



Children, Education and Home Affairs Scrutiny Panel

Lifelong Learning Review

Witness: The Minister for Education and Lifelong Learning

Thursday, 8th January 2026

Panel:

Deputy C.D. Curtis of St. Helier Central (Chair)

Connétable M. Labey of Grouville (Vice-Chair)

Deputy H.M. Miles of St. Brelade

Deputy M. Tadier of St. Brelade (Chair, Economic and International Affairs Scrutiny Panel)

Witnesses:

Deputy R.J. Ward of St. Helier Central, The Minister for Education and Lifelong Learning

Deputy C.S. Alves of St. Helier Central, Assistant Minister for Education and Lifelong Learning

Mr. K. Posner, Interim Chief Officer, Children, Young People, Education and Skills

Ms. J. Terry-Marchant, Principal, Highlands College

Mr. S. Penn, Head of Skills

Ms. T. Jackson, Policy Officer

[13:00]

Deputy C.D. Curtis of St. Helier Central (Chair):

Welcome to this public hearing of the Lifelong Learning Review Panel. Today is 8th January. I would like to draw everyone's attention to the following. This hearing will be filmed and streamed live. The recording and transcript will be published afterwards on the States Assembly website. All

electronic devices, including mobile phones, should be switched to silent. I am Catherine Curtis, the chair of the panel.

Connétable M. Labey of Grouville (Vice-Chair):

My name is Mark Labey, Connétable of Grouville, a vice-chair.

Deputy H.M. Miles of St. Brelade:

Deputy Helen Miles of St. Brelade and a member of the panel.

Deputy M. Tadier of St. Brelade:

I am Deputy Montfort Tadier. I have joined the panel for this review from the Economic and International Affairs Scrutiny Panel.

The Minister for Education and Lifelong Learning:

Deputy Rob Ward, Minister for Education and Lifelong Learning.

Assistant Minister for Education and Lifelong Learning:

Deputy Carina Alves, Assistant Minister for Education and Lifelong Learning.

Interim Chief Officer, Children, Young People, Education and Skills:

I am Keith Posner, Interim Chief Officer in C.Y.P.E.S.

Head of Skills:

Stuart Penn, Head of Skills.

Principal, Highlands College:

Jo Terry-Marchant, Principal of Highlands College and University College Jersey.

Policy Officer:

Tania Jackson, Policy Officer.

Deputy C.D. Curtis:

Thank you, everybody. We just have one hour for this hearing, so if we can keep the questions and answers brief. Just some questions to start with. Minister, the panel notes that increasing lifelong learning and future skills provision is a stated C.S.P. (Common Strategic Policy) priority. Can you just briefly say what specific measures are being introduced under this commitment to ensure equitable access?

The Minister for Education and Lifelong Learning:

I think looking for any specific areas within such a wide remit is difficult. There are 2 things. First of all, I think this might sound slightly odd but just introducing the title and changing it has changed the dialogue and we are starting to look at education both post-16 and beyond, and indeed beforehand. I know the remit is not ...

Deputy C.D. Curtis:

Lifelong learning.

The Minister for Education and Lifelong Learning:

Yes, to look at those things that are happening. A number of things have happened across the remit; particularly in higher education we have made a number of significant changes. I know it is not for this panel at the moment but there are a number of things that have happened there. We certainly have done recently a lot of work into the apprenticeships structure and the changes that will, I believe, need to be made in the longer term. I will say, though, that one of the things that I have been very pleased with is that we do not start from a zero point and I want to make this point really carefully. We have a very successful apprenticeship scheme in place, particularly up at Highlands but for all providers. We have a lot of successes: 440 on apprenticeships, both apprenticeships and Highlands. We do not start from a zero base but that does not mean we do not want to look further and improve that, and not just improve it but make it the right structure into the future and into the changing environment we have on this Island.

Deputy C.D. Curtis:

Okay, great. I know the panel was really pleased to see you report the stakeholder perspectives, because it was in late 2024 that we brought an amendment to the budget for a review on apprenticeship funding, so we are pleased to see what is happening now. I was going to ask you about your assessment of the current provision. You said you are starting from a good point but do you think there is sufficient accessibility for different groups, like disabled people and neurodivergent learners?

The Minister for Education and Lifelong Learning:

There will always be, I think, a need to improve accessibility across particular groups within our society, for 2 reasons. First of all, thankfully, as a society we recognise more that there is diversity within our population and we do not put that diversity just into a corner and ignore it. I think that is a huge step forward for us but part of that means we have to respond to that in what we provide. I know Highlands College do a lot of work to support students - perhaps, Jo, in a moment you might want to talk through a few of those things, from the principal yourself - but I think across our wider piece in terms of apprenticeships there is work to be done and it is part of the report that we

produced, that dialogue with stakeholders. I think it does recognise that. I think it is about partnership here between what we do in government, what we do with our providers, our government providers, our schools, our colleges, but also with employers themselves and how many ... what they need to step up and take that role as well: how can we support that and make it work? I think that is the dialogue that needs to happen from now on.

Deputy C.D. Curtis:

That is going to be part of ...

The Minister for Education and Lifelong Learning:

Absolutely.

Deputy C.D. Curtis:

Okay. Are there forecasts or targets set by the department around participation and completion? Are there any targets for the coming years?

The Minister for Education and Lifelong Learning:

Our completion ... would you like to name the continuation rate, Jo, because I know you are very proud of it, for our apprentices?

Principal, Highlands College:

It is 97 per cent positive destinations for the whole college, which is movement into employment if they are on a full-time course. The apprenticeships are already in employment, obviously. That can be a potential barrier in the sense that every apprentice that applied to us got a place on the apprenticeship scheme but if they are not employed then they cannot be an apprentice. They have to be in employment.

Deputy C.D. Curtis:

I think when we came up to the college we found that there is a problem - this is last year - with some of the young people not being able to get a position at the end of their course.

