Rights,
not charity

Guidelines towards an inclusive
society and a positive difference
in the lives of Maltese and Gozitan
disabled people

KNPD

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1987-2007

National Commission Persons with Disability
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2007 – European Year
of Equal Opportunities for All

EUROPEAN UNION

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Message from the Hon Dolores Cristina
Minister for the Family and Social Solidarity

Towards a better quality of life for persons with disability

Maltese society has always been enriched with people willing to give up their time to be of service to other people who, for one reason or another, need assistance and support.

Over time we have seen how voluntary work has become deeply rooted in Malta and Gozo. Volunteers have undertaken crucial work in various areas, mainly in the social sector, especially working with disabled people and their families.

More than ever before, during the past twenty-five years, we have not only seen a strong growth in services and benefits for disabled people, but a substantial increase in the number of voluntary organizations. These organizations, services and benefits, all have one aim - that of bettering the quality of life of disabled people and their families, and being of service to the disability sector in general.

During the course of their work, these organizations often make use of the media: newspapers, radio, television, and nowadays information technology and the internet. The work between non-government organizations and the media has a number of aims, such as attracting new members, advertising activities, educating about the different areas of disability, as well as organising fund raising events.

It is here that I see the greatest need for this publication. Without any doubt, the way the media projects disabled people, and the way organisations talk about the different areas of disability may leave a lasting effect, be it good or bad, on the way people think.

It is therefore important to reflect on the consequences of words, pictures, or stories which are published or broadcast. We must remember that the biggest consequences of our words and deeds will be borne by disabled people and their families.

Rights, not charity – I must admit that at first I found the title of the manual rather harsh. Not because charity in itself is wrong. Not at all – however this manual reminds us that the way we do an act of charity, and the way we look at a person who receives charity, may make the difference between a gesture of love and solidarity and one that is cold and indifferent.

On the other hand, the manual shows that the word 'rights' refers to the sense of equality among us, with a much wider meaning now that even the United Nations has adopted the Convention on the Rights of Persons with Disabilities, which Malta has already signed and is now hoping to ratify in the shortest time possible.

I would like to take this opportunity to urge voluntary organisations to make use of these guidelines, especially in fund raising campaigns, as well as professional journalists and broadcasters who want to show their sensitivity towards disabled people.

Finally, I wish the National Commission Persons with Disability (KNPD) many years of fruitful work. The Commission is celebrating its twentieth anniversary during the European Year of Equal Opportunities for All - 20 years of work towards equal opportunities and improvement in the quality of life of all Maltese and Gozitan disabled people.

Dolores Cristina
Minister for the Family and Social Solidarity

Message from Mr Joseph M. Camilleri
Chairperson, National Commission Persons with Disability (KNPD)

We can make a difference

The 'Rights, not charity' manual is another link in the
net that the National Commission Persons with Disability
is slowly creating in order to ensure a stronger public conscience
about disability issues.

To date, KNPD has published various books and leaflets about the different aspects of the life and experiences of disabled people and their families in Malta and Gozo. Apart from covering various subjects, the publications are aimed at groups of varying ages.

This publication targets two main groups: the community of local broadcasters and journalists, and the leaders of non-governmental organisations working in the disability sector. However, since there is a common thread throughout the book, that is the theme of fundraising, the points raised should reach a larger audience,

especially among the large commercial companies who often sponsor projects and various activities linked to the disability sector.

Those familiar with this sector will immediately notice that all these points and suggestions are based on the idea of the Social Model of Disability. In short, the social model recognises that biological impairments such as: intellectual, visual, hearing and mobility impairments, hidden impairments, or mental health difficulties, in themselves create certain limitations in the individual. However, the social model strongly insists that it is the social

obstacles, such as lack of physical access, lack of access to means of communication and information, and above all the negative attitude of certain individuals which cause the biggest disadvantages, or disability.

There isn't much that one can do to reduce biological impairments. In fact, anyone who like me has a disability learns to adapt to it. However, there is a lot that one can do to reduce or minimise social barriers. It is for this reason that the social model teaches us that, as a society, disability is a phenomenon that we can control ourselves. When we treat disabled people in a less favourable way we will be adding to the disability. However, when we make the necessary changes, both in the way we organise social structures and in our attitude, we can reduce or practically eliminate the disability.

The aim of this manual is to do just that: to give guidelines on how we can use the enormous influence of the media and of the leaders in our field, so that together we can create a more positive way of how the public considers disabled people. Naturally, we hope that this positive attitude will then lead to concrete and positive actions aimed at creating equal opportunities and an improvement in disabled people's quality of life.

Finally, I would like to point out that this manual is describing an ideal, that is what needs to be done to achieve inclusion for all. We know that for various reasons it is not always possible to reach the ideal. However, this does not mean that we should not try. From our end we will be happy if we see that people are trying to improve the language they use and the way they work or organise services they are responsible for. Last but not least, we would like this manual to serve as an inspiration to those who read it, to try to do their best, up to the maximum possible, to provide accessibility for everyone. Thus we will have taken another step forward towards an inclusive society and our work will have made a positive difference in the lives of Maltese and Gozitan disabled people.

Joseph M. Camilleri
Chairperson, National Commission
Persons with Disability

Summary

The 'Rights, not charity' manual was undertaken as a project on the occasion of the 2007 'European Year of Equal Opportunities for All' and is sponsored by funds allocated for this Year by the Maltese Government and the European Union.

This manual is divided into two sections. In the first section, the manual explains and promotes the social model of disability, as opposed to the medical model. If we eliminate as many of the social obstacles as possible, we will be facilitating total inclusion. This means that we need change in society (attitudes, physical environment, dissemination of information, the way we communicate) to eliminate discrimination against disabled people.

The media has an important role to play for the necessary changes to take place. This manual therefore also emphasises how important it is for the media to use the social model – even more so if this is actively encouraged by organisations of disabled people themselves.

The second section of this manual contains a list of guidelines on how one can put all this into practice, that is how meetings, articles, programmes, publications, websites, etc are planned and organised in a way which is accessible for all, including disabled people. It also contains guidelines which indicate how disabled people want to be portrayed in the media and how one should talk and write about them.

The manual also includes a list of useful references and contacts for anyone planning an activity accessible to all.

Disabled people and their families will have a better quality of life if the guidelines in this manual are followed as fully as possible.

How this manual was put together

The contents of this manual were put together in two ways. First of all the necessary parts and sections were planned. Then information was collated from various sources - from specialised websites as well as publications relating to the relevant subject and themes. After the necessary information was gathered, the manual was drafted.

The manual then went into its second phase: the consultation process. The idea of the manual was for it to be designed with the contribution of activists in the disability sector.

