

**A Strategy Plan for Inclusion and Diversity**  
**European Union Programmes Agency – Malta**  
**2023 - 2025**

## **1. Introduction**

The programme guides for the Erasmus+ and the European Solidarity Corps emphasize the importance of inclusion and diversity in their list of priorities and in the mechanisms of implementation. This emphasis is also reflected in the value that is given to provisions for inclusion and diversity during the assessment process of applications by beneficiaries. Throughout the different sections of the guides, inclusion and diversity is a key feature. This inter-related element is related both to an understanding of the European context, and to an appreciation of the diverse national contexts that are present throughout the European Union and other participating countries. For this reason, National Agencies need to develop strategies for inclusion and diversity that will accompany an action plan for the next three years, which will be adjusted according to changes in society, thus reflect better the evolving needs.

An understanding of the need for a strategic plan, requires an understanding of needs of the communities that can benefit from the outcomes of the programmes. This entails knowledge of who are the current beneficiaries, and awareness of organisations which that for some reason do not participate in the programmes, particularly those that cater for people with fewer opportunities

The Regulations establishing the Erasmus+ and the European Solidarity Corps programmes define “(young) people with fewer opportunities’ as “(young) people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme.”<sup>1</sup> However, people with fewer opportunities is not limited to young people, but also adults who for some reason or other did not have the opportunity to develop employability skills, to better sustain their living.

The Erasmus+ and European Solidarity Corps programmes intentionally provide multiple tools that can be used to make it more possible for people with fewer opportunities to access the programmes. These include: accessibility and user-friendliness of the programmes; preparatory visits; reinforced mentorship; dedicated financial support; easier-to-access actions; step-by-step capacity building pathways; project format and mobility duration; European activities at the local level; online exchanges; and language learning support. These are the tools and options that National Agencies, Resource Centres and EACEA must raise awareness on. This needs to be done in collaboration with organizations that work with people with fewer opportunities and address the diverse and specific needs in a formal, non-formal and informal manner.

This strategy aims to look and the European and Maltese context, understand patterns of participation by organisations and by people with fewer opportunities, and design a path for future action that

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<sup>1</sup> Implementation guidelines Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy 2021, p.9

focuses on inclusion and diversity as a key priority throughout all the phases of planning and implementation.

## 2. The European Context

The European Union through its 27 member states shares a set of common values in which inclusion, tolerance, non-discrimination, justice, and solidarity prevail.<sup>2</sup> Having a union formed by several countries, that have agreed by various treaties to share their sovereignty through the institutions of the European Union, has led to increasingly diverse societies. This, in turn, highlights the value of the principles of equality and inclusiveness that are essential for the building of a more cohesive European society.

While the reality of freedom of movement within the EU was shaping up, the destabilisation of countries through internal conflicts bordering with the EU led to a large influx of asylum seekers within the Union. The EU has for several factors witnessed a large influx of third country nationals within its borders. This has led the EU to devise new strategies for the labour market integration of these third-country nationals via various programmes and policies.<sup>3</sup> It also created a need for the EU to be flexible and dynamic both to survive as well as to strengthen itself through its diverse population.

The European Charter of Fundamental Rights presents a list of social areas where diversity is strongly observed and the need for inclusion is therefore deeply felt. Among other factors it highlights diversity experienced through age difference, race and ethnicity, forms of ability and disability, religion and belief, sex, sexual orientation and gender and cultural differences. These differences, that often lead to discrimination, exclusion and conflict also offered an opportunity to see diversity as a resource rather than a problem.<sup>4</sup>

The gradual change from accepting the reality of diversity, to the acknowledgement of its value, was a crucial transition that paved the way for the legal, policy, social and educational frameworks that emerged. Inclusion that was previously expressed as the tolerance of difference, evolved into an appreciation of the richness of diversity. In this new understanding “Inclusion means respecting and valuing diverse identities and experiences and enabling full participation of everyone.”<sup>5</sup> A transition that has been slow to actualize, and in some cases still needs to happen.

