



5 October 2026

Budget Proposals - 2027

The Malta Union of Teachers is presenting the budget proposals for 2027 for consideration. The proposals focus on the wider education sector and the role of the government in its provision.

1. Early years education

Early years are the foundation of education and we cannot fail children. The government needs to invest in the personnel who are providing services in childcare and in kindergarten to improve conditions of work and to increase the level of qualifications, leading to improved skills of educators and support to children. The sector is crucial for the development of children. The government's investment in early years is an investment in quality education for all.

2. Compulsory education

General education should be associated with the holistic development of the student and should serve as an opportunity for students to reach their potential. Specialised education within compulsory education must not lead to second-class education or to direct employment opportunities, but it must be an intrinsic part of the educational provisions in place. The government has a central role in shaping the educational landscape of this sector.

3. Post-secondary education

The labour market operates in a dynamic and ever-changing environment. Post-secondary education focuses on the acquisition of knowledge and skills by students to function in a working environment, which is still unknown. Whilst the link with industry is important, educational institutions must resist from providing on-the-job training as part of the general provision to students in post-secondary education. The policy of the government in this sector must be clear.

4. Tertiary education

Tertiary education needs to have a shift in focus from the quantity towards the quality. The gauge of tertiary educator needs to shift from the number of graduates to the quality of the educational experience, the qualifications obtained and their relevance. With the increase in the number of institutions providing tertiary-level courses, the government has a duty to regulate the sector to ensure that levels offered and claimed by institutions are attained.

5. Support structures

The support structures at the various levels of the education system in terms of human resources need to be improved. Educational provisions must have dedicated administrative personnel who are well versed in the respective sectors and who receive dedicated training. An administrative role in an educational institution is different from an administrative role in another working environment, hence the need for dedicated provisions. The one-size fits all approach adopted by the government in these roles need to be changed.

6. Inclusion

The inclusion of students in educational institutions is not only about learning difficulties or disabilities but is about a school culture which values the individual and celebrates it. Students are inclusive in nature and it is the nurturing of adults that leads to exclusion. The school needs to promote an inclusive environment that looks at students' potential and growth in an atmosphere which is supportive of all individuals. The government needs to acknowledge and uphold the work of schools in including all students and the work of schools should be a model of good practices in society.

7. Learning environment

The environment of educational institutions must be conducive to the teaching and learning process. The high and corresponding low temperatures felt by students and educators in classrooms affect the teaching and learning process and they cannot continue to be overlooked. These must be a given and a standard in all educational institutions irrespective of their level, the geographical area or the sector. The government needs to continue to invest in the infrastructure of educational institutions for an improved educational experience.