Therefore Maltese and Gozitan non-governmental organisations (NGOs) were invited to a consultation meeting to enable them to make their contribution. Two meetings were held, one in Malta and the other in Gozo. During these meetings the aim of the manual was explained and various relevant parts of the draft document were discussed.

After the meeting, a questionnaire and a draft copy of the manual were sent to participants, as well as to other representatives of organisations who could not attend one of these meetings, so that they could also give their contribution.

The feedback was thoroughly analysed and where indicated was included in the final text.

List of Contributors

Groups and organisations that have participated for consulting sessions:

- AD/HD Family Support Group – Tessa Anastasi
- Assoċjazzjoni għas-Saħħa Mentali – Maria Attard
- Caritas Malta Epilepsy Association – Mario Dimech
- Caritas Thursday Club – Vincent Scerri
- Dar tal-Provvidenza – Mons Lawrence Gatt, Anton Vella, Sr Gusina Mangion u Rita Darmanin
- Djakonija Żabbar – Maria Borg
- Federazzjoni ta' Organizzazzjonijiet Persuni b'Diżabilità – Epifanio Vella
- Fondazzjoni Żvilupp tal-Lingwa tas-Sinjali Maltija – Dr Marie Alexander
- Fondazzjoni Ħajja Indipendenti – Connie Camilleri
- Fondazzjoni Nazareth – Tanya Fenech
- Fondazzjoni Wens – Ronald Galea
- Għaqda Persuni b'Nuqqas ta' Dawl – Laurent Coleiro
- Għaqda Persuni Nieqsin mis-Smigħ – George Vella u Nicolette Aquilina
- Għaqda Spina Bifida u Hydrocephalus – Speranza Xuereb
- Gozo Aid for the Visually Impaired (GAVI) - Kevin Cutajar, Mary Rose Attard u Frances Cefai
- Gozo Association for the Deaf – Carmen Grech
- Grupp Gwardjola Isla – Lawrence Sarsero, Justin John Camilleri u Louis Henwood
- Ħbieb Aġenzija Sapport – Francis Ripard
- Kummissjoni Ħidma Morda u Persuni b'Diżabilità – Angela Camilleri u Josephine Borg
- Kunsill Malti għall-Persuni b'Diżabilità – Gordon Cardona
- Malta Heomphilia Society – Silvana Busuttil
- Malta Society of the Blind - Ron Colombo
- Muscular Dystrophy Group – Kevin u Rita Vella
- Razzett tal-Ħbiberija - Lidwina Schembri Wismayer
- Retinitis Pigmentosa Association (Malta) - Epifanio Vella

Persons and organisations that contributed through the questionnaire:
- Adult Training Centre (Gozo) – John Gannon
- AD/HD Family Support Group – Tessa Anastasi
- AD/HD Family Support Group (Gozo) - Amy Zammit
- Assoċjazzjoni għas-Saħħa Mentali – Maria Attard
- Caritas Thursday Club – Vincent Scerri
- Fondazzjoni Eden – Claire Ebejer
- Fondazzjoni Nazareth - Anġlu Zahra
- Għaqda Filantropika Ġenituri u Persuni b'Diżabilità, Luqa - Paul Tonna
- Għaqda Persuni Nieqsin mis-Smigħ – George Vella
- Gozo Association for the Deaf – Carmen Grechv
- Grupp Solidarjetà Persuni bi Bżonnijiet Speċjali - Gloria Callus
- Malta Wheelechair Dancesport Association - Pippa Roberts
- Spina Bifida & Hydrocephalus Association (Malta) - Speranza Xuereb

Introduction

The disability sector is at crossroads. One leads towards continued segregation, the other towards inclusion. Each leads to a different destination. Segregation leads to charity, whilst inclusion stresses rights. As a community we must choose our destination - rights or charity? This manual should put us on the right track.

The introduction will therefore focus on how we look at disability and the effects that society has on how we consider disabled people and everything that concerns them.
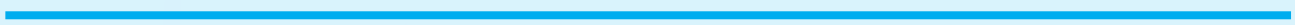
The Medical Model and the Social Model

The medical model of disability

The medical model of disability is one way of looking at disabled people. In fact the medical model views disabled people as the problem. According to this model, disabled people have to adapt themselves to the circumstances around them and not the other way round.

The emphasis here is on the biological impairment, which is considered the problem and cause of the disability. This emphasis is strengthened by stereotypes which generate pity, fear, as well as paternalistic and maternalistic attitudes. The focal point is on the disability, not on how the needs of the person can be addressed. Often, according to this model, disabled people's lives are measured by comparing them to what society considers 'normal', especially from a medical or scientific perspective, which instils hope by means of tests or operations which try to 'change' the disabled person into the idea of a 'normal' body and mind. Therefore, according to the medical model, the solution for disabled people becomes the 'mending' of the body and mind, sometimes even to the detriment of other aspects of their life.

As an example, we can take a look at the way buildings are planned. Such planning can have a substantial impact on the environment we live in. Structures can create many physical barriers which make the life of a disabled person more dependent and difficult. According to the medical model, it is the disabled person who should change and adapt to the environment around him/her. People are hence disabled (according to this model) because they are not capable of adapting and adjusting to the environment they live in... so they have a 'problem'!

Therefore, the medical model puts its focus on the things people cannot do, for example:
- cannot go up stairs
- are unwell or sick
- need a lot of looking after
- do not have use of their hands
- cannot speak
- cannot hear
- cannot see
- cannot think for themselves
- are slow learners
- need to go to a special school
- need to live in a home
- cannot work.

The social model of disability

The social model maintains that it is not the medical condition or the biological impairment of the people themselves which creates the disability, but the various barriers (physical, legal, information and communication systems, and those relating to attitude and culture) which for various reasons are brought about by society.

The fact that a disabled person is different or has an impairment does not prevent the person from active participation in society. Often, it is fear, stereotypes, lack of understanding or indifference which lead us to highlight existing impairments. For example, when the entrance to a particular hotel was constructed, it had stairs leading up to it, and no one asked why, or ensured that there would be an adequate ramp.

Therefore, persons who have a mobility impairment, including many old people or people using a wheelchair, are automatically denied their right to go into the hotel in an independent, dignified and secure manner.

The solution to this socially-created problem includes a change in the mentality and attitudes of all the members of our society. The question should be: "What can be done for disabled people to be able to participate fully in the communities they live in?" There is therefore the need for a change in society to bring about opportunities and a good quality of life for all, without any discrimination.

Hence, the social model stresses what reduces the negative effects created by socially-constructed barriers for disabled people and emphasises what provides a good quality of life including:

- Accessible buildings
- Accessible roads and other open-air areas
- Accessible transport
- Accessible information
- Accessible communication
- Accessible services
- High quality inclusive education
- Economic independence (through work and social benefits)
- Positive attitudes
- Ideas which are not stereotyped
- Independence without excessive protection
- Empowerment.