The policy structures of the European Union have continually affirmed the central need for the recognition of diversity and the value of inclusion. The consolidated version of the Treaty on the Functioning of the European Union states that “In all its activities, the Union shall observe the principle of the equality of its citizens, who shall receive equal attention from its institutions, bodies, offices and agencies.”<sup>6</sup> To support this policy framework, education plays a very significant role. In line with the 2030 Agenda for Sustainable Development of the United Nations, the European Pillar of Social

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<sup>2</sup> The EU in brief | European Union, 2021

<sup>3</sup> Labour Market Integration of Third-Country Nationals in EU Member States, 2019

<sup>4</sup> <https://fra.europa.eu/en/themes/equality-non-discrimination-and-racism>

<sup>5</sup> [www.SALTO-YOUTH.net/Inclusion/](http://www.SALTO-YOUTH.net/Inclusion/)

<sup>6</sup> Article 9

rights asserts the importance of ensuring “inclusive and equitable quality education and lifelong learning opportunities for all”.<sup>7</sup>

It is in this context that the EU flagship programmes for Education and Volunteering, the Erasmus+ Programme and the European Solidarity Corps Programme, have to offer quality inclusive education for participants of all ages<sup>8</sup>, and offering volunteering opportunities that promote social inclusion and equal opportunities for the participating young volunteers.<sup>9</sup> Erasmus+ and the European Solidarity Corps Programmes are essential avenues of response to the need and to the value of inclusion and diversity. They create and offer opportunities that are accessible to all, particularly to those who have fewer opportunities. While this has always been a key feature of these programmes, the new programmes put a stronger emphasis on inclusion and diversity, and implement dedicated measures to make education, training and volunteering opportunities truly inclusive. The Programme mechanisms that support Inclusion and Diversity, and ensure that it is recognized and accessed, will help to effectively address the reality of diversity and achieve a really inclusive education and training programme.

The deliberately wide definition of people with fewer opportunities, supports the strong emphasis on inclusivity, without reducing the possibility of the active participation to any person who might feel excluded, or who is actually excluded from actively benefitting from the programmes. In different parts of the Programme Guides the definition of people with fewer opportunities is expanded to include:

- people with disabilities and migrants, as well as European Union citizens living in remote areas or facing socio-economic difficulties.
- participants with physical, mental and health related conditions, students with children, students who work and students from all study fields underrepresented in mobility.
- low-skilled adult learners.
- persons who are not in education, employment or training
- people facing socio-economic difficulties, or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Equality and inclusiveness are two of the six main core values of the European Union. The renewed Erasmus+ and European Solidarity Corps Programmes are designed to promote and support an inclusive education even through Sport. They seek to promote Sport as a framework supporting the enhancement of a more comprehensive social environment. Inclusive participation in Sport, especially at grass roots level, is intended to create more possibilities for the enhancement of a healthier physical, mental and social environment leading to greater social cohesion and active citizenship.

The Erasmus+ and the European Solidarity Corps programmes highlight a list of barriers that may lead to the lack of participation of people with fewer opportunities. The list is not exhaustive but intends to be a strong indication of where the inclusion and diversity principles of the programmes needs to work most. The list includes disabilities, health problems, barriers linked to education and training,

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<sup>7</sup> [https://ec.europa.eu/info/strategy/international-strategies/sustainable-development-goals\\_en](https://ec.europa.eu/info/strategy/international-strategies/sustainable-development-goals_en)

<sup>8</sup> Programme guide - Erasmus+ - European Commission, 2021

<sup>9</sup> European Solidarity Corps Guide, 2021

cultural differences, social barriers, economic barriers, barriers linked to discrimination and geographical barriers.

### 3. The Maltese Context

Maltese society moves along similar paths to those of Europe in general. The transition from a monocultural society to a multicultural environment has been recorded for at least three decades.<sup>10</sup> The economy keeps changing rapidly, and the need for more workers to sustain a growing economy brings with it more cultural diversity. To cope with and to reflect these changes the need of having an inclusive education system that is available to, and reachable by all is a recognised fact.

The recognition of diversity and the need for a more inclusive society have progressively developed within a stronger awareness and support for Human Rights. This understanding has been accompanied by string of social, political and legal reforms that continue to strengthen the drive for more inclusion. Malta has seen ongoing improvement and reforms in social policies, however, there are still categories of people that are in danger of being socially excluded if appropriate aid is not provided. Despite access to free education and government aid to students through a stipend system, when compared to the EU average, Malta has a comparatively high rate of early school leavers. On the other hand, Malta has one of the lowest unemployment rate in Europe.