The Minister for Education and Lifelong Learning:

Can I say that is exactly the thing that we need to look at into the future from the work that we have been doing. We can train, we can provide the courses, we can be creative with the courses that are there. There are new things coming forward that we cannot talk about entirely because there are stakeholders that do not want us to talk about it entirely but there are some really positive things coming forward into the future in investment there. You are right, we need to make sure they have destinations at the end of it and also I think the problem is if it is not working and training, which is

what I suppose we would call an apprenticeship, we are talking about a different form of qualification. Now, they do exist. There are certainly for 16 to 19-year-olds the J.P.Q. (Jersey Progression Qualification).

Principal, Highlands College:

Yes, so the Jersey Progression Qualification. If we have a student that is unable to seek employment in an apprenticeship area or is not ready because they do not have the required background of qualifications, we have the Jersey Progression Qualification, which is a general qualification which gives some basic tasters into all the sector areas and they progress from there on to either apprenticeships or advanced level study and the achievement rates are excellent on that as well. Sometimes they need another year.

Deputy C.D. Curtis:

We have had some good feedback on that, have we not, from people?

Deputy M. Tadier:

Can I ask about the J.P.Q.? Is the J.P.Q. Jersey-specific or is transferable or internationally recognised?

Principal, Highlands College:

It is recognised by further education institutions in the U.K. (United Kingdom) and it is also recognised by the industries locally. It was designed in combination with employers to meet their needs and it is accredited by the third largest awarding body in the United Kingdom.

The Minister for Education and Lifelong Learning:

Can I just make a little point on that, Deputy, because it is a really important point? There is a changing world of those qualifications, which we are very aware of. A lot of work has already gone on. I know, Tania, you have been involved with communications with D.F.E. (Department for Education). There is another meeting I think in 2 weeks' time to look at how we will be proactive in dealing with, for example, changes to B.T.E.C. (Business and Technology Education Council) and the type of qualifications we have used. We are absolutely on top of that and we will be making representation at both Ministerial level and officer level in order to push where we are. It is not just us, it is all of the Crown Dependencies.

Deputy H.M. Miles:

Where does the J.P.Q. sit then? Is it post G.C.S.E. (General Certificate of Secondary Education)?

Principal, Highlands College:

Yes. Usually students who enter that will not have got the 5 benchmarked G.C.S.E.s. They may need an extra year to develop themselves and their skills. So in that they not only have the core taste of the sectors, they have a wraparound personal development coaching model, learning support. It is a full ... what they are calling a transition level in the U.K. but we got ahead of that, starting it in 2016, and we have just had it externally reviewed and updated for renewed delivery this year. So we are all the time improving it.

Deputy H.M. Miles:

What is the accreditation body?

Principal, Highlands College:

It is NCFE.

Deputy C.D. Curtis:

Is that for 16-year-olds really?

Principal, Highlands College:

Yes. Well, 16, 17-year-olds and then we have a programme for N.E.E.T.s (not in education, employment or training) et cetera. There are lots of different programmes.

Deputy C.D. Curtis:

That leads into what I was going to ask next, which is I was reading about in the U.K. the plans for the occupational pathway and the academic pathway. Is Jersey looking at doing something similar? I know that the J.P.Q. sounds a bit like one of those in some ways as well.

The Minister for Education and Lifelong Learning:

I will just say I think that word “pathway” is really important. That is exactly where we need to go. I think there is a significant overhaul needed and I do not ... I know we are not talking about pre-16 but I have to say I think we need to make to ensure that at 14 years old there are very clear and open pathways for all of our students right up to 18 and beyond. That means a greater participation and co-operation across all of our educational establishments, which I am sure you want it to be. We have the skills, we have the abilities there across our piece and I think there is a real opportunity there. Whether we take that model that the U.K. have, because there are some issues with that model, or whether we ... I think we have something that is more Jersey-specific for our economy, our needs and the industries and the economic areas that are here, economic drivers is the word I am looking for that are on this Island.

Deputy C.D. Curtis:

Okay, but there are plans to reconsider or reform the current model?

The Minister for Education and Lifelong Learning:

I think we have to. I was going to say this later but I will say it early. I think this needs to be at the top of the agenda for whoever is in this post in the coming 4 years. It has to be right at the top of that agenda and we are doing now the groundwork and the precursory work with the reports that we have been producing, the consultations we have had across industry and, really importantly, the consultation we have had with young people, which I am really, really proud of them for.

Deputy C.D. Curtis:

Whichever model comes about or you think may come about, will there be a priority given to flexibility so that people might be able to transition in different areas later on?

The Minister for Education and Lifelong Learning:

Yes, and I think you have pinpointed one of the areas ... exactly those areas that we have met. I think we are strong when it comes to apprenticeships in some areas but I think if you want to change your job later on in life there are financial issues around that, there are issues with ... simple issues like how you pay your social security, with a family, with a mortgage, but if we want to train our own we need, as an Island and as a Government, to be saying we will support that. It will have a cost but, as I have said I think before to this panel, sometimes you have to take that word "cost" and see it as the word "investment" because if we keep people here and they work here, they pay their taxes here a long time and certainly pay back any investment that we make in them.

The Connétable of Grouville:

We have other questions about that coming later. For the public and the record, you mentioned 5 core subjects, Jo. Would you be kind enough to highlight what those 5 core subjects are for the record and for the public?

Principal, Highlands College:

Five core subjects?

Deputy C.D. Curtis:

When people normally go on to A-level or employment.

The Connétable of Grouville:

In the J.Q.C.

Principal, Highlands College:

Sorry. I was saying that usually the students who enrol on Jersey Professional Qualifications have not achieved 4 or 5 grade 4s at secondary school. It is a year for them to grow and develop enough skills. Do you see what I mean?

The Connétable of Grouville:

Yes. I just thought it would be good to clarify it.