Conclusion

The medical model considers disabled people to be the problem because they need to change and adapt to society, while the social model emphasises the various barriers that exist within society and which create the disability itself. The first indicates what a person cannot do, while the latter focuses on those things which reduce socially-created barriers for disabled people.

The influence of the media

The media has considerable influence on how people develop opinions and attitudes, even more so when you consider that disability is a topic that generates considerable interest. After all, it is a topic of human interest. Therefore the media's power is in its content, whether it be written, verbal or visual.

There needs to be a distinction made between terminology that may invoke pity towards a disabled person, or which may lessen a person's dignity, and that which is more correct, and portrays first and foremost the disabled person as a whole person who warrants respect. A programme or article may give the impression that, instead of being respectful to a person, it is appealing for assistance because the person is "pitiable" (because of a disability) and is in need

of help. On the other hand, there is the risk of programmes or articles portraying a disabled person as a superhuman hero. This happens mainly when disabled people are shown doing everyday things that non-disabled people do.

One should mention fund raising at this point. Although it is a good thing and very often it is necessary, both as a sign of solidarity and also to supplement the necessary services not provided by the state, we cannot forget the duties we have towards one another in our daily lives. Most of these programmes and appeals for funds only emphasise charity and not disabled people's rights - that is for them to be treated with dignity and to have the opportunity to participate fully in their communities. Another consequence is that the life of disabled people is misrepresented.

Guidelines of the Broacasting Authority

In December 2002, the Broadcasting Authority published a 'Code of Practice about Disability and its Presentation in Broadcasting'. These guidelines, which were drawn up with the collaboration of the National Commission Persons with Disability, are based on the social model of disability and are very useful for everyone who works in this field to achieve the just aspirations of disabled people not only in the area of broadcasting but also in all the other sectors of the media.

An important aspect is that this code addresses the two extremes portrayed of disabled people (either the 'hero' or the 'victim'). The victim is always represented as a tragic, pathetic person who needs help and charity. The hero, on the other hand, is represented as a person who is always happy, very courageous and saintly, in a superhuman way. In both cases, this does not apply to disabled people, who are people with good and bad traits, who are sometimes happy and at other times sad, and who experience life in their individual way just like any other person.

The Code also focuses on the responsibilities broadcasters have to ensure a more inclusive representation of disabled people in their programmes. Inclusive representation means that disabled people should be invited to participate in television and radio programmes not only when the topic is about disability but also about all aspects of life.

This portrayal of disabled people is not a question of positive discrimination but is recognition of disabled people's potential and the celebration of diversity within our society. Disabled persons are not asking for preferential treatment over other people, but are asking to be included in all aspects of life where they are capable of contributing and also that programmes are a just reflection of a society made up of non-disabled and disabled community members.

Although intended for broadcasters, this Code may be used by everyone in the media.

Attitudes – who is responsible?

Everyone is more or less aware of what people think about them. This is probably all the more so when, for one reason or another, someone feels 'different' from what is considered to be the 'norm'. Probably, disabled people may be more conscious of the attitude of other people towards them. Up to a certain extent, during these past few years, the emphasis is slowly changing, from one based on a person's differences and limitations to one that focuses on abilities and potential. The emphasis is more on what changes and support are needed for a person to be included rather than resigning oneself because of these difficulties. Naturally, disabled people need to play their part as well, by participating more in society and by always talking in favour of equal opportunities for all. All this will help change public opinion.

Disabled people need to come out of the isolation they are in or have been put in. This isolation may also be brought about by the person's relatives through over protection and also excessive fear and paternalism or maternalism.

Positive attitudes depend a lot on knowledge, integration and respect for all members of the community we live in. We need to talk about and explain the different abilities which exist in a positive way:

knowledge about life with limitations, but even more so the abilities that in reality do exist. This means that normality includes disability.

Instead of looking at 'impairments' or so-called 'special' needs, we stress the different ways that every person, including those with a disability, can and should contribute towards the community s/he lives in.

The disability sector should not be considered to be exclusively related to charity and voluntary work. These are very important characteristics of Maltese society and it is important that they are strengthened. However, a person's dignity and human rights should neither depend on charity nor on voluntary work, but should be sustained as a right, and assured by means of public financing so that continuity and the necessary quality of life are guaranteed.

Therefore what is imperative is for us to increase contact among ourselves, understand how to celebrate diversity, and discuss the needs and changes required, aim towards our potential and increase confidence in ourselves so that little by little we can develop the desired attitudes and help spread all this throughout the communities we live in and in society as a whole.

Complete accessibility for all

For the purposes of this manual accessibility means that programmes, information, services, activities, opportunities and facilities open to all members of society or part of it, should really be open to anyone who wishes to participate without exception, in this case because of a disability. When we talk about accessibility, we mean accessibility in the wide sense of the meaning, that is physical accessibility to the environment around us, to information and communication, to health services, education, work, entertainment, transport and technology, etc.

The main idea is not to try and change a disabled person, because that is not possible, but to make sure that everything that is reasonably possible is done to remove obstacles created by society which cause disability, and that reasonable support services are developed. For example, buildings open to the public have to be physically accessible; public transport has to be accessible to everyone; websites also should be accessible to visually impaired people; people who use sign language should have the required interpretation when they request it, etc. Lack of accessibility, at all levels, creates isolation for people who do not have access, reduces opportunities, and also diminishes the individual's dignity. Very often, this exclusion, apart from costing a lot in social terms, also has a negative economic impact.

Accessibility to all is addressed in three ways: through legislation, public education and support services. In our country, legislative obligations in general are already in place, mainly through the Equal Opportunities (Persons with Disability) Act, through which it is illegal for anyone to discriminate against a person because of his or her disability. This legislation will be strengthened once Malta ratifies the United Nations Convention on the Rights of Persons with Disabilities. Malta has already taken the first step by signing the Convention, including its Optional Protocol.

Public education on accessibility is a more complex subject and has to be implemented in a consistent way over a period of time. The biggest measure in this sense is that the national policy of our country ensures that the absolute majority of disabled students have their education in an inclusive environment. Naturally, it is important that everyone plays their part so that awareness in this sector is built on the principles listed in this manual. Although it is everyone's obligation, it is important to emphasise that organisations working in this field have a bigger responsibility to be at the forefront of this campaign. If these organisations themselves, even if unintentionally, spread negative attitudes it will have an overall damaging effect. KNPD hopes that this manual will help achieve this goal in a concrete manner.

In certain circumstances, disabled people cannot participate if they are not given the necessary support services. It is the country's obligation to provide these services to ensure complete accessibility for disabled people.

An inclusive environment means that everyone feels respected as a person of value and has a place in society together with other people; where all members of society contribute to the formation of its goals and everyone plays his/her part for these goals to be met.

