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By email

29th January 2026

Dear Chair,

Scrutiny Review: Lifelong Learning

Thank you for your letters of 19th December 2025 and 19th January, in which you ask for responses to questions relating to the Panel's review on Lifelong Learning. I have set out answers to each of your questions below in turn, some of which may be better answered by other Ministers; however where there is crossover or we can find the information readily I have sought to be as helpful as possible by answering:

Apprenticeship Data: Uptake and Provision

- 1. Over the past 5 years, which sectors have reported the greatest demand for apprenticeships, and how effectively have programmes met this demand in terms of placements and skills development?*

From the data held of those accessing the CYPES apprenticeship course fee subsidy the following can be identified:

- Electrical has consistently shown the highest uptake, rising from 82 in 2020 to a peak of 180 in 2022, before slightly declining to 124 in 2024.
- Wood Occupations and Plumbing Studies also demonstrate strong demand, with Wood peaking at 75 in 2023 and Plumbing reaching 60 in 2022.
- Motor Vehicle apprenticeships grew significantly from 23 in 2020 to 59 in 2022, indicating increased interest in automotive skills.
- Child Care emerged as a notable growth area since 2020, maintaining steady numbers around 43–44 in recent years.

All apprentices enrolled in these courses are employed at the point of commencement ensuring they are able to apply their learning in an authentic workplace environment. Analysis of the data indicates that Electrical and Plumbing programmes have been particularly responsive to market demand, consistently providing adequate placements and delivering relevant technical training. Furthermore, the sharp increase in uptake within Motor Vehicle and Child Care sectors demonstrates the adaptability of apprenticeship provision to emerging workforce needs.

Over the last 2 academic years, all applicants for an apprenticeship have secured a place and course pass rates exceed 90%.

2. *What trends can be observed in sectoral demand for apprenticeships (e.g. growth areas, declining interest, or shifts in required skill sets), and how are these reflected in programme design and uptake?*

Growth Areas:

- Technical trades (Electrical, Plumbing, Motor Vehicle) have seen strong and sustained growth, reflecting demand for skilled labour in construction and maintenance sectors.
- Child Care and Health & Social Care show steady uptake, aligning with societal needs for care professionals.
 - The decline in care apprentices accessing the subsidy in 2024/25 was attributed to staffing changes at the primary training provider and a breakdown in the process for signposting applicants to the subsidy. These issues were addressed and rectified ahead of the 2025/26 intake

Declining Interest:

- A declining appetite to employ apprentices has been observed in the hairdressing sector. This is attributed to a shift in service delivery from traditional salon ownership to hairdressers working on a self-employed basis, renting a chair in a salon.
- Low applicant numbers are observed for training in Retail and Beauty. If this trend continues this may impact course viability in the future.
- Hospitality-related apprenticeships (e.g., Culinary, Hospitality Management) remain low and sporadic, possibly due to the ability to recruit qualified individuals from outside of Jersey on a seasonal basis to meet fluctuating demand in an uncertain and changing economic context.

Shifts in Skill Sets:

- Introduction of programmes like BSc Construction Management, HNC Civil Engineering at Highlands indicates a demand for higher-level qualifications in these sectors
- There is also growing interest in digital degree-apprenticeships (via remote learning) which indicates there is a growing need for more sophisticated competencies in digital skills.

Better Business Support Package: Apprenticeships

3. *Since the launch of the Skills and Apprenticeship Grant, how many employers have applied and been approved, how many apprentices have received the £2,000 grant per eligible apprentice, what is the total value disbursed to date, and what proportion of the £1.5 million allocation has been spent so far with projected use in 2025 and 2026?*

Internal management information, as at 30 November 2025, shows 52 Apprentice Applications have been approved, for a total of 92 apprentices. The total value dispersed to date is £184,000.