Principal, Highlands College:

It is a broad offer. The J.P.Q. runs across all of the subject lines, through social care, through construction and engineering, so they all ... so what we do is very much what the Minister has said, that there is a pathway into all of the advanced and technical areas. That is what we have worked over for more than 10 years now.

The Minister for Education and Lifelong Learning:

It is effectively to step into a level 3 qualification you have to have your level 2. This is now just boosting up that level 2 qualification to enable people to learn, move on. It may just take some people a little bit longer. It is a really good model.

Deputy H.M. Miles:

How many on average is the cohort for the J.CQ.?

Principal, Highlands College:

About 140.

Deputy C.D. Curtis:

Quite big then.

Principal, Highlands College:

Yes. It varies year on year and it depends on ... we did experience a bit of growth post-COVID.

Deputy C.D. Curtis:

Is it a one-year course or 2 years?

Principal, Highlands College:

It is a one-year course.

Deputy M. Tadier:

We talked about inclusivity and also bearing in mind the 4 or 5 core subjects, so that normally would include ... they are not core subjects, when you talk about 4 or 5 G.C.S.E.s and some students have not obtained all of those at the standard level, does that normally include English and maths?

Principal, Highlands College:

Yes. We provide a retake programme and approximately - it varies year on year - there is 250 or so retaking maths and there is over 100 retaking English. We provide that service as well for full-time students. Those numbers will ... we respond entirely to demand. When I started at Highlands College there was a group of 20 because that demand was not being met and I felt very strongly that it needed to be, so we planned that as part of our core provision. We expect all of our learners to come out as literate and numerate for the workplace and I believe also it is part of their citizenship.

Deputy M. Tadier:

There will be some of those professions that we consider traditional, so if you take electricians, plumbers and builders, there will be lots of those operating in Jersey who do not have English as their first language and who may actually be ... and there is no requirement, of course, for the need to speak English to be a competent electrician or builder, you could argue.

[13:15]

Is there an opportunity for those people to be able to take on an apprentice and for that apprentice then to get access to an apprenticeship or an equivalent if they do not have a good level of English?

Principal, Highlands College:

They can access it without those qualifications. We do not offer English and maths to all the apprentices. We do to full-time students but not to all the apprentices.

The Minister for Education and Lifelong Learning:

But you have got to remember that apprentices are often one day a week, so to fit that in with everything else. The other thing about the retakes of English and maths - and I will say this, probably you cannot say this, Jo, because this is a very political statement - it is partly to do with the obsession of the U.K. with everyone having level 4 English and maths to move on to any further qualification. Personally, I think there should be alternatives to that but we do use the U.K. system and the last thing we want is somebody from a progression qualification - this does happen a lot - moving on to degree level eventually and being told: "We cannot take you for a degree because you do not have that level 4." We have to be thinking ahead for those students in ways in which perhaps we do not necessarily want to but we are trying to equip them so they are not disadvantaged later on.

Deputy C.D. Curtis:

I just want to ask a question following on from the student perspective report, which is an interesting one. That identified the need to explore a unified timetable, so looking at the vocational side as well as academic. Will there be any consideration given to that, do you think?

The Minister for Education and Lifelong Learning:

I think that is something that really does need to happen in the coming years, absolutely, and there are a number of drivers for that. Can I just say about that report, that was us talking to around 120 students across every single educational establishment on the Island, all of them, and I think what they fed back there needs to be listened to. One of the strong themes from that was they want to see a more unified approach, they want to be able to choose more about where they are going, and some felt ... and it is not a criticism of any institution. They were not criticising the institutions they were in. They were very proud of where they were but they said: "Sometimes I am not necessarily doing what I want to do but I will put up with it." To me, that was something I did not want to hear: you will put up with X qualification. If young people are motivated, let us enable that. That is a sea change.

Deputy C.D. Curtis:

Maybe looking back to even 14 years old having some more opportunities.

The Minister for Education and Lifelong Learning:

Absolutely, and again I think that needs to be at the top of the agenda. It goes together with the apprenticeship and post-16 education and it needs to be right up there in the debate in the election and then beyond.

Deputy C.D. Curtis:

They did value what there was already, did they not, but they also wanted more? Just a quick question and then Mark. You mentioned earlier about how important it was to consider the destinations at the end of a course, a person gets to what they want to do. Is that going to be central to considerations around any degrees?

The Minister for Education and Lifelong Learning:

Yes, because I think it is linked to need in the work we have done with Skills Jersey about targeting need on the Island. We are a small Island and we have to recognise that. I think what we have to do is target a great deal on the type of things we want to do. Tania, do you want to say, because you have done a lot of work on this?

Policy Officer:

Just to add something on the review of the apprenticeships. One big piece of feedback we got was that there is a lack of awareness of funding for higher level apprenticeships and we have 2 schemes. We have an apprenticeship subsidy for level 2 and level 3 and then we have student finance for level 4 and above. If we are looking at that destination, the pathways, having a unified scheme where people know from an entry level all the way through to higher level apprenticeships, they understand what funding is available to them and it is similar and it is designed for apprenticeships. That was a key piece of feedback that we took away and will inform the design of a future scheme.

Deputy C.D. Curtis:

That is good and that would come about through Skills Jersey quite a bit, would it not?

The Minister for Education and Lifelong Learning:

What we have got there is a really joined-up approach to what we are doing. We are looking at what industry want, we are looking at where we see the gaps, we are looking at the structure we have and where the gaps are, then using Skills Jersey to say where are the gaps in our industries. Put the whole lot together and you have a very effective longer-term scheme for training and pathways for the Island. It will change because need does change. Green skills, for example, were recognised. There are some projects coming forward that we cannot entirely talk about at the moment because of people involved in them, but I know Highlands has got a very good project which we will inform you of as soon as we possibly can.