It is important to emphasise that many services primarily intended for disabled people make life easier for other citizens. For example, lifts help old people, people who have young children and people carrying bulky items. Clear signs and symbols make it easier for everyone to understand better. Above all, the more accessibility we have the better it will be for everyone.

The word accessibility encompasses six different areas:

- social
- physical
- services
- communication
- information
- required support and services.

Accessibility in these six areas is crucial for true inclusion. While complete accessibility is not always possible, an environment which is truly and continually inclusive tries to fundamentally increase the level of accessibility.

Social accessibility

This is access to people's minds. A person cannot or may find it difficult to access services or places where s/he does not feel welcome. Therefore, positive attitudes are pre-requisites for the inclusion of every person.

Physical accessibility

Lack of physical accessibility affects many people with different disabilities, primarily people with mobility impairments and visually impaired people. Many elderly people form part of this category. It is easy to imagine that stairs have a negative impact on someone who uses a wheelchair; however, in reality accessible buildings cater for the needs of a wide spectrum of disabled people, including people who are visually, physically, hearing and intellectually impaired. Within the concept of physical accessibility, one also has to include transport, homes and open spaces (for example: roads, public gardens, beaches, etc.). For details on this, see "Access for All - Design Guidelines" published by KNPD.

Access to services

There is also lack of access to educational programmes, mainly post secondary education, training, work opportunities, sport, recreational or cultural events, information, and social activities among others. This situation does not allow disabled persons to participate holistically in the social and cultural life of our country.

Accessibility to communication

Human communication is a right. However, there are circumstances when biological impairments may prevent this from taking place. For people with hearing, intellectual and visual impairments and those with speech impairments, we need changes, or alternative means for them to have accessibility to communication. This involves a change in the way communication takes place – instead of writing only, it should also include human support (for example, sign language interpreters) or technological support (for example, speech synthesizers on computers).

Access to information

For visually, hearing and intellectually impaired people and some physically impaired people, a lot of the existing information is not accessible, especially when this is not supplemented with support that renders it accessible to them. Written documents are not accessible to visually impaired people if these are not also available in audio or electronic format. This format also renders the information accessible to some physically impaired people. Television is not accessible to visually impaired people or people with hearing impairments as long as programmes are not accompanied by audio description, sub-titling and/or sign language interpretation. Publications can be accessible to intellectually disabled people if they are published in an easy-to-read format.

Accessibility to required support and services

Despite everything, there are circumstances where either because the environment is not accessible enough or because the nature of the biological impairment is severe, the disabled person will need support to really participate holistically in the community s/he lives in. This support should not be considered as charity or preferential treatment, but as a tool to realise their human rights and also as an essential element to create social justice. An example of this is that a small number of disabled people cannot work and therefore the State has to guarantee an adequate financial income.

The economic aspect

The need to discuss these issues from the social model perspective is not only based on social issues including social justice but is also based on the economic aspect. It is true that one should not place a price on a person's human rights, and on his/her dignity and quality of life. However, the economic aspect cannot be ignored.

One has to start from the point that it is true that the inclusion of disabled people often involves additional expenses. However, it is important to remember that:

a) these expenses can be substantially reduced – if not completely eliminated – when the changes and means required for the inclusion of disabled people are considered at the initial phase of planning and not when everything is finalised. To modify things often involves higher costs and the end result will be inferior. Therefore including everyone at the planning stage is essential for ensuring inclusive products and services at the least possible cost;

b) it is not true that being inclusive always incurs high costs. There is a tendency to consider the highest costs and base everything on them. As a rule, high costs are few and far between and therefore economic calculations should be made realistically and not in an alarming way;

c) the exclusivity of products and services often increases quality for everyone. A very good example is the lift, which is often installed at the insistence of disabled people but ends up being used by everybody. Another example is writing that is easy to read, mainly aimed at intellectually impaired people, which is then used by many people. Therefore, the expenses involved have to be taken in this context.

d) In the case of fund raising, one has to look at the long term and not only at the immediate financial interests to raise a lot of money. One also has to look at the long term negative effects which certain elements of these campaigns leave on disabled people. For example, if disabled people are portrayed as dependent, without abilities and as objects of pity, how can one expect them to find work? Therefore these campaigns should be used to encourage the public to contribute, so that the good work being done by these organisations remains ongoing and improves.

Section 2

Guidelines

This part of the manual gives practical and specific advice on how we can start, in difference situations, emphasising disabled people's rights by offering equal opportunities and not charity.

Language Guidelines

Language is constantly developing. It is important for us to update our use of language not only to be 'politically correct' but to communicate in a more effective and respectful manner. What we say and write may increase a disabled person's dignity or, alternatively reflect negative attitudes.

How can we be more positive in the language we use:

- Understand that disabled people are first and foremost people with interests and needs like any other person, that is to love and be loved, to be part of a family, to learn, to work, to enjoy him/herself, etc.
- Use the word 'disability' to refer to obstacles created by society or the environment and not to refer to a person. Use the word 'impairment' to indicate functional limitations which interfere with the intellect, the physical state, the abilities of the senses, such as speech, hearing or learning. For example, pictures on websites which do not have a description are a disability (obstacle) for visually impaired people.
- Promote concepts of value, respect and dignity. Promote positive concepts of how one can look at life and not concepts of victimisation or heroism.

- Do not be afraid of using common phrases such as "see you tomorrow" with visually impaired people, or "walk to the end of the corridor" to a person who uses a wheelchair.
- Understand that a physical or intellectual impairment is not a challenge which can be overcome. Do not say, for example: "People manage to do something, despite their disability". Ordinary things do not become extraordinary because they are done by a disabled person. For example, a disabled person who supports a particular football team or who works is simply doing very common things that many other people do without any big fuss.
- Everyone is of value, both disabled and non-disabled people. No one has more value than other people.
- All this holds true mainly when someone talks or writes in a public or formal manner, not when one is communicating on an individual basis between one person and another. In this instance, rules that are acceptable for the two persons apply.
- Avoid over-generalisation, especially on an individual level; for example, it is not true that all people with mental health difficulties are violent.

Here are some phrases which can help us when we talk about disabled people:

Unacceptable Language	Debatable Language	Acceptable Language	Reasons
• Poor thing • Victim • Less fortunate • People who are most in need • Unfortunate • Suffers from.... • Angels • Physical challenge • The invalid • Dear... • Love • "Children" (used for adults)	• Disadvantaged person • People with different abilities	• Disabled person • Person with disability	Patronising and negative language which removes a person's dignity. The accepted form is the term used by all constituted international bodies (the United Nations, the European Union, etc.).
• Make them happy		• Include them	To make disabled people happy implies that they are unhappy and we are going to do something for them, something they cannot do themselves.
• Patient	• Client	• Disabled person • Person with disability	Disabled person is not necessarily sick.
• People with special needs		• Disabled person • Person with disability	The needs of a disabled person are the same as everyone else's. Everybody has a need or another.
• Disabled • Handicapped • Maimed		• Person with disability	We should emphasise the person first.