45 Skills applications have been approved, with the total value dispersed to date being £250,105.

Total value dispersed of the total 1.5million allocation was £434,105 which is 29% of the allocation. This is not the end of year position though and it is expected that any underspend will either be carried over into 2026 and/or redistributed to cover excess demand in other parts of the BBSP scheme. It must also be noted that during the year, the re-introduction of the “Trainee Rate” of the

minimum wage will also have helped mitigate some of the cost increases of the “living wage transition” which this specific scheme was designed to do.

4. *Which sectors have benefitted most from apprenticeship grants, how many apprenticeships have been supported in each sector, and what trends in uptake (such as growth, decline, or shifts in sectoral distribution) can be observed since the launch of the BBSP?*

The focus of the BBSP apprenticeship support has been designed to support businesses to adjust to the living wage and has been demand led. A report on BBSP 2025 delivery will include the end of year data. As there is only one year of data, trends will be impossible to identify.

5. *How does the Department monitor the effectiveness of the £1.5 million Skills and Apprenticeship Grant in addressing identified skills gaps, and how does the apprenticeship element of the BBSP align with wider workforce planning data on reskilling and upskilling needs?*

The Department for the Economy monitors the effectiveness of the Better Business Support Package, including the £1.5 million Skills and Apprenticeship Grant, through the Programme’s Governance and Reporting Structure. This includes regular reporting with management information and published delivery progress reports. The first delivery report was published for Q1-Q2 2025 delivery in September. The year end position for Q1-Q4 2026 delivery will be produced ready for publication in March 2027.

As noted, applications for the BBSP Skills grant are demand led and designed to support businesses adjust to the living wage. As such, the KPI is designed to support maintaining the levels of apprenticeships.

In quarter 3, Jersey Business actively promoted the BBSP including engaging with employers and prospective apprentices at the Highlands College Apprenticeship Enrolment Day, highlighting the availability of the £2,000 grant to support apprenticeships and skills development. However, it is expected that the BBSP Skills & Apprenticeship grant will be underspent for 2025, and this will be rolled over or used to offset excessive demand of other BBSP grant areas (e.g. productivity). With full year data, a review will be carried out to support 2026 delivery.

6. *How is employer feedback on the **apprenticeship grant** scheme collected, what themes have emerged from this feedback, what measures are in place to ensure accessibility for small and medium-sized enterprises as well as larger employers, and are there specific targets for the number of apprenticeships to be supported through the BBSP, with progress reported against these targets?*

Jersey Business actively engages and promotes the BBSP through participation in various events, media channels, newsletters and online engagement. Marketing efforts are primarily digital, harnessing animated adverts and targeted campaigns on platforms such as LinkedIn and Facebook to boost awareness and education around the grant and skills opportunities. Jersey Business also engages with skills providers, distributing branded materials and guidance to encourage reinvestment in local talent and ensure providers are equipped to support applicants seeking to enhance their skills through the BBSP.

Engagement and marketing is an operational cost funded from the BBSP grant, for which Jersey Business operates the scheme with £300,000 (5%) per annum.

Workforce Demand and Skills Gaps

7. *What data does the Department hold on current and projected workforce demands across key sectors of the Jersey economy?*

There is a dynamic model which sets out future labour and workforce needs. This allows the department to scrutinise different scenarios in the future and work with Skills Jersey to enable policy development. There is no specific output from this model.

8. *Which sectors are identified as experiencing the most significant skills gaps, and what quantitative evidence supports this?*

Officers in Skills Jersey and the Economy Department analysed vacancy data from Jersey, including the types and levels of qualifications requested in job advertisements. They also considered wider labour-market analysis to model future scenarios, such as the impact of population growth, different migration patterns and expected growth in certain sectors. In addition, demand factors were assessed, including the potential impact of an ageing population on health and care roles and historic employment trends across different age groups.

Input was also sought from subject and sector specialists across government such as, those working on the Carbon Neutral Roadmap, Future Economy Programme and local economy.