The Connétable of Grouville:

We have got questions about that. Minister, the *Apprenticeship Funding: Stakeholder Perspectives* report published on 5 January - I have it here - highlighted concerns that limited exposure to vocational pathways during compulsory education may affect how well young people engage with apprenticeship programmes. How are the Government addressing this issue and what steps are being taken to ensure that students in compulsory schooling have meaningful access to those?

The Minister for Education and Lifelong Learning:

The first step is exactly that report and that identification. You do not know the problem is there until it is identified. We were sort of aware of that but that is absolute evidence for what we are doing. The next step is to look at how we are going to use our schools and careers information, which I know the students talked about as well, which we are absolutely open to, to inform of those pathways that are available, those opportunities that are available that Tania spoke about earlier. A lot of exists and it can be used. I have got to say there is going to have to be a difficult conversation for Government in this Island about the structure of its education system because we have a very selective system and we have a very particular ... I am really choosing my words carefully now because I do not want to criticise anyone because I think everybody is doing a really good job, but

it is a very distinct system: you go here or you go there. One of the things we got from 14-year-olds when we spoke to them was: "Well, actually I do not have that much choice because I am not going to this particular institution, so I am going to have go there." I said: "What do you mean by that?" They were absolutely correct.

Deputy C.D. Curtis:

This was one of the recommendations in our secondary education funding review.

The Minister for Education and Lifelong Learning:

I absolutely agree with you, but that step is a brave political step for us because we are going to have to change the structure of our education system. If the Island wants that, great, let us get on with it. I think we can do that and I think it is a very effective way to educate our young people.

Assistant Minister for Education and Lifelong Learning:

I will say, just coming back to your question, from a personal professional perspective, I think there has been progress along the way. When I first started as a teaching assistant 20 years ago it was normally the children who were not engaging with school that were more put on to those kind of vocational pathways early on, whereas now - and I have been out of education for about 7 years now - I think what is happening is that we are recognising that some children have strengths in other areas and others do not and tailoring that to them. So you will see that a lot of secondary schools are doing one or 2 days a week out of school within mainstream to go up to Highlands and do hair and beauty - Jo, I do not know if you want to chip in on that - incorporated with the compulsory.

Principal, Highlands College:

We already have 170 14 to 16-year-olds on a weekly basis. That is in 2 main feeder schools, Grainville and Haute Vallée. It is highly valued by the schools and the students themselves. They find that it motivates those students in the rest of their curriculum in school because they are doing some practical activities that they enjoy, some hands-on learning, and they are able to shine in a different arena.

The Minister for Education and Lifelong Learning:

It gives them confidence.

Principal, Highlands College:

We are also in discussion ... Victoria College has approached me for opening up options for learners from that school to access our sixth form and for some years I have got a joint position with Hautlieu School for Design Engineer Construct, which is a fantastic qualification. We are very open to partnerships with people ... any institution that shares the same values as us, which is obviously

students first, quality outcomes and really good progression opportunities, so we can do it, the abilities, skills and other things there.

The Minister for Education and Lifelong Learning:

Just a quick point on those 2 points. I think that hits the nail on the head. We have moved from this false distinction between academic and vocational. It has taken us a long time. These things are really valuable and just as difficult or just as challenging and we have got these things available but what we have is a structure in our education system that I still think is an obstacle to that, and that is not a criticism of the institutions themselves. It is the structures we have and if we are willing to change those I think we have a huge opportunity on this Island.

Deputy H.M. Miles:

Can I just ask you a quick question about the 170? So you have got 14 to 16-year-olds over from Grainville and Haute Vallée. Why are you not bringing them in from Les Quennevais and Le Rocquier?

The Minister for Education and Lifelong Learning:

Capacity.

Principal, Highlands College:

We have a capacity issue. I cannot currently meet all the demand from Grainville for motor vehicle because of workshop space. Les Quennevais, Jon Sindall, the new head, would like to open up those options. He is a new head to the Island but he is interested in accessing our vocational offer. It is complementary because it is the things that we deliver that they cannot do in a school - motor vehicle, hair and beauty, culinary arts - but all of those things are really workshop-confined spaces. Getting on to a new campus, flexible learning spaces would enable greater access for younger students.

Deputy M. Tadier:

Can I come in with a supplementary, just on something the Minister said? I am glad you made the distinction between ... I think you were saying there is a false dichotomy often between vocational and academic.

The Minister for Education and Lifelong Learning:

Absolutely, yes.

Deputy M. Tadier:

It is fair to say, I think, that vocational can also include things like becoming a doctor, an astrophysicist, a lawyer. Those are vocations because they are to do with jobs whereas there can be academic subjects that are not vocational. Studying English, music, French are not necessarily for a vocation. Is there, in your mind, a difficulty in what the baseline education should be, that education should be providing for students who then go on to study possibly vocational courses later?

The Minister for Education and Lifelong Learning:

That is interesting. I know this is not the scope but if I could just briefly touch on that because of your question. I think up to year 9, up to the age 14, the curriculum is broad-based and there are projects going on such as the Oracy project, such as the other projects that are happening in school in terms of developing people as young people, which give that firm basis. I think it is past that age where we ask children to specialise and whether we have got enough choice for them at that point, which are vocational choices. I have used the word and I have contradicted myself but you know what I mean. You can identify as those types of courses. The Design Engineer Construct course is a classic example of that. That does not fit in one of those 2 areas. It is smack bang on its own and a really good course. It is helping people move forward from construction itself to civil engineering. You can move in a number of different ways. I think up to that point we are but, yes, I think we need to have a proper discussion on the Island about what we want. If we want to offer these proper pathways and openness for our education system, we will have to break down some of the barriers that have been created over many, many years and I understand why because our education system is changing and our needs are changing. But, yes, I think earlier on we are better than... we could always be better, I am sure, but I think there are pinch points where we need to look at them carefully. What it does mean, though, is it is achievable in my view.

Deputy C.D. Curtis:

We need to move on because we are only on question 1.

The Connétable of Grouville:

Minister, given that grants for higher education are statutory entitlement, do you believe that apprenticeships should similarly become a statutory entitlement, similar to the model use for higher education?