The risk of exclusion related to the risk of poverty is experienced by almost 19% of the Maltese population of between 16 and 64 years of age.<sup>11</sup> Disability and impairment due to illness are other factors that can have a negative impact of the level of participation in various areas of social involvement. While 15.6% of the Maltese population participate in nonformal education and training, there is no national data about the participation of the 50,500 people reported to have difficulty in basic activities or in work due to illness and disability.<sup>12</sup>

Erasmus+ and the European Solidarity Corps (ESC) programmes are the European Union Programmes supporting the fields of education, training, youth and sport and solidarity for the period 2021-2027. In this new 7-year programming period the Erasmus+ and the ESC programme have been designed with a renewed effort towards their inclusive dimension, with the aim of leaving no one behind.<sup>13</sup> The Maltese National Agency, EUPA, is committed to embrace this inclusive mindset, at its organisational level as well as throughout the support it gives for the implementation of the Erasmus+ and the European Solidarity Corps in Malta. While respecting the diversity and uniqueness of each individual in the society, EUPA is committed to manage the Erasmus+ and the ESC programmes with the aim of managing them as an opportunity that everyone can benefit from.

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<sup>10</sup> Chircop, D.L., 1990. Educators' constructions of Maltese society. in *Maltese Education and Society*, p.52

<sup>11</sup> [https://ec.europa.eu/eurostat/databrowser/view/ILC\\_LI11\\_\\_custom\\_2729596/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/ILC_LI11__custom_2729596/default/table?lang=en)

<sup>12</sup> [https://ec.europa.eu/eurostat/databrowser/view/yth\\_educ\\_060/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/yth_educ_060/default/table?lang=en)

[https://ec.europa.eu/eurostat/databrowser/view/hlth\\_de070/default/table?lang=en](https://ec.europa.eu/eurostat/databrowser/view/hlth_de070/default/table?lang=en)

<sup>13</sup> Programme guide - Erasmus+ - European Commission, 2021

## **EUPA's Vision**

*Considering that:*

Maltese society is continuously going through transformational changes, and also becoming more multicultural, which led the legislators to focus their efforts towards a more inclusive; and that both the Erasmus+ and the European Solidarity Corps programmes are renewing and giving more prominence to the values of inclusion and diversity, the EUPA envisions to wholly embrace an inclusive mindset at its organisational level as well as in its relationship with current and future beneficiaries of the Erasmus+ and European Solidarity Corps programmes in Malta. While remaining faithful to the spirit of being open to everyone, a special emphasis is being made to include those in society who are often missing out on opportunities that are available to them.

### **4. Mission Statement**

The mission of the European Union Programmes Agency is to promote, implement and manage the Erasmus+ Programme and European Solidarity Corps at national level with sound and efficient management of EU funds for the successful implementation of the Programmes in terms of quality and impact.

Specifically, to inclusion and diversity, EUPA is committed to progressing our already strong culture of inclusion and increasing participation of beneficiaries with fewer opportunities in all key actions of the Erasmus+ and European Solidarity Corps programmes.

### **5. Embracing values**

EUPA will continue leading by example; working together towards a common goal; seeking the facts and provide insight; remaining open and honest in its communication; remaining committed to its communities; respecting and value diversity in its broader sense; acting professionally and remaining accountable for its actions; welcoming challenges and innovative plans of action; embracing a supportive attitude; and acting with integrity and transparency. In a nutshell, EUPA will continue to add value to the service its offers to all potential applicant organisations, groups and individuals particularly those that fall within the broad definition of persons with fewer opportunities.

### **6. Aim & Objectives of the Strategic Plan**

This strategy plan builds on the Youth strategy that is already in place and develops one for the Education & Training and Sport sectors. This strategic plan covers the programming period 2023 – 2025, and will be reviewed and updated accordingly. The two separate but complementary strategies will serve as a guidance for the promotion of equal opportunities and access, inclusion, diversity and fairness across all its actions.<sup>14</sup>

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<sup>14</sup> ibid

This Strategic Plan 2023-2025 identifies the barriers to participation of organisations and persons with fewer opportunities in Erasmus+ and European Solidarity Corps programmes. This strategic plan seeks to provide the right framework that enables more organisations and groups to apply for funds and embark or form part in good quality projects, which include the direct involvement of people with fewer opportunities.

