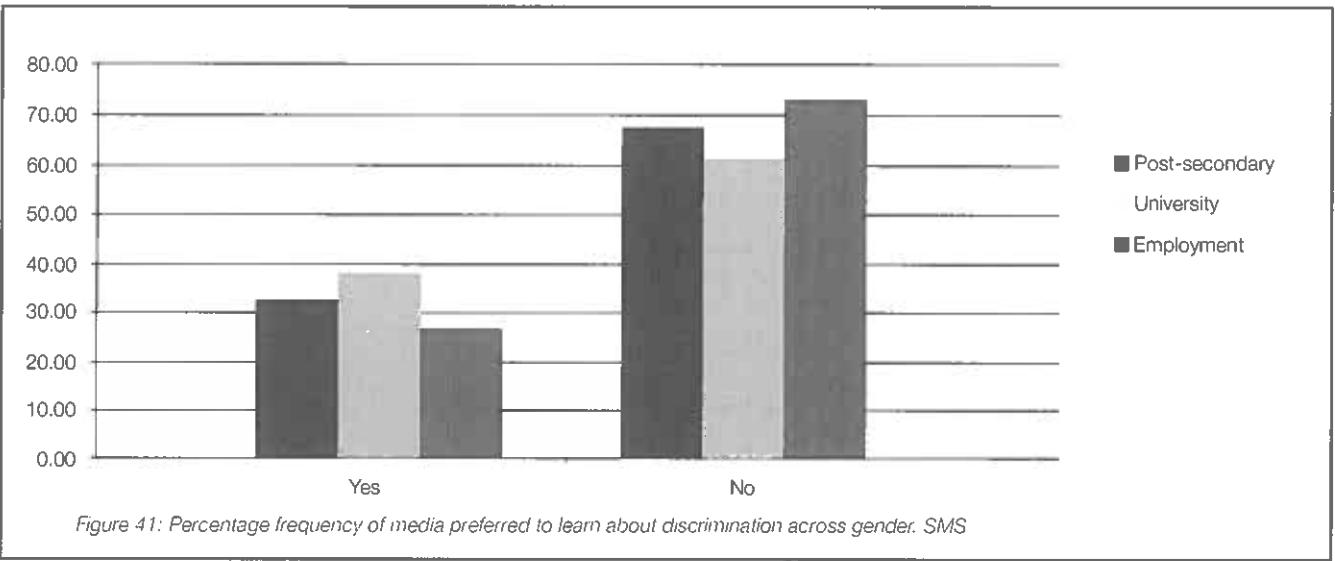
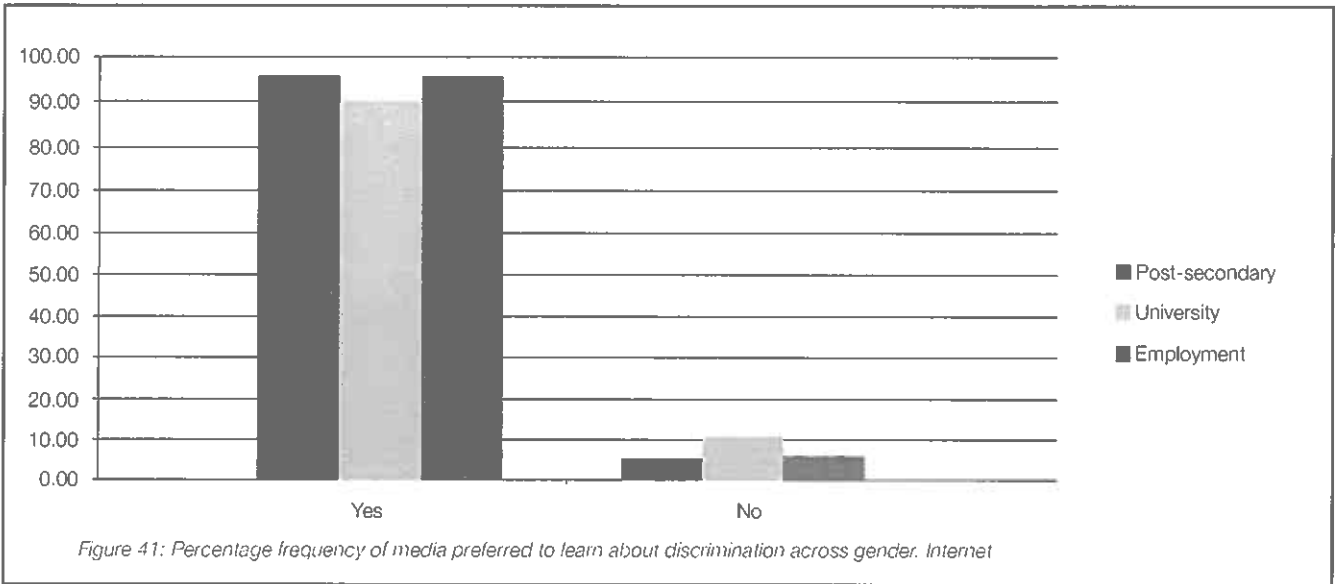