The Minister for Education and Lifelong Learning:

I think the answer to that in the long term has to be yes. It is what we mean by that, what we do with it and how we do it that is the question because for higher apprenticeships, for example, we already pay at the same level for the student grant system, so it sort of exists. Beyond that, though, we have a statutory ... well, again, we have a very mixed system, do we not? We have a statutory requirement

for some post-16 to 18 if they are not paying but for others there is fee paying. So you could say it is only statutory if you can pay for it. So what do we do there? Apprenticeships in a similar way are paid for at a slightly different level. Yes, I think they should be statutory but once we do that we can then have a statutory age up to 18 for education on the Island and I think that would be the step because if you make that step you have to make sure that everyone is provided for. That has not happened in the past and I can understand why because you cannot guarantee everyone is provided for. The 2 go hand in hand. It is a symbiotic relationship, if you like, one feeds on the other and if we get it right it will work well in the long term.

The Connétable of Grouville:

What steps are you taking ...

The Minister for Education and Lifelong Learning:

Too long, yes, sorry. I just had to qualify my yes.

The Connétable of Grouville:

What steps are you taking to ensure that apprenticeship funding provides equitable access and progression opportunities for young people?

The Minister for Education and Lifelong Learning:

What do you mean by equitable access?

The Connétable of Grouville:

Post the qualification.

The Minister for Education and Lifelong Learning:

This is what we said about destinations and the value of the qualification. I do not know ... once a qualification has been completed and somebody has qualified, I would hope that they would have a destination to go to. If we are training 1,000 ... whatever example I give now I am going to get into trouble on. Stuart, you know we trained a certain number of people in one area and we have now got a glut. We do not need to do that anymore and so we train ... but that is about being adaptive. That is the answer to your question. If we are adaptive we can make sure that it happens and that comes from the work that Skills has done. Do you want to talk about it briefly?

The Connétable of Grouville:

My next question relates to that as well, if I may. Minister, could you outline what collaboration has taken place between your department and the Minister for Sustainable Economic Development in relation to lifelong vocational learning and future skills provision?

[13:30]

Head of Skills:

Actually linking it to the talk about should we make apprenticeships statutory entitlement, then we need to go back to your question earlier about how do we make sure that young people are learning about what career pathways are available and how they are linked to jobs in Jersey. That is the beauty of the Skills Jersey setup that really started at the beginning of last year where you have got the data analysis side pulling in what is actually out there in the industry data wise and evidence-based, accompanied by knowledge from local employers. So we are pulling all that information in. We have also then got the careers guidance team that act as an impartial unit that go round all of our schools. They are the team that push that information out, so if we can widen the understanding that is evidence-based and factual about what we need in this Island now and in the future, young people can then start really planning what pathways they want to follow. If it is then also an entitlement that they can access those to whatever plan is needed, you have got a perfect system there. It is actually the system that the U.K. White Paper recently wants England to turn towards using. If we then also include what we were talking about with how do we work with Economic Development to make sure we do, I sit as a link bridge, or the Head of Skills does, to the Economic Development team, work very closely when we do all the data analysis to find out what are the labour market gaps, what are the vacancies gaps. We work with them and use data together, so we analyse all the data together. The knowledge gathering piece where you are talking to employers, we go out and do that ourselves but then also connect with the local economy team, who are underneath the Economy Department, and make sure that what we are hearing from this side matches what they are hearing from an economic side when they go and talk to agriculture, construction, retail, hospitality. We take that knowledge piece, which is really strong in Jersey because we can get out there direct to the employers whereas in the U.K. they are very jealous that they cannot do that. We then take all of that, compare it to the data. That is where we get our skills priorities list but also beyond that we do not just say what technical skills do we need. We look at things like the Oracy project that was mentioned, the soft skills. Employers said they would like young people to be able to come out and speak in public. We have responded to that with the Oracy project. There is a very strong link between ourselves and Economy and we are always looking to improve it as well to make sure that we are getting everything we can out of the relationship. At the start of this year we are about to start our data analysis again and myself and Kirsty Pearson are already in conversations about what other data is out there, what else is there that we can get that will help us with these decisions.

Assistant Minister for Education and Lifelong Learning:

Can I just add on a Ministerial level as well we have got the H.A.W.A.G. (Housing and Work Advisory Group) plus group that meets, that are across Ministerial colleagues. We have got the Minister for Education and Lifelong Learning, the Minister for Sustainable Economic Development, the Minister for Housing and the Minister for Social Security and obviously we have Stuart who often contributes to those meetings and Tim Holby(?) as well, on a Ministerial level as well.

Deputy C.D. Curtis:

What was the group?

Assistant Minister for Education and Lifelong Learning:

H.A.W.A.G. plus, yes, and the Chief Minister. That is how we keep in contact on a Ministerial level as well and make sure that information is shared and any issues are raised and dealt with.

Deputy M. Tadier:

Can I ask a supplementary? The premise for apprenticeships seems to be primarily an economic driver. You are saying you would not want people to be cautious if they do not necessarily result in jobs or if they do not equip these students to have a job. Is that correct?

The Minister for Education and Lifelong Learning:

I am not sure I have said that but I think that is, if you like, a driver behind it, absolutely. However, I would say that I think that is the nature of the beast. The people who are going into that line of training are doing it because they want a job at the end of it on these themes. I understand what you mean but I think there is also a wider qualitative element to apprenticeship, skilling up.

Deputy M. Tadier:

Is there a risk that where budgets are being squeezed? I think the report that you have just come out with shows some areas of concern and also disagreement and I think there is a political reality at the moment that money is tight. Is there going to be any pressure in future for certain courses that do not produce a vocational outcome? Let us think about ordinary degrees that are in philosophy, languages, music, et cetera. There is no requirement for you to study that and then show a link to a job. Is there going to be pressure on budgets?