Unacceptable Language	Debatable Language	Acceptable Language	Reasons
• Blind		• Visually impaired person • Blind person	We should emphasise the person first.
• Deaf		• Hearing impaired person • Deaf person	We should emphasise the person first. People whose first language is Sign Language prefer "Deaf person".
• Dumb		• Person who communicates with signs • Person who cannot speak	Focus on the person first, not on what s/he is.
• Stammers		• Person who stammers	Focus on the person first, not on what s/he is.
• Lame • Cripple • Invalid		• Disabled person • Persun who uses a walking stick • Person with disability	Focus on the person first, not on what s/he is.
• Suffers from... • He has...		• She has...	Say what condition the person has.
• Where did you find the courage?			Ordinary things do not become extraordinary becuase disabled people do them.
• Normal person • Healthy person • Whole person	• So called "normal" person	• Non-disabled person	Who is normal? In the context of disabled persons, we should try to avoid using the word "normal".

Unacceptable Language	Debatable Language	Acceptable Language	Reasons
• Parking for the handicapped • Parking for the disabled		• Reserved parking for disabled persons	Emphasise the person not the disability.
• Wheelchair-bound • Wheelchair case		• Person who uses a wheelchair • Wheelchair user	A wheelchair is a means of mobility.
• Paraplegic • Quadriplegic	• Paraplegic person • Quadriplegic person	• Person who is paraplegic • Person whose legs and arms are paralysed	Focus on the person first not on what s/he is.
• Victim of CP • Spastic		• Person who has cerebral palsy	Focus on the person first not on what s/he is.
• Epileptic		• Person who has epilepsy	Focus on the person first not on what s/he has.
• Mad • Crazy • Psycho • Stupid • Was locked up • Lunatic • Mentally unstable		• Person with mental health difficulties	Language which offends and reduces a person's dignity.
• Mental home • Lunatic asylum		• Mount Carmel Hospital	Language which offends and reduces a person's dignity.
• Retarded • Stupid • Brainless • Ignorant • Backward • Simple minded • Foolish		• Intellectually impaired person	Language which offends and reduces a person's dignity.

Unacceptable Language	Debatable Language	Acceptable Language	Reasons

Unacceptable Language	Debatable Language	Acceptable Language	Reasons
• Mongol		• Person who has Down Syndrome • Person with Down Syndrome	Language which offends and reduces a person's dignity.
• Dwarf		• Person of short stature	Focus on the person first.
• Defect from birth		• Impairment from birth	Language which offends and reduces a person's dignity.
• Carer • Helper		• Support Worker • Personal Assistant	Negative language that emphasises dependence.

So what can we call them?

Friends, colleagues, fathers, mothers, grandparents, brothers and sisters, Mrs Calleja, Paul, Maria's husband, my wife, student, worker, the DJ, the player...

Guidelines for pictorial representation

Whenever we use images – for example photos in an article, website or film clips on television – it is important that we bear in mind that often these have the same effect as the words and terminology we use to talk about disabled people. Sometimes even more so!

It is therefore our responsibility that the images we choose are effective and positive and portray the disabled person with respect and dignity.

It is important that these images:
- Emphasise the capabilities, dignity and inclusion of the person and not their exclusion, victimisation or dependence. They should not emphasise physical impairments in order to be sensational and enhance the element of 'pity';
- Include an action and show disabled people in active and inclusive situations; for example, disabled people during a recreational activity together with non-disabled people; show activities according to the participants' age, for example images of disabled adults playing children's games or with children's toys are not acceptable.
- Show people in the context where they can be seen communicating, close together, and with positive expressions; for example, people with hearing impairment communicating by means of interpreters with people who do not have this impairment;
- Show independent people using their abilities; for example, a person with a visual impairment at the workplace working on his/her computer;
- Show obstacles created by society that disabled people are confronted with in their everyday lives; for example, how difficult it is for a person using crutches to walk on some pavements because of lack of access;
- Show people with different type of impairments and not only those with physical impairments;
- Avoid dramatisation: that is showing black and white pictures, sad, tedious music; slow-motion, and/or monotone or dramatic voices;
- Despite what we find in literature, over which we have no control, biological impairments should not be used to make fun of people. This leads to lack of dignity for disabled people and hurts the people concerned as well as their families. These jokes may go beyond good taste or have a negative effect on the life of the person concerned.

Guidelines on Etiquette

Often non-disabled people do not know how to act with people with different disabilities. While not wanting to cause offence they do not know what they should and should not do. This is understandable. It arises from lack of knowledge and experience. The general rule is to treat every person the same as you and me. There are however some points which help us relate better to each other.

Intellectually impaired people

It is important that we do not think that intellectually impaired people all have the same level of ability or disability. This is because no two intellectually impaired people are the same. In fact, intellectually impaired people communicate on different levels and this is the reason some use different ways of communicating. It is important that we do not treat everyone in the same manner. We must remember that each person has his/her own individuality.

- Ask the person if s/he needs help ("How may I help you?") and how you should help, but do not be offended if s/he refuses.

- Do not come to a conclusion about what the person can understand or do before you get to know him/her well.

- Talk to the person directly, even if s/he is with a member of their family or with someone who is helping her/him.

- Do not talk to the disabled person as if you are talking to a child – use words and language appropriate to his/her age.

- Give him/her the opportunity to understand you and answer, for example repeat if necessary; if the person does not understand, explain in a different way, or use pictures, photos, or gestures to make it easier to understand.

When in doubt always ask the person concerned because s/he is the best source of information.

Hearing impaired people

The way hearing impaired people communicate varies a lot depending on a number of factors, mainly the degree of their hearing impairment and who they are communicating with. Some communicate more with sign language and so at times ask for an interpreter. Many use hearing aids to maximise their residual hearing. All try lip reading and communicating verbally, very often with the aid of gestures. It is important that we do not treat everyone in the same manner. We must remember that each person has his/her own individuality.

The following are some guidelines when communicating with hearing impaired people:

- In some situations, if required by the person, see that a Sign Language interpreter or lipspeaker is available.

- Do not ask the interpreter or lipspeaker to be part of the conversation, such as asking him/her for an opinion.

- When an interpreter or lipspeaker is present talk to the hearing impaired person and not to the interpreter or lipspeaker.

- Make sure that the hearing impaired person is looking at you. If you need to draw the attention of the hearing impaired person tap on his/her shoulder or wave your hand or switch the light on and off (make sure you do not cause any danger).