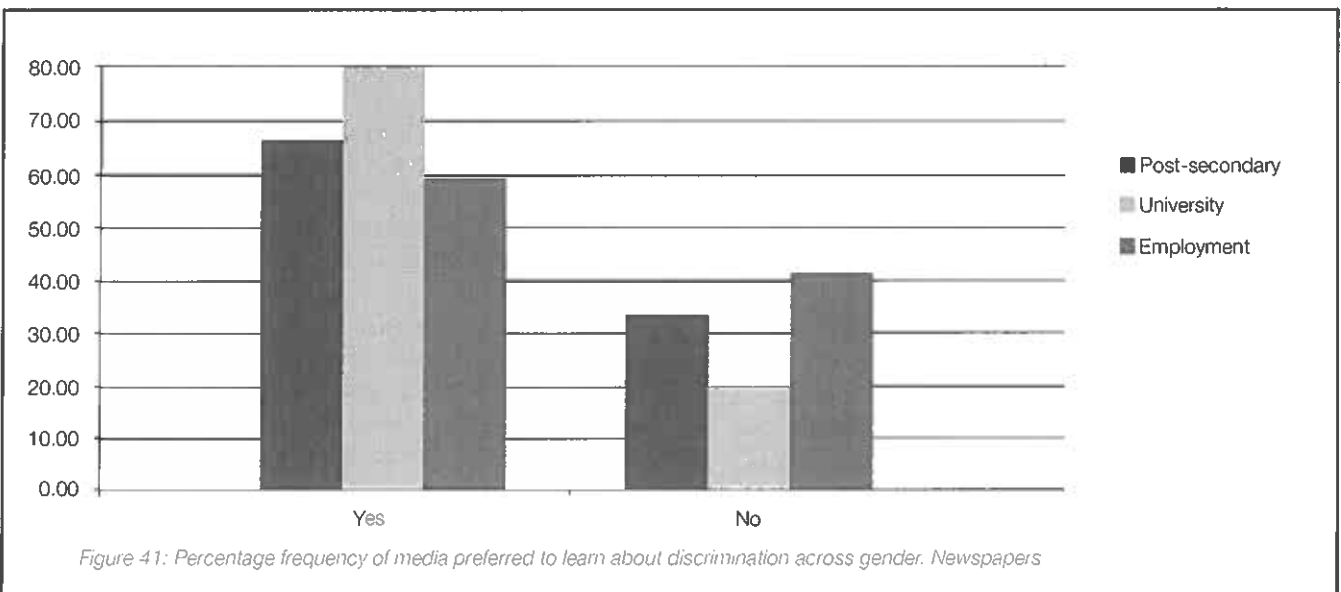
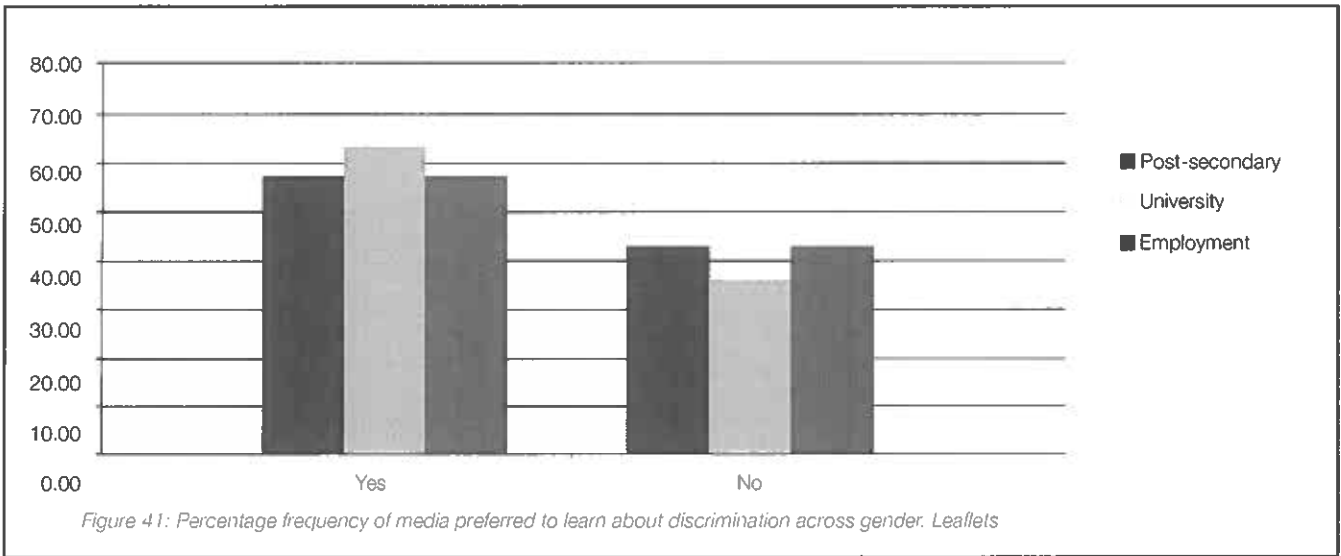
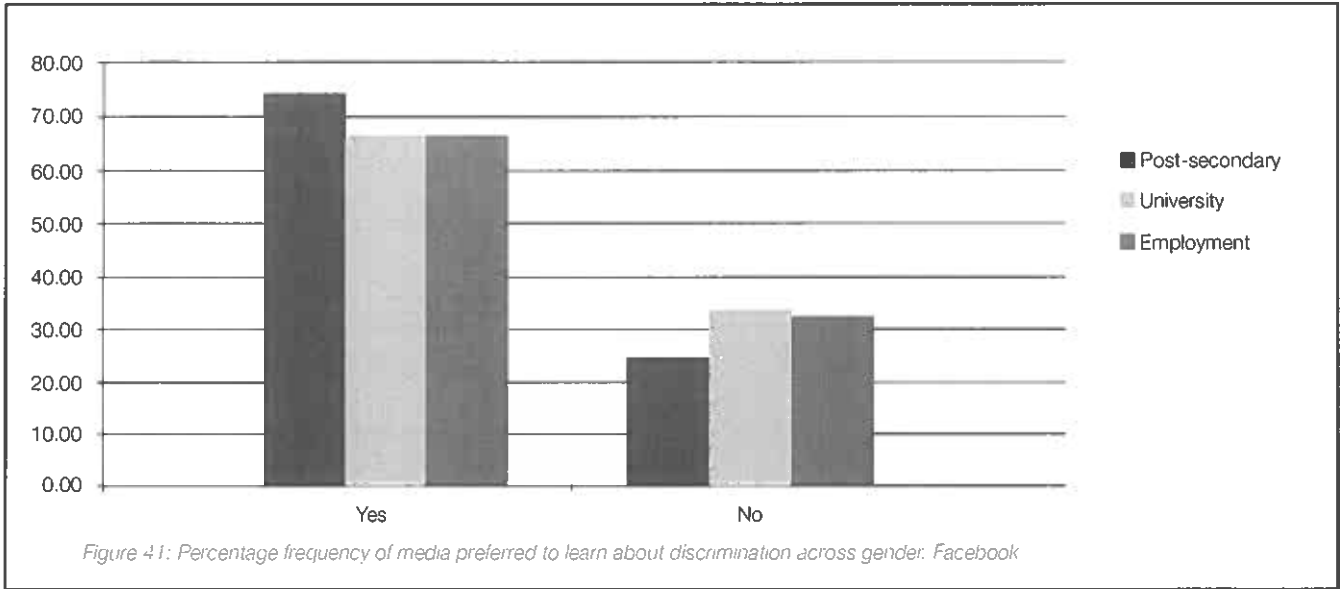
Figure 40: Percentage frequency of media preferred to learn about discrimination across gender. SMS