The Minister for Education and Lifelong Learning:

Yes, it is a good question. I think that is a wider education question. I personally would not want to see that. I think education in those areas is vital as well for a society.

Deputy M. Tadier:

If someone wanted to study to be an electrician but did not want to get a job as an electrician, they just wanted to do it for the fun of being an electrician, would that be acceptable?

The Minister for Education and Lifelong Learning:

It is probably worth saying that they would be in a job as an electrician if they were on the apprenticeship scheme, so they would already be there.

Deputy M. Tadier:

But could you study electronic engineering without having an apprenticeship?

The Minister for Education and Lifelong Learning:

At this moment, not as an apprentice because by the nature of the beast you would have to be ...

Deputy M. Tadier:

But you could study electronic engineering?

The Minister for Education and Lifelong Learning:

I do not know if there is an electronic engineering course that exists on its own on the Island, no. That is more of a philosophical point, I would say. I look more at that is that you train as an electrician and you realise at the end that you want a change of career after a few years and that, I think, is something we need to enable so that you can have that change.

The Connétable of Grouville:

The next question actually relates to that, if I may.

The Minister for Education and Lifelong Learning:

Have I answered that? Is that okay?

Deputy C.D. Curtis:

Yes.

The Connétable of Grouville:

Minister, the apprenticeship funding review highlighted stakeholder concerns that restrictions on prior qualifications prevented funding for more than one qualification at the same level, closing off the key entry point into apprenticeships, particularly to those seeking career changes, as we have just highlighted. Do you intend to remove this restriction and what steps are being taken to ensure that apprenticeship funding supports career changes as well as school leavers?

The Minister for Education and Lifelong Learning:

Do you want to talk about the specific what we have done there and then I will sum it up?

Policy Officer:

That restriction does not apply to level 2, level 3 apprenticeships. It was a question to the stakeholders: "Would that be an appropriate restriction to put in place in a new scheme? If not, why not? What are the problems that you would envisage?" That was exactly the problem that they envisaged if we introduced that restriction. It exists for higher education, which is typically degrees. If somebody already has a degree, they are not eligible to access funding for a second degree, but the funding for a level 2, level 3 apprenticeships is your first apprenticeship. If somebody had, for example, an A-level, a level 3 qualification, currently they are able to apply to do a level 2 and/or a level 3 apprenticeship and access the subsidy. That restriction does not exist currently. We were testing to see if it would be appropriate to introduce it at the lower level.

Deputy C.D. Curtis:

I think you were also thinking about at the degree level. Is there any plan to change that? Somebody might have a degree - I think we talked about this earlier - in teaching, for example, and then want to change to perhaps looking into psychology or something like that later on.

The Minister for Education and Lifelong Learning:

I notice that your teams of reference said about not being post-16 but that is certainly something we will need to look at. However, I will say we do fund with grants degrees. It does not happen everywhere and there will be a budgetary limitation because we spend a lot of money on degrees and if somebody has done their first degree and completed it, whether we would fund another second degree I think a decision has to be made longer term. It may well be that we come to specific areas of need for the Island or transferring degrees into a different area is the first stage in that. For example, if you train as a doctor ... I do not know why I said doctor. That is the worst example, actually. If you wanted to retrain to be a social worker, examples like that, we would ...

Deputy C.D. Curtis:

You are already a teacher, you want to be a social worker, teacher, educational psychologist.

The Minister for Education and Lifelong Learning:

Yes, and it is something that the Island ... the Minister may then want to consider taking.

Deputy C.D. Curtis:

That might be looked at and changed?

The Minister for Education and Lifelong Learning:

Again, that is post ... that is higher education. We did not think it was in the remit.

Deputy C.D. Curtis:

But it comes into lifelong learning, does it not?

The Minister for Education and Lifelong Learning:

Okay. I will say, though, that if you have a first degree you can do the J.G.T.T.P. (Jersey Graduate Teacher Training Programme), which requires a degree, so you could have a career change and train as a teacher on-Island. These models do already exist here.

Assistant Minister for Education and Lifelong Learning:

Some of the credits can be used so that you do not have to do the full second degree.

Deputy H.M. Miles:

I have some questions specifically around the role of Highlands. You are the principal provider of vocational learning in Jersey. Can you tell us what your key challenges are at the moment?

Principal, Highlands College:

Well, you will be well versed in the physical environment at this stage but it is worth revisiting because it touches on a number of areas: accessibility for 14 to 16-year-olds, accessibility for disabled learners and some safeguarding challenges with the 11 buildings, 2 sites. We have done cyber simulations and some business continuity planning and it is very difficult to lock down the site in the worst case scenario presently if we needed to. There are a number of issues that the estate provides pretty much almost on a daily basis, to be honest. Then the change in the U.K. qualification framework. The Minister has already pointed out learning support and the policy officer, my vice-principal, has been working with that. I have a partnership agreement, I should mention that, an M.O.U. (memorandum of understanding) with the Guernsey Institute and with the Isle of Man and I have been working in partnership with them for more than 5 years. Some of the benefits are that we approach these kind of challenges as jurisdictions together. Obviously we have got a greater voice if we are talking about thousands rather than hundreds, so we are working with them and presenting the challenges that we face with T-levels, which are now going to be V-levels, et cetera. That is a constant piece of work for us. As well, the whole future of vocational learning ... and it is true we do have good work with Economy and we will be commissioned by areas of government to do work like the fiscal stimulus where we had 1,400 adults come through our doors working together with Digital Jersey in partnership. We also did social recovery with adults. That kind of ongoing commissioning work I think will grow because we have got an ageing demographic, we have got A.I. (artificial intelligence) challenges, which some exceptional work that was done by PwC says it is

going to have and is already having an impact on entry level jobs in finance, our biggest employer. We would be central to any kind of career switching, upskilling, reskilling.

Deputy H.M. Miles:

How are you preparing for that?