Sector	Estimated Demand
Childminder Qualifications	Up to 30
Specialist Culinary Skills	Up to 30
General Roofing and Solar/Photovoltaic Installation	Up to 30
Low-Carbon Heating System Design and Installation	Up to 30
Analysis Skills and Data Science	Up to 100
Healthcare Assistance (Train-the-Trainer)	Up to 40
Historic Property Management	Up to 20
Scaffolding	Up to 30

Skill gaps on this shortlist were identified and ranked based on four evidence sources:

- Identified by local industry experts (Interviews and focus groups)
- Evidenced in Jersey specific data (vacancy and labour market analysis)
- Inclusion in the UK skills gap list
- Inclusion in the European Skills Index

This resulted in a list of 15 skill shortage areas for review by the Skills Development Scheme Panel.

Prioritisation for funding was then informed by three impact indicators:

Relevance to delivery of government strategy

1. Direct impact on strategic objective
2. Indirect influence with potential positive impact
3. No direct or indirect impact

Scale of impact to industry

1. High – A new training pathway is created enabling immediate uptake
2. Medium - An existing pathway is enhanced (modernised, expanded)
3. Low – A training pathway exists but is underutilised

Timeframe to realise return on investment e.g. length of training before qualification

1. Short Term (6-12 months)
2. Medium Term (1-4 years)
3. Long Term (5 years+)

9. What forecasts exist for future demand in priority skills areas, and how are these projections modelled?

The model uses existing data sets around sector make up and employment levels and uses assumptions such as those provided by the FPP to assess which skills are needed now and in the future. These forecasts then inform the policy making as above.

Reskilling and Upskilling Demand

10. How many workers are currently identified as requiring reskilling or upskilling to meet future economic needs, which sectors show the highest demand, and what numbers are available to illustrate this?

As noted during the recent public hearing, it is not an appropriate role of Government to dictate to industry which sectors require upskilling or to pick winners or losers. Instead, government works to provide a flexible framework for businesses across all sectors to upskill their workforce at the appropriate point in their lifecycle. As discussed, the projection of future sectors and skills needs such as AI or green technology skills is known. However, the timing of when they will be needed should be left to businesses and the market to deliver.

11. *Will the Minister explain what evidence exists on the effectiveness of current reskilling and upskilling initiatives in meeting workforce demand, together with any projections of workforce displacement due to technological change or sectoral restructuring, including the number of workers affected?*

The delivery of skills initiatives are under the purview of the Minister for Education and Lifelong Learning.

12. *Which sectors are currently identified as having the greatest demand for new workers, what forecasts exist for workforce needs, and what data does the Department hold on hard-to-fill vacancies and the skills most frequently cited as lacking?*

This is a similar question to question 8 and is answered as above.

Employer Engagement and Provision

13. *How many employers have engaged with government-supported vocational training or skills development schemes in recent years, together with the data available on employer demand for specific vocational skills and how this demand is being tracked?*

This information is better provided by the Minister for Education and Lifelong Learning but some detail is outlined in other similar questions.

14. *What information is available on employer demand for specific vocational skills, how is this demand being tracked, and how is employer feedback incorporated into workforce planning and the identification of skills priorities?*

This information is better provided by the Minister for Education and Lifelong Learning but some detail is outlined in other similar questions

Employment Data: Workforce Overview

15. *At the time of the last census (March 2021) the ILO unemployment rate was 3.5%, corresponding to 2,058 people being unemployed at that time. What is the current unemployment rate in Jersey, how has this changed over the past five years, and how does unemployment vary by sector, age group, and qualification level?*

Jersey does not conduct a regular labour force survey, such as is typically done in larger jurisdictions. As such the ILO unemployment rate can only be calculated at the time of the census.

As a proxy measure, Jersey monitors the rates of those registered as “Actively Seeking Work” (ASW) with ESSH. ESSH publishes quarterly data on the Government open data platform for this, which is available here: [Back to Work Statistics - Monthly Registered Actively Seeking Work Statistics - Government of Jersey Open Data](#).