- Ensure your lips are visible by not placing your hands in front of your face, smoking, chewing gum, or moving excessively. The light should be on your face and not on the face of the hearing impaired person.

- Facial expressions and body language help, but do not exaggerate.

- Talk slowly but do not overdo it.

- Use whole phrases and sentences and not single words.

- If you change the subject, make sure the person knows.

- Verify that the person understood you correctly.

- If a person has not understood something, repeat by using different words or phrases.

- Where necessary use writing or pictures.

- Do not give the impression that you have understood something when in fact you have not.

- For those who use a hearing aid, choose a quiet place and do not talk loudly because it does not help.

When in doubt always ask the person concerned because s/he is the best source of information.

Visually impaired people

Visually impaired people are not all the same. Some see very little, some not at all. Some cannot see, mainly at night. It is important that we do not treat everyone in the same manner. We must remember that each person has his/her own individuality.

- Talk to the person to draw his/her attention and always introduce yourself.

- Ask the person if s/he needs help ("How may I help you?") and how you should help, but do not get offended if s/he refuses.

- Do not ask the person to guess who you are from your voice.

- Do not just move away from a visually impaired person. Inform him/her that you are going to leave.

- Ask the person if s/he would like to be guided. Some people prefer it if you take their arm; others prefer to hold onto your arm. Give the person a chance to hold onto you and then start walking.

When you are guiding a visually impaired person:

- Do not move the hand s/he is holding excessively; walk normally and in line with his/her step. Draw his/her attention to dangerous objects which may be in the way or which s/he may bump into.

- Inform the person about changes in the level of the floor, stairs or pavement.

- When going up stairs, let the person hold onto the banister.

- Pass before the person.

- Do not push or pull a visually impaired person to sit down. Guide his/her hand to the chair.

When in doubt always ask the person concerned because s/he is the best source of information.

Physically impaired people

Physically impaired people are not all the same either. Some make use of a wheelchair all the time, some use it for walking long distances. Some use a walking stick, crutches or other aids to get from one place to another. Some people are physically impaired but do not have a mobility impairment, for example the difficulty may be in the use of their hands. It is important that we do not treat everyone in the same way. We must remember that each person has his/her own individuality.

The following points refer to people who have difficulty walking:

- Offer them a seat.

- Not all people who have difficulty walking prefer to sit down.

- Remember that often people who use walking aids find it difficult to use their hands while standing up. Thus for example, it is difficult for them to write when standing up.

The following points refer to people who look different:

- Focus on the person, on his/her character and on what is being said.

- If s/he comes to you for your service do not turn away pretending you did not see him/her.

**The following points refer
to people who use
a wheelchair:**

• The wheelchair forms part of the personal space of the person. So do not rest on the chair or hang your things on it without the person's permission.

• Ask the person if s/he needs help ("How may I help you?") and how you should help, but do not be offended if s/he refuses.

• When you talk to a person who uses a wheelchair, go down to his/her eye level.

• Talk directly to the person using the wheelchair and not to the person accompanying him/her.

When pushing a person in a wheelchair:

• Do not push the wheelchair from the back of the seat – use the handles.

• Avoid potholes, raised or bumpy ground, as these may be dangerous for the person. When passing over a grating make sure the wheel does not get caught in the spacing.

• When necessary, see that the person's hands and legs are in a good position.

• Push the person in a secure and safe manner.

**The following points
refer to people with
speech impairments:**

• If you have not understood them, do not pretend you have. Repeat what you have not understood and let the reaction of the person guide you.

• Be patient.

• Concentrate on what the person is saying rather than how it is being said.

• Do not correct a person or talk on his/her behalf. Wait while s/he is speaking and do not attempt to finish the sentence for him/her.

• Try to ask questions which require short answers or a nod.

When in doubt always ask the person concerned because s/he is the best source of information.

People with mental health difficulties

People with mental health difficulties are not all the same. This impairment can affect how a person feels, and how s/he relates to other people. It cannot be overcome simply by the person's willpower. It is important that we do not treat everyone in the same manner. We must remember that each person has his/her own individuality.

The following points refer to people with mental health difficulties:

- Do not assume that because a person has mental health difficulties s/he is not capable of making his/her own decision on what is best for him/her.

- Do not talk to an adult as if you are talking to a child, but use clear words and language.

- Do not hurry a person to speak and give him/her time to recollect his/her thoughts.

- Stress can affect the ability of a person therefore do not put excessive pressure on him/her.

- Sometimes a person with mental health difficulties may take a long time to understand you. See that the person has understood you – ask if s/he has understood you.

- A person with mental health difficulties may act in a very different way because of the medication s/he is taking.

- A person with mental health difficulties may sometimes seem indifferent or very reserved, or does not make eye contact. Do not be offended by this.

- Some people with mental health difficulties find it difficult to hold long conversations. In such instances, ask questions which require a short answer or which can be answered using gestures.

When in doubt always ask the person concerned because s/he is the best source of information.

Guidelines when organising activities

(e.g. conferences, meetings, press conferences, activities etc.)

This part of the manual gives a list of important items when organising an activity which is truly inclusive and which considers the different needs of the participants. For comprehensive details, especially about physical access, see the guidelines, "Access for All – Design Guidelines" issued by KNPD (www.knpd.org).

The details shown hereunder do not all necessarily apply.

For an activity to be accessible to hearing impaired people, the following are necessary:

- Interpreting services in Sign Language or lipspeakers, if requested.

- In the invitation, inform the participants that they can be provided with services according to their individual needs, e.g. interpretation in Sign Language, lipspeaker or loop system.

- Let the interpreter, lip speaker and hearing impaired person choose the best place for them in the room where the activity is going to take place.

- Adequate light on the interpreter and lipspeaker at all times, even during a visual presentation.

- Provide the material you will be presenting to the interpreter and lipspeaker as early as possible before the activity.

- A location which is not noisy.

- Bedrooms which are accessible to hearing impaired people (including an accessible telephone and a visual smoke alarm).

- Speakers talk in a manner that is easily understood and should not talk fast.

- Avoid having many people talking at the same time.

- Subtitles if films are shown.

- Written instructions on monitors, screens, notice boards, etc. about the meeting, especially any changes in the agenda; often these are given verbally only.

Always ask if the person has any other requirements.

For the activity to be accessible
to physically impaired people, the following are necessary:

- Adequate reserved parking for disabled people at the activity location (the closest possible to the entrance).

- In the invitation, inform participants that they can be provided with services according to their individual needs, e.g. accessible transport.

- Accessibility from the parking area to the entrance where the activity is going to be held.

- Accessibility to the main entrance where the activity is going to be held.

- Accessibility from the entrance to the place/s where the activity is going to be held, including the room where the meeting is going to be held, the toilet and other rooms, lifts, the place where refreshments will be served and the restaurant.