Principal, Highlands College:

We are preparing for it by our engagement with working together with Skills Jersey through the Skills Fund, so we have demand that is coming in through them. We also sit on every sector board, so we are engaged with all the sector demands and the area where I believe there are further opportunities is in L.M.I. (labour market intelligence). You have hard and soft labour market intelligence. I would like to see a portal that you could access centrally that looked at future trends. What are the future trends that we can look at as a jurisdiction that we are going to need to meet? We are going to have to start doing it now. There are some things we know. How many nurses are we going to need for the hospital? Who is going to build the hospital? Probably my carpenters, my bricklayers, my plumbers, my electricians.

Deputy H.M. Miles:

Are those conversations happening now?

Principal, Highlands College:

They are and there is opportunity to develop that. Sorry, Minister.

The Minister for Education and Lifelong Learning:

No, I am pleased that you are saying it and I think to a large extent that is the point of starting to talk about lifelong learning.

Principal, Highlands College:

It is about joining the dots.

The Minister for Education and Lifelong Learning:

Yes, but what you do is you open up this Pandora's box and say: "Okay, so what do we mean?" This is what we mean. We have not got a choice.

Deputy H.M. Miles:

Are you comfortable, Minister, that there is a structure in place that captures these sorts of conversations and the hospital is a really good example, is it not?

The Minister for Education and Lifelong Learning:

There are 2 things I will say to that and I will just stretch a little bit from your question: am I comfortable that the structures are in place? Not yet, and this is exactly the work that we have been doing. We doing work with the Policy Officer and the college and Skills Jersey and saying what will that structure look like and it needs to change. We get that and that is about transitioning between jobs. In the long term in terms of is the structure in place regarding the projects that are coming up, I think there is. The hospital is in a very early stage of that at the moment but, yes, absolutely, with Skills Jersey about those needs. There is something going on with training, there has been identification of one training need. Do you want ...

Head of Skills:

We work closely with a great example of the construction hub that is run, which is industry all together coming together with government to discuss what are our needs going to be. Included in there is the procurement department within government, so we are now working closely with them. As they put out big contracts, and the hospital is the most obvious one, when they are getting the tenders coming back in and it is saying what work needs to be done and what skills are needed, we are then using that as part of our analysis to say: in the future, several years from now, are we going to need more low carbon heating technicians, are we going to need more air conditioning, so that we have got a solution. We also look at it the other way as well. For example, when Bellozanne was redesigned we did a similar project then and worked with them to identify there was a certain skill for bending steel and we were looking at going: "Well, we are going to need that, loads of steel needs bending." As we looked into it, we said: "Actually this skill, we are going to need it once. Once we have done this, we will not need it for another 20 years. Let us not set up a course at Highlands to send people off on the wrong path." So we do both sides of the coin, what is needed and what is not.

Deputy H.M. Miles:

Really the key to completing the jigsaw is that Skills Jersey are at the table, Highlands is the main vocational provider at the table. Strategically, who is leading on this then? Does this come down to the chair of H.A.W.A.G.?

The Minister for Education and Lifelong Learning:

What do you mean who is leading on ...

[13:45]

Deputy H.M. Miles:

The overview of it. Does that come from within the Chief Minister's ...

The Minister for Education and Lifelong Learning:

If you are talking about the overview of the entire skill provision of the Island, I do not know whether that is ... if I am absolutely straight, whether that will ever be possible for one individual to do that. I think what it means is that departments, as we do, communicate with each other well as we have got those bridging parts ...

Deputy H.M. Miles:

Those are the key things, are they not?

Deputy C.D. Curtis:

I think that H.A.W.A.G. plus group is a vehicle to that as well.

The Minister for Education and Lifelong Learning:

That would be one group.

Deputy C.D. Curtis:

That is the point.

The Minister for Education and Lifelong Learning:

I see, sorry, yes. I get it, yes.

Deputy H.M. Miles:

Just a final one from me because I am conscious of time. Where are you with the progress on the feasibility study for the new Highlands College?

The Minister for Education and Lifelong Learning:

I think we are looking at sites and I think there are sites identified but I think there is a reluctance to talk about sites early on because ... do you want to talk about it?

Deputy H.M. Miles:

Has there been a budget allocated to provide ...

Interim Chief Officer, Children, Young People, Education and Skills:

Not at the moment, no, but I am putting together all the information required for the business case for that to happen.

The Minister for Education and Lifelong Learning:

I think that is a huge step forward, by the way, and I think that ... can I just say, these 2 things go hand in hand and I think we talked about this the other day, Jo. We have an opportunity here to get the pathways and the model for what our apprenticeship scheme will look like, our training schemes will look like, not just from 16 but way beyond that and throughout people's lives and beyond. Then we build facilities that are purpose built for what we want to provide in the areas that we have. For example, if we need more motor mechanic areas we know when we are building that we are going to have to have those flexible spaces that we talk about. If we are training for the hospital and we want health and social care ... I visited a school once in the U.S. (United States) and they had an entire ward set up with a bed inside and this is from their 14 to 19 school. It was absolutely incredible. That is exactly what they wanted and that is the type of thing. We have got an opportunity here to build the right thing for the right needs but we have to identify them first and we are on the pathway to doing that. It has to be top of the agenda for who comes next.

Deputy M. Tadier:

Minister, I think you have answered a lot of the questions about access to courses and accessibility generally, so I will not dwell on those unnecessarily. What I wanted to delve into a little bit more is the dual role that I think any education system has got. On the one hand it needs to, as we are seeing here, be sensitive to the needs of the market, so it needs to make sure that the population ultimately have the requisite skills or can get the skills as they need them. Do you accept that there is an underlying wider educational role that you as Minister has, or any Minister has, to make sure that any students when they leave school, whether it is at the age of 14 ... they do not leave at 14 nowadays but they might change courses at 14, at 16 or 18 or later, have the capacity for lifelong learning? Are you confident that currently when a student reaches, let us say, 16 that they will have all the skills that they need to be able to meet those challenges in the future?