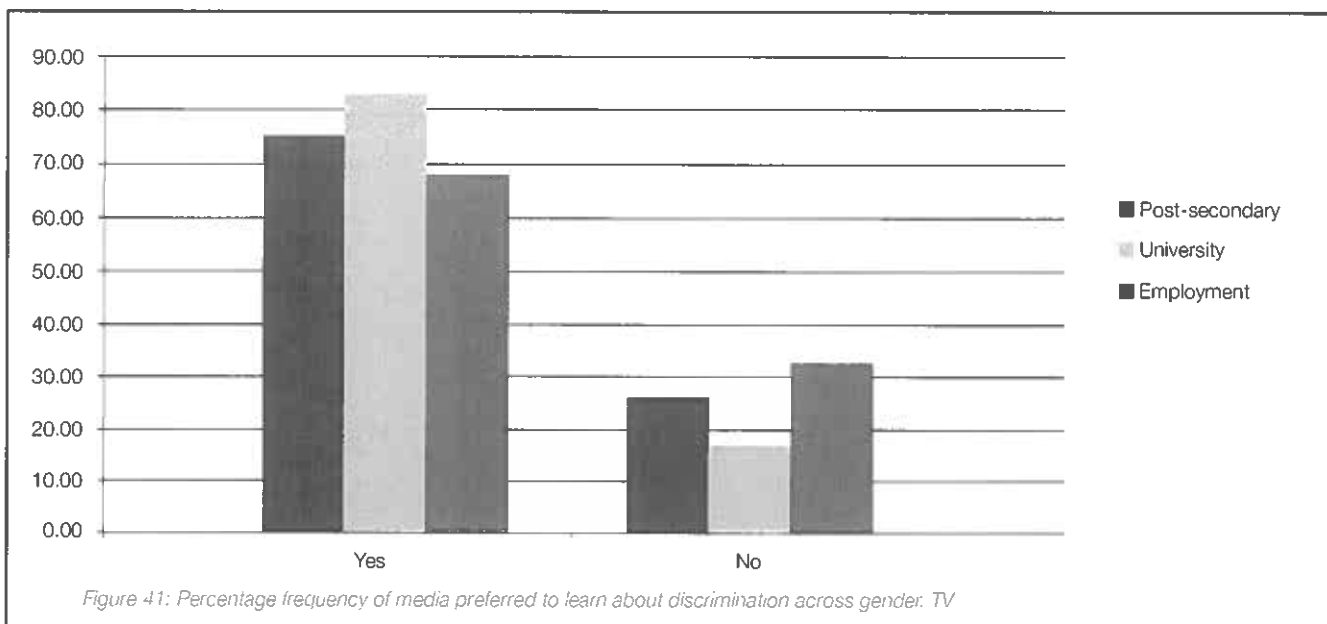


Figure 41: Percentage frequency of media preferred to learn about discrimination across gender. TV