- Doors which are wide enough to be used by people using a wheelchair

- Adequate ramps.

- All tables, including the registration and speaker's table, are accessible to people using a wheelchair.

- Enough space for people using a wheelchair in all the rooms which are going to be used.

- People using a wheelchair should have access to all the room where the activity is taking place.

- Accessible toilets according to the KNPD guidelines, in the vicinity of the room where the meeting is being held.

- Public telephones accessible to all.

- An accessible podium.

- Lifts accessible to all.

- Bathrooms and bedrooms accessible to physically impaired people. Some people might need a higher or lower bed.

One has to be certain about accessibility by going to the location and confirming that all the above mentioned facilities are available.

Always ask if the person has any other requirements.

The following are necessary
for the activity to be accessible to visually impaired people:

- A place (that is the physical environment) which does not have any obstacles which can be dangerous to visually impaired people.

- In the invitation, inform the participants that they can be provided with services according to their individual needs, e.g. accessible transport, and handouts in different formats.

- Meeting room/s should have adequate lighting which can be adapted according to specific requirements.

- Large directional signs for lifts, toilets, etc. that have a background in a contrasting colour.

- Numbers in lifts written in Braille.

- Handouts given to participants before, during and after the meeting should be provided in Braille, on audio cassettes, on diskettes or computer CDs (including by email) or in large print.

- Handouts sent electronically ideally should be in English and should not contain boxes and tables.

- Visual presentations in large print and contrasting colours which are easy to read.

- Speakers should identify themselves and accompany printed material with verbal explanations.

- Avoid having many people talking at the same time.

- Personal assistance which includes, if requested by the participants:
  - taking them round the location where the meeting is going to be held explaining the layout;
  - informing them where the doors and toilets are;
  - helping them find a good place in the room where the activity will take place;
  - explaining what is happening during the activity;
  - offering assistance during the tea/ coffee break, at lunchtime or at other times.

Always ask if the person has any other requirements.

For an activity to be accessible
to intellectually impaired people, the following are necessary:

- In the invitation, inform the participants that they can be provided with services according to their individual needs, e.g. accessible transport and easy-to-read material.

- Directional signs for lifts, toilets, etc., with simple and clear pictures.

- Material given to participants before, during and after the meeting should be provided in an easy-to-read format.

- Personal assistance which includes, if requested by the participants:
  - explaining the programme of activities beforehand;
  - explaining what is being said.

- In case an intellectually impaired person wants to intervene, s/he has to be given the required time to express him/herself properly.

Always ask if the person has any other requirements.

Guidelines for television or radio productions and for writing

(articles, speeches, press conferences, etc.)

This part of the manual gives an overview of what is essential for truly inclusive productions and writing which take disabled people into consideration.

More detailed guidelines can be found in the 'Code of Practice on Disability and its Presentation in Broadcasting' published by the Broadcasting Authority and which can be found on website of KNPD: www.knpd.org.

When you think about it, you rarely see or hear a disabled person on radio or TV. It is even rarer for disabled people to participate in programmes which are not about disability issues. Disabled people are almost invisible in other programmes and articles. For example, how many disabled authors, or sports enthusiasts who have a disability, or disabled members of the public, are asked for their opinion in a vox pop?

It is true that it takes more work to include disabled people, however by doing this we are doing away with stereotypes and being more inclusive.

It is therefore important for producers and journalists to see to it that disabled people are not projected as victims or in a patronising way, but in the same way as every other citizen.

There are various ways how you can show respect and include disabled people when writing an article or press release or a TV or radio script, for example:

- Allow disabled people to speak for themselves; give them the opportunity to express themselves and when in doubt ask them what you should say or do.

- Always use language that emphasises equality and participation (see the section in this manual about Language).

- Emphasise positive things and capabilities – what a person is capable of doing, not what s/he cannot do.

- Emphasise the needs that exist because of barriers in society; for example, the lack of information in different formats (audio, Braille, easy-to-read, etc.).

- Emphasise rights and respect, and not charity; for example, focus on the things which need to be changed for a truly inclusive society.

- Emphasise the person first not the biological impairment.

Apart from this, there has to be more visibility of disabled people in the mass media. We need to see more and more disabled people in all sectors and not only those which relate to the human and social aspect and fundraising. Therefore disabled people can be included in the mass media by:

- giving them roles in television programmes as competent workers, work colleagues and friends who enjoy having fun;

- considering them whole persons with good or less desirable qualities – just like everyone else. For example, in a teleseries you may show a disabled person as a likeable or not so likeable person. A disabled person can be angry or sad but s/he can also be happy, humorous, sexy and full of life. Consider disabled people for common scenes in programmes such as teleserials, advertisements, vox pop, etc.;

- considering other biologically impaired people such as visually, physically, intellectually, hearing impaired and also people with mental health difficulties. Do not only think of people who use wheelchairs;

- planning properly and following these guidelines when you are presenting a programme in which disabled people are participating. Always remember that, after all, disabled people are individuals.

Guidelines for printed information

- Avoid cramped layouts.

- Divide the text into small sections.

- Keep lines short. Narrow columns are easier to read than long lines.

- Ideally, line length should be between 60-70 letters per line, that is between 8 to 10 words.

- Leave enough space between columns. If space is limited, include vertical lines to separate the columns.

- Use a ragged right hand margin, otherwise the space between each word will not be uniform.

- The type size should be a minimum of 12 point, although we recommend 14 point.

- Use characters which are easy to read such as Arial or Times New Roman. Avoid elaborate or unusual characters such as Script.

- Text written in capital letters or italics is generally difficult to read.

- Avoid narrow characters. Many prefer bold or semi bold characters.

- Choose a typeface in which the numbers are clear.

- The space between one line of type and the next (the leading) is important and as a general rule, the space should be 1.5 to 2 times the space between words on a line.

- Avoid design features which may lead to confusion, such as printing text on top of images.

- Do not run text around illustrations as this usually results in lines of unequal length, which can be difficult to read.

- Where possible, use pictures or drawings to back up text.

- Use clear headings and navigation aids such as a contents list, bullet points and lines to separate unrelated sections.

- Recurring features such as page numbers should always be in the same place.

- Make sure there is enough contrast between the text and its background. This applies mainly for reversing type.

- In forms, allow extra space for people who have larger-than-average handwriting.

- Choose paper which is uncoated, matt and weighs over 90gsm.

- When folding paper, avoid creases which obscure the text as it will make it difficult to read.

Guidelines for websites

Here we are going to look at those elements which are essential for websites to be accessible to disabled people, whatever their biological impairments.

It's important to keep in mind that nowadays there are software programmes that read text on a computer screen (screen readers). This software helps visually impaired people or other people who have difficulty in reading directly from the screen.