## **7. Methodology**

The methodology used for the development of this strategic plan included desk research on the number and type of participating organisations, interviews with NA staff and surveys amongst past and current beneficiaries.

The research aimed at identifying the width and depth of the gap that exists between the current participation rate of organisations / persons with fewer opportunities, and potential applicant organisations / beneficiaries in E+ and ESC programmes, to then devise an action plan to narrow the gap.

The research aimed to:

1. Identify those organisations that took part in the Erasmus+ programme 2014 – 2020, and European Solidarity Corps 2018 – 2020.
2. Establish the participation rate of persons with fewer opportunities 2014 – 2020 as baseline for the implementation of the strategic plan.
3. Agree on one definition of persons with fewer opportunities in the Maltese context.
4. Identify all potential applicant organisations in Malta and Gozo.
5. Classify the identified organisations in different categories.
6. Determine which target groups EUPA would want to focus on in the next 3 years.
7. Devise an action plan for each sector.
8. Set up KPIs and targets.

## **8. Findings**

### **8.1 Participant Organisations in the Erasmus+ 2014 – 2020 and European Solidarity Corps 2018 – 2020**

252 organisations participated in the Erasmus+ programme between 2014 and 2020, out of which 76 organisations worked on projects directly related to inclusion and diversity.

19 organisations participated in the European Solidarity Corps between October 2018 and 2020, out of which only 4 organisations worked on projects directly related to inclusion and diversity.

Specific to school education, out of the 271 colleges / schools around Malta and Gozo, up till 2020 only 10 colleges and 33 schools were active in the Erasmus+ programme. Not all heads of schools are committed to offer opportunities to teachers, administrators, and students to participate in the E+ programme. Reasons vary, from personal perceptions to lack of organisational capacity and hesitation to create mobility window in educational course programmes. This may be interpreted by those who

are currently being excluded as discriminatory not giving equal opportunities to have a learning experience abroad or embark on partnership project.

## **8.2 Participation rate persons with fewer opportunities 2014 – 2020**

Since 2014, 50,968 participants benefitted from the programmes, however 5,713 claimed that they come from disadvantage groups.

For the Youth sector, KA105, participation of persons with special needs, fewer opportunities, and disadvantaged backgrounds (referred to as persons with fewer opportunities) is 29.6% for Youth Exchanges and 19.4% for Mobility of Youth Workers for the period between 2017 and 2020. For School Education, VET, Adult Education and Higher Education for the same period, the numbers were much lower, ranging from 3.6% KA103, to 0.35% KA102, and 0% in School Education KA101, Adult Education KA104 and Higher Education KA107.

In the European Solidarity Corps a much lower percentage of 9.2% of respondents claim that Staff with fewer opportunities participated, and 18.2% made the claim about participants.

Hindering factors include:

Lack of knowledge was mentioned as the main reason for lack of participation (30.9%). During bilateral meetings with beneficiaries, the lack of knowledge was once again emphasized, and it became also evident from the lack of awareness of opportunities that were available, especially of those for people with fewer opportunities.

Another issue that was highlighted by staff from the National Agency, reiterated in the survey responses, and confirmed by the representatives of beneficiaries, was the participant unwillingness to disclose sensitive data such as forms of disability, learning difficulty, medical condition, sexual orientation etc. This could be a reason behind the data showing a very low percentage of declared participants with fewer opportunities in all sectors, perhaps less evident in the youth sector.

The efforts made by EUPA to support the applicants and beneficiaries were generally positively recognized. Most of the respondents were satisfied with the support that the EUPA gives, however there were also some suggestions which include:

- The need for more information and training about the programmes and their benefits.
- More help to identify and reach young people with fewer opportunities, especially those not attending formal education and not members of organizations.
- Support in creating more practical projects especially in relation to the involvement of asylum seekers.
- More support for online activities.
- Funds for parents to accompany young people with disability.
- Training to non-Maltese speakers living in Malta.