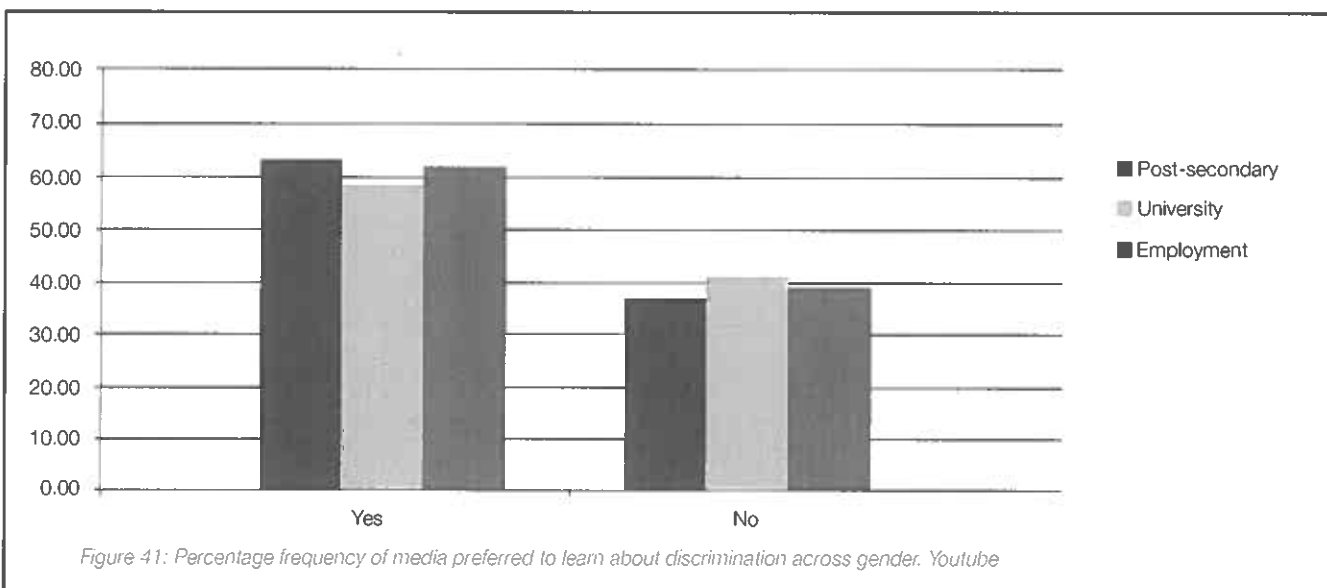


Figure 41: Percentage frequency of media preferred to learn about discrimination across gender. Youtube

6.0 Discussion of Results

The analysis of the survey has provided a number of insights with respect to discrimination and how particular groups of youths (those in post-secondary and tertiary education) consider, experience and witness aspects of equality and discrimination in society and their lives. The overall response is positive as there was a good degree of sensitivity to issues relating to equality and discrimination on all the six grounds, even if there are areas where further work needs to be done. This trend was obtained consistently across the whole survey analysis. More specifically, the research findings can be summarised to include the following:

- There is limited knowledge and awareness of NCPE and its role and work among the respondents. This has implications specifically to NCPE as it identifies areas and target groups for which it can take initiatives to disseminate information about its work and the services related to discrimination which it offers;
- Respondents declared a good degree of knowledge on equality and discrimination overall and particularly with respect to five of the six grounds. It is to be noted that there is less understanding and awareness of age discrimination. This is particularly relevant in an aging society where the percentage of aging people is increasing every year. Young people also need to learn more about age discrimination aimed at their own age group and how they can also be discriminated against when considered as 'young';