Figure: Number of individuals registered as Actively Seeking Work, January 2020 to December 2025



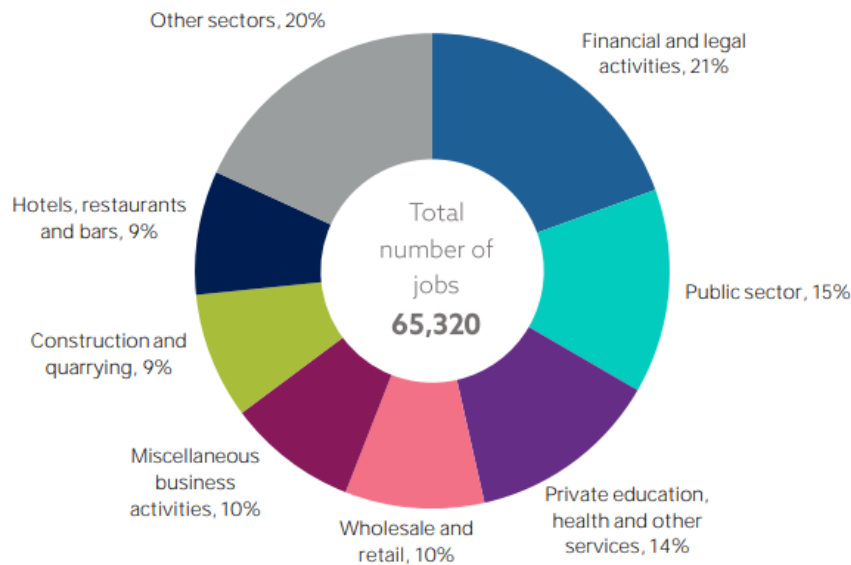
These figures are heavily influenced by the impact of the Covid 19 pandemic during the period of 2020-2022.

The ASW figures will not include all unemployment, as unemployed Jersey residents are not required to register as ASW. The figures there constitute an informative set of indicators demonstrating the level of individuals currently seeking work.

16. Which sectors currently demonstrate the highest levels of employment and which are in decline, and what proportion of the workforce is engaged in vocational or technical roles, including how this has shifted over time?

Statistics Jersey publishes regular labour market reports detailing the levels of employment in the different sectors of Jersey's economy. See [Labour market and employment | Statistics Jersey](#)

Figure 4: Financial and legal activities was the largest sector in June 2025, with 21% of workforce jobs
Percentage of total jobs by sector, June 2025



Financial and legal activities continues to be the largest employment sector in Jersey. Employment in this sector has increased by 1% over the last 6-years (i.e. from before the Covid 19 pandemic period).

As mentioned above, Jersey does not conduct a regular labour force survey and therefore there is limited data on the specific roles / occupations individuals are employed in at any point in time. Some information is available from the 2021 Census, see: [Employment: Census 2021 | Statistics Jersey](#).

Future Outlook

17. How does the Department engage with industry stakeholders to identify current and future skills gaps, what evidence highlights the sectors facing the most significant challenges, and in what ways is this feedback incorporated into workforce planning and the prioritisation of vocational training initiatives?

The Minister and senior officers across the department meet regularly with industry leaders and representative bodies across the sectors, including, but not limited to, standing meetings with Institute of Directors, Chamber of Commerce and the Jersey Hospitality Association. This informal engagement feeds into the working knowledge of the economy which is disseminated by officers through the necessary channels. An example of which would be the Chief Economic Advisor's attendance at the Skills Development Scheme meetings.

Cross Government Working

18. What practical arrangements are in place to ensure effective coordination between the Education Department, Skills Jersey, Highlands College, and the Economy Department in delivering workforce development priorities?

Meetings between the four parties are common, both bi-laterally and multi-laterally. These include Skills Jersey being on the Future Economy Programme Board, as well as the Chief Economic Advisor on the Skills Development Scheme. Working across government is at the heart of the FEP and indeed wider economic development delivery and I ensure that this is instilled within my officers' work.