- Include projects as part of the formal curriculum at various levels of education.
- Reduce paperwork that is often too much.
- Simplify and give support to the application process.

### 8.3 EUPA's Priorities for 2023-2025

EUPA shall support the definition depicted in the programme guide, with stronger emphasis on the participation of persons with physical, mental, intellectual and health-related conditions; and other persons primarily students who have little or no access to the EU programmes. The inclusion of low-skilled adult learners and persons who are not in education, employment or training is also a priority. Likewise, people facing socio-economic difficulties, or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation is a top priority.

EUPA commits to focus on eight main areas:

- Build a comprehensive programme of information for present and potential beneficiaries to build more awareness of the opportunities available for managers, educators, students, young people and youth leaders/workers.
- Work with beneficiaries especially in Schools and Higher Education Institutions to raise awareness of the value of Erasmus+ even for the benefit of Staff with barriers to participation.
- Meet with groups that work specifically with disadvantaged people, to support them in developing ideas for relevant projects.
- Work on a marketing strategy to showcase the learning opportunities that are available through the European Solidarity Corps and Erasmus+, particularly for young people.
- Work on promoting the European Solidarity Corps as a valuable programme to encourage inclusion and diversity.
- Promote the support in the application process that is available for potential applicants.
- Work on developing a campaign and a support structure to promote Sport as a tool for nonformal education working at grassroots level.
- Given the changing multicultural environment outside of the education system; to further collaborate with NGOs and other entities.
- Increase visibility of the programmes in Gozo.

### 8.4 Potential applicant organisations in Malta and Gozo

The nature of organisations that can benefit more from E+ and/or ESC funding opportunities are classified into 14 categories. As on 2022, these include: 17 humanitarian organisations; 11 organisations dealing with persons with disability; 10 social organisations; 13 charity organisations; 6 LGBTIQ organisations; 35 organisations dealing with mental health; 6 migrants organisations; 11 organisations for women's health; 3 organisations for men's health; 4 organisations dealing with



minors; 130 childcare centres; 104 state schools; 76 church schools; 91 independent schools; and 6 higher education institutions. These amount to a total of 523 organisations / institutions.

## **8.5 Categorising Organisations**

People with fewer opportunities are actually found in all organisations and the communities on Malta and Gozo. Some are easily identified as they are part of organisations purposively established to deal with young and adults with fewer opportunities. For the purpose and clarity of this strategic plan these are referred as Type A.

*Examples of Type A category includes but not limited to people residing in institutions purposively set up to deal with mental or physical disability. Others include centres for homeless people or migrants.*

Other persons with fewer opportunities cannot be easily identified unless they claim to have some form of special need / situation. These are referred to as Type B.

*Examples of Type B category include people attending educational institutions, whom they may have various forms of disabilities or learning difficulties; and people not associated or engaged with any formal institution or organisation.*

More inclusion of Type A organisations in the programmes should result in more individual participants with fewer opportunities in E+ and ESC programmes. Direct inclusion!

More inclusion of Type B organisations in the programmes should increase the chances of having more staff and students with fewer opportunities in the Erasmus+ programme. Indirect inclusion!

## **8.6 Specific Actions by Sector:**

### **8.6.1 Youth and Adult Education (Type A)**

Organisations whose clients / patients fall under Type A category normally cater for all age groups, both males and females. EUPA shall promote relevant actions falling under both the E+ and ESC, youth and adult as applicable.

Since these types of organisations often lack organisational capacity to apply for EU funding, EUPA shall be supporting these organisations through its Communications and Outreach Unit and Servizzi Ewropej f' Malta (SEM).

Organisations catering for 13 – 30 year olds, informal groups of young people and adult learners will be provided with information pertaining to the support available to participants with fewer opportunities. This should encourage young people and adults facing socio-economic difficulties, or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation etc. to self-declare in their application for funding, and benefit from additional funds.

Specific to the *Youth Sector*, EUPA will continue working closely with Agenzija Zghazagh and the Malta Council for the Voluntary Sector. EUPA shall also be opening discussions with national authorities that are offering various schemes to possibly assist in helping these organisations to strengthen their operational capacity, thus being in a better position to apply for funds under E+ and ESC programmes.