- Respondents declared a limited degree of knowledge on Maltese laws related to equality and discrimination. This is also an area where NCPE can contribute to help education young people in Malta. Youth organisations can also contribute as they have access to youths and can dedicate initiatives and energy towards educating young citizens about local legislation related to discrimination;
- Females tended to express higher levels of knowledge on equality and discrimination. It is not clear why this is the case but could reflect a greater interest and/or sensitivity of females to issues related to discrimination;
- Good contributions for defining equality and discriminations were obtained. However, there is not enough understanding that treating people the same may still lead to discriminatory situations. There is still need to educate young people about the wider meaning of equality and the need to adjust for diversity of groups;
- Respondents overall expressed positive values and attitudes – in promoting equality, accepting diversity, taking positive action for diversity as well as in combating discrimination. Nonetheless, while the basic understanding was widespread, there is still work which can be done to promote the wider view of equality. While many do not accept certain behaviours which are discriminatory, there is still need to help young people understand better and accept the concept of adjustment to diversity and the need for positive action in order to have equality which is sensitive to the different groups in society;
- Respondents experienced very few instances of discrimination and the most common were on the basis of age and gender. However, this may not necessarily mean that there is less occurrence of discrimination as it could be that young people tend to deny the existence of discrimination in order to avoid problems and difficulties. This was reflected in the amount of comments which played down discriminatory incidents which they admitted experiencing. So it could well be the case that the rate of discrimination experience was under-reported even in this study and that the respondents have suffered more discrimination than they are ready to admit;
- There was a tendency among those not reporting discrimination experienced to downplay the situation, while others were either afraid or did not know what to do. The various reasons given for not reporting instances of discrimination, whether experienced personally or witnessed reflect young people's reluctance to tackle problematic situations. It is not enough to recognise a situation as unacceptable. There is also the need to take action and to ensure that the instance is not repeated again. A lot of work to educate and empower young people towards taking action still needs to be done;
- Respondents were witness to a good number of instances of discrimination, mainly on ethnic group/skin colour and sexual orientation. These two grounds appear to be the most common occurrences. This was particularly the case with ethnic groups when Malta was experiencing large numbers of immigrants arriving from Africa. It highlights that these are two forms of discrimination which need to be tackled in order to reduce their occurrence;
- Respondents who did not report instances of discrimination witnessed often did so due to lack of knowledge of what to do and where to go as well as lack of self-confidence. This has implications to both NCPE and those organisations working with youths. Young people need to be educated about discrimination and what is acceptable and not acceptable. They also need to understand the need to adjust to diversity and to take positive action with respect to those groups which may be at a disadvantage. However, it is not enough to know what one can do. Young people need to develop self-esteem and self-confidence to be able to stand up and take action. Organisations working with young people can help young people to have the strength to tackle such instances when they arise;
- Many of the examples of good practice given related to the school context. This shows how young people need to be exposed to other areas of society besides schooling. This is particularly important as otherwise it would be difficult for young people to understand and act in situations arising outside the school context when they are adults;
- Respondents were quite aware of actions taken to include people with disabilities. It appears that efforts by government to promote the inclusion of persons with physical and mental disabilities has served to promote tolerance and acceptance within society. It can serve as an example of good practice when aiming to work on the other grounds of discrimination;
- Respondents expressed a wish to learn more about equality and discrimination, NCPE's role and services as well as what to do to report cases of discriminations. This reflects a recognition by the respondents that they do not know enough about issues relating to equality and discrimination and that they are

willing to be educated in order to be better citizens and to know what to do on encountering instances of discrimination; and

- The internet was considered a good way to learn about discrimination by the great majority of respondents. It comes as no surprise that young people prefer to use the internet in order to learn more about certain issues. This is the main mode of communication and for finding information. It is thus important for NCPE and youth organisations to keep this in mind when designing educational material aimed at young people.

It can be concluded that the survey provides quite a positive view of the situation. One must, however, always be cautious in the conclusions drawn. One must always keep in mind that the majority of respondents were mainly post-secondary students at Junior College or studying at University. This means that the opinion of those youths who have a higher education have been captured. Those students with low literacy and educational level were too few in number to influence the overall results. Thus, one needs to be aware that the findings do not apply across the whole youth population but more to specific groups, particularly those still in education.