19. How is the Best Start Partnership integrated into this cross-Government approach, and in what ways does it connect early years and lifelong learning with wider economic strategy?

Whilst I am informed that the Best Start Partnership is likely to have good economic outcomes and likely a good return on investment, its links to a wider economic development strategy are not always necessary. It is important that we provide a good start for our younger people and help for families on the island to ensure that they see a future for themselves in Jersey. However, it is better left to the officers and Ministers to deliver. As ever, officers in the Economic Unit and Future Economy Programme work across government to add value on economic strategy.

20. Can the Minister provide examples of recent initiatives where collaboration across these departments has directly supported sectoral needs or addressed skills shortages?

As previously mentioned, the Skills Development Scheme is a good example of this; as is the joint work around developing the skills elements of the BBSP. Both departments worked closely together to design both the policies and delivery of these schemes.

Follow-up matters from the public hearing on 7th January 2026

21. Please provide the detailed breakdown of apprentice numbers by course for 2025.

The table below presents the apprentices applying for the CYPES subsidy for apprenticeship course fees. A further 61 apprentices undertook the Level 2 Diploma in Care, Level 3 Diploma in Adult Care, and Level 3 Diploma in Healthcare Support within the Faculty of Health Education.

Sector	2024/25
Beauty Therapy	<5
Bricklaying	<5
Carpentry	63
Childcare	43
Civil Engineering	8
CMI management	15
Construction and the Built Environment	<5

Construction Management	20
Culinary arts	14
Dental nursing	<5
Digital	<5
Electrical Installation	125
Greenkeeping	<5
Hair Dressing	19
Horticulture	<5
Care	<5
Light Vehicle Maintenance and Repair Principles	37
Painting and Decorating	<5
Play work	<5
Plumbing	42
Retail	9
Veterinary Nursing Small Animal Practice	<5
Welding and Fabrication Practice	19
Youth Work	8

Futureproofing the workforce

22. Can you explain how policies will ensure that workers in declining sectors have access to retraining opportunities aligned with growth industries?

As pointed out in the Future Economy Programme, a skilled workforce (which is a theme) is essential to a productive and healthy economy. A flexible and adaptive workforce is essential to meeting the needs of the island's labour market. This also includes, where necessary, importing labour when required. Retraining opportunities provided by government are usually applied where large employers in specific geographies make considerable redundancies at any one time, or large sectors move away from a geographic area. I don't believe this is something that is occurring in Jersey. We are working hard across the department to support all our sectors, including visitor economy, retail, construction and agriculture and working alongside our Skills Jersey colleagues to ensure that the workforce can continue to adapt.

23. A number of submissions have highlighted that financial barriers can prevent individuals from pursuing a career change or retraining later in life. Could you outline what steps the Government is taking to remove or reduce these barriers, and how you are ensuring that people have equitable access to lifelong vocational learning opportunities regardless of their financial circumstances?

I believe that this information is better provided by the Minister for Education and Lifelong Learning. The approach by the Department for the Economy has been focussed on the skills needed through a business lens and if businesses do recruit staff that they feel need retraining they can apply to the BBSP fund.

Grants and incentives for businesses

- 24. The Apprenticeship Funding report published on 5 January 2026 recognises that employers are already make significant contributions by paying wages, providing training time, and offering mentoring before apprentices become fully productive. Given that many participants felt employers lack the capacity to contribute more financially, how do you plan to support employers so that apprenticeships remain viable and attractive?*

As previously stated, the BBSP was specifically designed to help support employers with any increases in costs for employing apprentices. The sum of £2,000 per year per apprentice was aimed at mitigating the increases of the minimum wage and a total of £1m was allocated for this. Additionally, the recent reintroduction of the Trainee Rate will also help reduce costs for employers.