Specific to *Adult Education*, EUPA shall seek to engage organizations through outreach initiatives who work with adult learners with fewer opportunities, such as NGOs who work with migrants, single mothers and victims of domestic abuse.

EUPA will also engage with JOBSPLUS, Malta's Public Employment Service to engage adult learners with fewer opportunities.

EUPA will outreach towards learners with fewer opportunities to make the best use of the opportunity provided by the new Erasmus+ programme which provides funding for adult learners. The inclusion of learners in the E+ programme will increase the chances of having more participants with fewer opportunities participating in the programme.

### **8.7.2 School education (Type B)**

The Maltese education system is no exception to other countries. Students with learning difficulties, such as ADHD, dyscalculia, autism, dyslexia; cultural differences, religious beliefs, sexual orientation etc. are found in all schools in Malta and Gozo alike. There are schools with students coming from more than 45 different countries.

In attempt to engage non-participating schools; staff and students in the E+ programme, for Key Action 1, EUPA will continue focusing on the Colleges rather than schools. More than 100 state schools fall within the College system and there are 11 colleges in Malta and Gozo. Same principle is applied with Church Schools, while independent schools are dealt with individually.

Colleges have a stronger organisational capacity to apply for accreditation and maintain high quality of services throughout the validity period of the accreditation. Once the accreditation is achieved, the College will be encouraged to involve as many schools as they want in their project. The management of the project is left in the hands of colleges, while schools will ensure adequate staffing levels during the implementation of the project. The idea is to send staff and students from all the schools. Teachers will then be able to share their experience with their colleagues to learn from each other – the multiplier effect.

Colleges and schools that take part in both KA1 and KA2 projects will be awarded a certificate on completion of successful projects. All individual members of the project teams will also be awarded a certificate which is signed by both the CEO of EUPA and the Director General responsible for Schools Services within the Ministry for Education. Notwithstanding, certificate of good practice projects will continue to be issued as per normal procedure. College and schools staff holding this certificate may wish to include in their CV for future progression. The more schools involved in E+ project will increase the chances of having more staff and students with fewer opportunities participating in the programme.

### **8.7.2 Higher Education & VET (Type B)**

The situation in higher education and VET is similar to that of schools, where not all faculties participate in the E+ programme. Certain disciplines more than others believe in the benefits of E+, and their commitment is therefore higher.

EUPA shall be addressing this situation by promoting the programme amongst students and lecturers, particularly those who are yet not engaged in or committed to the programme.

EUPA will further promote information pertaining to the support available to participants with fewer opportunities. This should encourage staff and students facing socio-economic difficulties, or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation etc. to self-declare in their application with their institution and benefit from additional funds.

It is believed that the more faculties are engaged in the programme the chances of having more persons with fewer opportunities increase.

Specific to the *Vocational Education & Training (VET)* sector, EUPA shall further engage VET institutions mainly the two largest VET providers in Malta MCAST & ITS.

EUPA will keep on supporting this MCAST in its ongoing effort to increase the number of participants with fewer opportunities by contributing to promote the added opportunities available to people with fewer opportunities through the Erasmus+ programme. For instance, promote the possibility of having an accompanying person on the mobility, through various means, including through annual events such as Freshers week and ad-hoc promotion events that are organized in conjunction with MCAST administration.

An increase in the levels included in the programme will increase the possibility of having more learners with fewer opportunities participating in the programme.

As for ITS, the EUPA will be working with its newly established Training School to include learners with fewer opportunities coming from the hospitality industry who albeit being experienced in their line of work may not be qualified as they might have had fewer opportunities for learning. An increased involvement of ITS in the E+ programme will increase the chances of having more staff and students with fewer opportunities participating in the programme.

### **8.8. Baselines, KPIs and targets for each of the sectors**

Increase the number of organisations applying for funding by 20% by year 2025.

Increase the number of persons with fewer opportunities in the E+ programme by 5% by year 2025.

Increase the number of persons with fewer opportunities in the ESC programme by 3% by 2025

Increase the number of participants requesting financial support under special needs by 5% by year 2025

Aim for percentage share of Gozitans up to 10% of the total participation rate by year 2024.