Some recommendations and potential for action related to equality and discrimination

It can also be concluded that most of the work done through initiatives and campaigns promoting equality and combating discrimination have had a good degree of effect in that many are those youths who are knowledgeable and sensitive to the issue. The study has, however, also identified lacunae which exist and where action needs to be taken. In the case of young people, various entities can work to improve understanding and acceptance of equality and diversity. NCPE is the main official government organisation involved in combating discrimination and promoting equality. However, organisations working with youth can also contribute to helping young people develop desirable attitudes for a diverse society. Actions that may need to be taken as a result of this study include:

- Making youths aware of the existence of NCPE and its role. It is important for NCPE to extend the dialogue among youth with respect to equality and discrimination, and go beyond the issue of identifying and highlighting unacceptable behaviours and practices. NCPE can now focus on promoting a wider view of equality and acceptance of diversity, where it is possible to also promote positive action in response to the different needs by different groups;

- Disseminating information about the services which NCPE provides. NCPE can also embark on initiatives where it publicises among young people the type of services and support which they promote. It also needs to focus on disseminating knowledge among students about how and where to report cases of discrimination. There is potential for NCPE to target educational institutions directly in order to reach as many young people in education as possible;
- Investing in initiatives and projects which work on the self-esteem of youths such that they will have the courage to report cases of discrimination. This recommendation is not directed only at NCPE but also to many youth organisations whose remit and mission is that of enhancing the growth and development of young people into responsible citizens;
- Invest in good information on the NCPE internet site as this may attract youths to read and learn about equality and discrimination. It was evident that many of the young people responding to the survey stated that they prefer the internet in order to find information and learn about discrimination. This makes it very important that relevant and reader-friendly information is present on the NCPE website, and that the information is presented in an attractive way to promote greater readership; and
- Invest in the use of media preferred by the respondents to educate about equality and dissemination. There are various media which young people prefer over others. When planning initiatives and awareness campaigns, NCPE as well as youth organisations should keep in mind which media young people use and prefer and to use these media when reaching out to this target group.

Areas for further research

The survey has provided many answers and insights with respect to the understanding and attitudes towards equality and discrimination by particular sectors of youths. The survey, has also led to asking further questions which may be answered in other future research exercises. Areas for further research identified include:

- Quantitative study which focuses on youths with low educational level to compare their view with those in post-secondary education and others;
- Qualitative studies to identify in what contexts and instances do youths experience and witness cases of discrimination;

- Qualitative study on what motivates some youths to discriminate against particular groups;
- Developing and evaluating activities which serve to teach youths effectively on what action to take in cases of discrimination

Those reading this report would probably have further potential research projects and research questions to set for further research. The area of equality and discrimination in Malta still needs to be better understood and this study has just scratched the surface. Hopefully, it will also act as a stepping stone for further research leading to greater understanding.

Final Remarks

In concluding this research report, I would like to quote a comment made by one of the respondents in providing an example of good practice for promoting equality and which makes the work of all those in the sector valid and valuable, however little their impact or contribution may be.

What we are doing is just a drop in the ocean.
But if that drop was not in the ocean, think that the ocean would be less because of that missing drop.

ANNEX 1: Questionnaire used in study

SURVEY with Youths on Discrimination:

Section A: Personal Details

1. Indicate your gender:

- Male Female

2. Please indicate your age range

- 16-20 years 21-25 years 26-30 years

3. Status

- Full-time employment Part-time employment
 In Education Registered unemployed
 Other

4. If in employment, please indicate your type of work:

- Professional Administrative
 Technical Unskilled

5. If in education indicate which institution you are attending:

- Vocational (MCAST/ITS)
 Junior College/Higher Secondary
 Tertiary (University)

6. What is your highest level of education at this moment?

- No qualification
 O/SEC standard
 A Level/Matriculation
 First Degree
 Post-Graduate level Degree
 Other

Section B: Understanding of Equality and Discrimination

7. How much do you know about:

	Nothing	A little	Average	Quite	Quite a lot
the National Commission for the Promotion of Equality (NCPE)?					

8. How much do you feel that you know about equality?

	Nothing	A little	Average	Quite	Quite a lot
a. Overall					
b. on the basis of gender					
c. on the basis of age					
d. on the basis of religious belief					
e. on the basis of sexual orientation					
f. on the basis of ethnic origin/skin colour					
g. on the basis of disability					

9. How much do you feel that you know about discrimination?

	Nothing	A little	Average	Quite	Quite a lot
a. Overall					
b. on the basis of gender					
c. on the basis of age					
d. on the basis of religious belief					
e. on the basis of sexual orientation					
f. on the basis of ethnic origin/skin colour					
g. on the basis of disability					

10. How much do you know about Maltese Law which tackles issues of equality and discrimination on the basis of:

	Nothing	A little	Average	Quite	Quite a lot
a. gender?					
b. age?					
c. religious belief?					
d. sexual orientation?					
e. ethnic origin/skin colour?					
f. disability?					