- 25. The Apprenticeship Funding report also highlights concerns that, without stronger incentives, employers may be reluctant to take on apprentices. What measures are you considering to strengthen incentives and reduce dropout rates, ensuring employers feel confident in investing their time and resources?*

Please see above answers.

- 26. Participants in the Apprenticeship Funding review noted that stronger incentives are needed to encourage employers to take on individuals with little or no work experience and train them to industry standards. How will your department work with employers to address this challenge, and what specific forms of incentive or support are being explored?*

Please see above answers.

- 27. Are there plans to introduce, or expand, subsidies for companies that provide structured lifelong learning opportunities, and how will these contribute to retaining skilled workers in Jersey?*

As previously stated and discussed at the public hearing, businesses can apply for support with skills packages from the BBSP through Jersey Business. These can be sizable grants to help support businesses upskilling their own workforce. As I also stated at that meeting, businesses that invest in themselves and their workforce will become more productive and competitive, leading to higher profit opportunities and I believe they see this as part of their own plans to thrive.

Industry Engagement and Feedback

28. *How does the Department consult with industry stakeholders when identifying current and future skills gaps?*
- What feedback has been received from employers regarding skills shortages, reskilling needs, or barriers to workforce development?*
 - Which sectors have reported the most significant issues with skills gaps, and what quantitative evidence supports this?*

Please see answers to questions 8 and 17.

29. *What steps are being taken to ensure consultation processes include both large corporations and small to medium enterprises across diverse sectors?*

Whilst consulting with industry bodies and representative organisations I am confident that they do represent a good sample of different size corporations across a wide range of sectors.

30. *The Panel has heard that third-sector organisations can play an important role in bridging the gap between government and businesses by supporting skills development, work experience, and guidance. Could you outline how the Government is engaging with these organisations, and what steps have been taken to ensure their contribution is recognised and integrated into wider vocational learning and economic development strategies?*

This question would be better directed to the Minister for Education and Lifelong Learning and the Minister for Social Security. However, the department has worked with other government partners to help develop social enterprises which do contribute to this approach.

Economic impact and measurement

31. *Minister, can you outline what metrics the Government will use to measure the economic impact of lifelong learning and apprenticeship programmes?*

As stated in the Strategy for Sustainable Economic Development, a skilled economy is the cornerstone of productivity and competitiveness, especially in the context of new and emerging markets and job roles brought on from technological advances and changing consumer demand. Skilled workers contribute to the quality of labour, as highlighted in the factors of productivity above, through their expertise, adaptability, and innovative thinking.

Creating a culture of lifelong learning is essential for sustaining a skilled economy. The commitment to learning and upskilling throughout one's life and career not only fills current skills gaps but also prepares the workforce for future demands. Attracting the right type of labour to Jersey is also crucial as it can not only address immediate labour needs, but also bring economic benefits through knowledge sharing and spillover effects. Skilled workers often bring with them new ideas, best practices, and innovative solutions, enriching the broader workforce and contributing to the growth of industries.

The Future Economy Programme will be reporting later this quarter into the delivery of its actions and how they added to the wider economy.

32. Minister, can you inform the Panel how these initiatives will contribute to productivity growth and Jersey's economic resilience?

Please see my answer to question 31.

33. Minister, can you explain whether there is a strategy to link apprenticeship outcomes to broader economic indicators, such as employment rates and sectoral competitiveness?

As has been the case in recent years and as outlined by the Fiscal Policy Panel, the island is still operating at near to full employment. Apprenticeships play an important role in offering opportunities for the islands youngsters as well as improving skills across a number of sectors. However, linking apprenticeships to broader outcomes such as employment rates is both difficult and not impactful which would create an unnecessary layer of bureaucracy which the government's own economic strategy suggests that we need to move away from.

I hope the above information provides clarity to the areas you have raised alongside my answers during our public session earlier this month.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'K Morel', written in a cursive style.

Deputy Kirsten Morel
Minister for Sustainable Economic Development