When you are designing a webpage, bear in mind that a wide audience with different abilities and capabilities will be visiting your site, meaning people who:

- Are visually impaired, hearing impaired or have reduced mobility or else who might have difficulty reading or understanding what is written on a website;

- Cannot use a mouse or keyboard;

- Have a text-only screen, a small screen or limited internet connection;

- Do not understand the language in which the document is written;

- Have an older version of the browser, a completely different browser, or a completely different system because the specialised software they use is not compatible.

Because of all these considerations, when planning a website, it is very important to bear in mind the diversity of all those who use your site, enabling them to have complete access to the information you want to deliver.

The following guidelines are based on HTML Techniques for Web Content Accessibility Guidelines 2.0, guidelines used by European Union institutions.

- Use the technology and guidelines issued by Web Accessibility Initiative which were published within the W3C consortium. Where this is not possible and the information cannot be designed in an accessible manner, provide alternative accessible versions of the content.

- Do not only depend on colour but ensure that the sense of the words and graphics are understood even when they appear in black and white.

- Create a markup document with a structure best suited to the particular elements. Control the presentation with accessible style sheets. This basically means titles which use standard heading tags, and a font the size of which can be increased by means of the browser.

- Clarify the use of natural language by using markup which facilitates the pronunciation and interpretation of a foreign language or abbreviated words.

- Create tables which transform in a proper way by ensuring that the tables have the necessary markup to be read by accessible browsers and different equipment.

- Ensure that pages with new technology transform in a proper way by making the pages accessible even when the new technology is not supported or is turned off.

- Ensure that control of the content is time-sensitive, i.e. elements or pages which loop or are updated automatically can be stopped manually.

- In the design for device independence, use characteristics which help the elements of the page to be activated both using the mouse as well as by the use of the keyboard, or other input devices.

- Use interim accessible solutions so that older assistive technologies and browsers operate in the correct way.

- Provide navigation mechanisms which are clear and consistent, information and orientation, navigation bars and site maps etc., to ensure that users find what they are looking for when using the site. The use of shortcut keys is encouraged especially where the content is complex.

- Ensure that documents are clear and simple so that they can be understood better.

- For more information, one can refer to "HTML Techniques for Web Content Accessibility Guidelines 2.0 Guidelines" on http:/www.w3.org/TR/WCAG10-HTML-TECHS/

It is important to review these guidelines every time the website is updated.

Relevant information and contact details

Printing in Braille

Foundation for Information Technology Accessibility (FITA)
'Gattard House', National Road
Blata l-Bajda
Telephone: 2599 2659, 2599 2343
Fax: 2599 2659
Email: michael.micallef@gov.mt
http://www.knpd.org/mittsfita/

Sign Language Interpreters Services

Deaf People Association
Mobile No. (voice): 9938 1234
Textelephone: 2124 5823
Fax: 2124 5023
Email: sign.interpreting@gmail.com

Assistance related to Information Technology (ICT) accessibility for disabled people

Foundation for Information Technology Accessibility (FITA)
'Gattard House', National Road
Blata l-Bajda
Telephone: 2599 2659, 2599 2343
Fax: 2599 2659
Email: (Policies and Services):
    stanley.debono@gov.mt
Email: (Verification of Accessibility):
    michael.micallef@gov.mt
http://www.knpd.org/mittsfita/

Consultation with organisations of people with disability

The directory "The Services and Benefits for Persons with Disability" can be obtained from the KNPD offices in different formats: English, large type in Maltese, audio in Maltese, video in Maltese Sign Language and an Easy-to-Read version in Maltese. Versions in Maltese, English and Easy-to-Read may also be found on the KNPD website: www.knpd.org

Other Information

National Commission
Persons with Disability (KNPD)
Ċentru Ħidma Soċjali
Instituto Vincenzo Bugeia
Braille Street, Sta Venera
Telephone: 2148 7789
Fax: 2148 4609
Textel: 2144 65396
Email: helpdesk@knpd.org
www.knpd.org

References

Access for All
– Design Guidelines published by The National Commission Persons with Disability
http://www.knpd.org/

Barnes, C. and Mercer, G. (2003) Disability, London: Polity

Barnes, C., Oliver, M. and Barton, L. (Eds) (2002) Disability Studies Today, London: Polity

Conferences and meetings: planning for access
http://www.disabilityresources.org/CONFERENCE-ACCESS.html

Disability access and compliance
http://www.metrokc.gov/dias/ocre/DA.htm

Guidelines for accessible meetings and events
http://www.mdpag.org.uk/pubs.htm#guidelines

Code of Practice on Disability and its Presentation in Broadcasting
published by the Broadcasting Authority
http://www.knpd.org/

Clients with Disabilities published by the Disability Employers Forum
and the National Commission Persons with Disability

Inclusion – Creating an Inclusive Environment: a handbook for the inclusion of people with disability in national and community service programs
www.nationalserviceresources.org/filemanager/download/inclusion/inclusion.pdf

Increasing and improving portrayal of people with disabilities in the media
http://www.mediaanddisability.org/index.htm

Interacting with people with disabilities
http://www.bsu.edu/dsd/article/0,1969,66066-6523-17846,00.html

Planning accessible conferences and meetings
http://www.nebraskagifted.org/eric/e735.html

Oliver, M. (1996) Understanding Disability: from theory to practice, London: Macmillan

**Pointon A, and Davies C., eds, (1997) Framed:
interrogating disability in the media, London: BFI Publishing**

Preiser, W., and Ostroff, E., (2001) Universal Design Handbook, New York: McGraw Hill

**SCOPE, (2001) Tell It Like It Is: an exploration of language,
imagery and disabled people's lives, London: Department for Work and Pensions, SCOPE**

**Services and Benefits for Persons with Disability published
by the National Commission Persons with Disability**
http://www.knpd.org/

**Swain, J., French, S., Barnes, C., and Thomas,
C. (Eds) (2004) Disabling Barriers Enabling Environments, London: Sage**

Talking to and about workers with disabilities
http://www.ilwig.net/resources/wwd-talking_about.html#People_First_Language

Television access services
http://www.ofcom.org.uk/consult/condocs/accesservs/access.pdf

The social model of disability
http://www.redcross.org.uk/standard.asp?print=1&id=58926&cachefixer

The 7th. DPI World Assembly in Korea 2007
http://v1.dpi.org/lang-en/index

UK Disability Archive hosted by the Centre for Disability Studies, University of Leeds
http://www.disability-archive.leeds.ac.uk/

Understanding disability
http://www.drc-gb.org/citizenship/lessonplans/understanding/coreactivity/index.asp

Web Content Accessibility Guidelines 2.0
http://www.w3.org/TR/WAI-WEBCONTENT/#Guidelines

Working with the news media
http://www.txddc.state.tx.us/resources/publications/news_media/nwsmediavalu.asp#look