11. In the space below write one sentence about what you understand by

a. 'equality'

b. 'discrimination'.

12. Consider the following statements and indicate how much you agree/disagree with them.

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
a. A person should be allowed to work beyond the age of 65.					
b. A woman was given the job even though there were 5 male applicants.					
c. Bars in Paceville should let black people enter.					
d. Schools should do more to support the participation of learners with disabilities in the classroom.					
e. Men with young children should be allowed flexible working hours.					
f. Gay and lesbian couples should not display their affections in public.					
g. Women should stop working when they have children.					
h. People who are gay or lesbian should be allowed to marry.					
i. Information about government services online should also be in the immigrants' language					
j. Young people at the age of 16 should be given the right to vote.					
k. People with intellectual disabilities should not be in mainstream schools.					
l. The Catholic faith should be taught in all schools.					
m. The skin colour of a person should not influence the outcome of a job interview.					
n. It is appropriate that more girls than boys do home economics in school.					
o. All buildings should be accessible to persons with disability.					
p. Black people should see special doctors at the polyclinic.					
q. A job should first be offered to a Catholic first and not to a Muslim					
r. Workers should be encouraged to continue with their studies even if they are over 40 years old;					
s. Employers in Malta should respect their Muslim's employees' feast days.					
t. Those men/women who feel the need to carry out a sex change should be supported by government.					

Section C: Your experience of equality and discrimination:

13. Have you ever personally experienced discriminatory behaviour towards you due to your?

	Never	A few times	Every now and again	Often	Regularly
a. of gender?					
b. age?					
c. religious belief?					
d. sexual orientation?					
e. ethnic origin/skin colour?					
f. disability?					

14. If you experienced discrimination: did you:

a. do nothing about it?

Why? _____

b. reported it:

To whom? _____

c. shared it with others

with whom? _____

why didn't you report it? _____

15. Have you ever personally witnessed discriminatory behaviour towards others due to their?

	Never	A few times	Every now and again	Often	Regularly
a. gender?					
b. age?					
c. religious belief?					
d. sexual orientation?					
e. ethnic origin/skin colour?					
f. disability?					

16. If you witnessed discrimination: did you:

a. do nothing about it

Why? _____

b. reported it:

To whom? _____

c. shared it with others
with whom? _____

why didn't you report it? _____

17. With respect to discrimination based on either gender/age/religious belief/sexual orientation/ethnicity or skin colour/disability give ONE EXAMPLE where steps were taken:

a. to prevent discrimination?

b. make adjustments for diversity?

c. to advance equality for people?

Section D: Information about discrimination

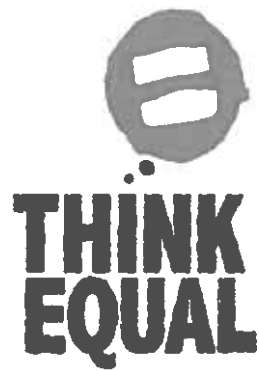
18. Please indicate whether you would like to learn more about the following:

	Yes	No
a. Malta's Laws with respect to discrimination		
b. The role of the National Commission for the Promotion of Equality (NCPE)		
c. The various services related to discrimination offered by NCPE		
d. How to identify cases of discrimination		
e. How and where to report cases of discrimination		

19. Indicate your level of preference of the media used to receive information about discrimination:

	Yes	No
a. Internet		
b. sms		
c. posters		
d. facebook		
e. leaflets		
f. newspaper articles		
g. TV Programme		
h. YOUTube		

Above
all
we're
human



This project is supported by the European Union Programme for Employment and Social Solidarity PROGRESS (2007-2013). This programme is implemented by the European Commission.

This information does not necessarily reflect the opinion or the position of the European Commission.