The Minister for Education and Lifelong Learning:

That is a difficult one to say that every student will have all the skills they need to meet the challenges of the future because you could say at that point you do not need to train them anymore, but I think we do prepare young people with the skills to move forward, yes, absolutely. They could be better. What I think we do not have, and this is what was identified in the report from students elsewhere, is the open choices that they need to go to and that is going to be a difficult conversation because there is a lot of tradition in the way that we do things but tradition does not solve our problems.

Assistant Minister for Education and Lifelong Learning:

I think there is also the point that once people have an awareness - and I think we spoke about that yesterday in our discussions - it is not always clear as an adult where you can go to do a certain course and whether you can get funding and support and all of those things. I do not know if either of you want to chip in there with some of the discussions we were having.

Deputy M. Tadier:

What I was getting at is that Jo mentioned an interesting idea about saying there needs to be some kind of thought about if there can be information about assessing changes but is there a problem that ultimately there is always going to be surprises in the economy? Things can happen at the drop of a hat and whole sectors can be decimated and skill sets change rapidly.

The Minister for Education and Lifelong Learning:

Yes. However, exactly that and this is why we need to build a system that is strong enough and flexible enough to deal with the changes as they come so there is a clear pathway. If you need to change your skills, we can tell you how you can do that, we can tell you the provision that is available and we have got the facilities to do that. That might just be a lifetime change in your ... I was going to say midlife crisis but a midlife decision to change your skills. We hear so many times you will have 3 or 4 different jobs in your lifetime. Absolutely, so we have got to enable that. The uniquely important point for Jersey is we are a small Island and if we want to train our own we need to offer the training facilities. We have started and we are well into that dialogue now. I say, as I said at the beginning, to make it a lovely little circle, we do not start from a zero point. We have got a lot of things that are in place but they just need to be encompassed, but I agree with you, equipping young people to be able to make those choices is a really important thing. I think it is better than it ever has been but it is not perfect. I am not entirely sure what the next step is in terms of what they need to be equipped with.

Deputy M. Tadier:

The next question really then is that if we accept the fact, and hopefully you will, that it is the Education Department's job to provide to make sure students can read, write and have soft skills to go on, whether it is for work to be a citizen, it is probably a wider partnership when it comes to jobs training for the market. Can you talk to us about how you see the interaction between the different government departments and also the employers, for example?

The Minister for Education and Lifelong Learning:

Yes. I think that first of all we need to recognise the interaction of the work of Highlands in training young people to go out into the workplace. That already exists. We do a lot of work in government and a lot of investment in training for our workplace. It is an economic stimulus for our Island. If private providers or company providers want to provide training, we need to enable that. That is not perfect at the moment and we need to look at funding models across the board to make those sustainable, to take away those distinctions. We want to do that, but one of the key features of anything that Government is involved is it comes with a level of quality so we know what we are getting at the end of it. If we are going to fund something from a different provider we need to ensure

that the quality is there. I am sure Jo will be getting a burning sensation when I say this but our colleges and our schools are under rigorous observation all of the time to ensure that the quality is there and what is being delivered. We have regimes for review and so on and so forth. We want to support any provider that is good for this Island. We do need employers to step up as well and want to do that but we want to ensure that we can encourage that and enable that and make sure that happens, so that is a really important point. I think there is a relationship there to be had. It does exist already. We do not start from a zero point. This is not a world of absolutes but we do need to improve it. I think there is a responsibility there if you are on the Island and you are in part of our economy that you contribute and I think you get something back from us as well.

Deputy M. Tadier:

I have just got a few more tangible questions perhaps. What steps are you taking to increase the exposure to vocational pathways during compulsory schooling and do you have a timeline for that?

The Minister for Education and Lifelong Learning:

There are specific courses like the V.E.C.(?) course which I think is across all of our schools now, which is a really good course. There have been courses that exist that might be called vocational for many, many years. I do not what you call it now in schools. Free technology it was called for a while. I forget what it is called now. There are V. and T. (vocational and technical) courses, et cetera. We are somewhat shackled, I think, sometimes by G.C.S.E. I think some of the qualifications have gone that were more vocational qualifications at level 2 and I think you would agree in terms of those really good B.T.E.C.s and City & Guilds and those really good classic qualifications. I think that is a shame and I think we need to look again at those but that is because it is being driven by the U.K. and a particular model of education, which is a real shame. So I think there are things that exist. Could we do more? Absolutely, but I am going to say it again: we need to ensure that the pathways afterwards are clear for our young people. They have clearly told us that they need more choice, they need more openness beyond 16, because I think if you get that right you have a different audience at 14. If you can genuinely say to a young person at 14 - and we have been there as teachers: "I do not want to do this, there is no point" - "Hang on a second, there really is a point, here you go, here is your choice, here is what you could do into the future. What are you interested in?" that is when you get young people buying into their education and their training and you end up with a really successful system.

Deputy C.D. Curtis:

There is a question here, which I will ask. It is just about the higher level apprenticeships that you mentioned before and people do not generally know about them very much. Is there a plan on how to improve the visibility around what is available?

Policy Officer:

I think that will be part of the design of a new apprenticeship funding scheme. What has happened is the education landscape has evolved and degree apprenticeships did not really exist until around 10 years ago, 2015. There were, I think, around 9 degree apprenticeships at that time and now we have got over 170. The awareness of that as a pathway is increasing and we have a scheme called an apprenticeship subsidy. It is intuitive that that is the funding for an apprenticeship but the student finance scheme is generally spoken about in the context of university education and traditional academic degrees. I think it is just people do not really associate that student finance scheme as something that is available to them for a higher level apprenticeship. When I talked before about a unified scheme that covers all levels of an apprenticeship pathway, part of that will be quite a big piece about communicating that to the public and making sure people understand what it means. I think using the word “apprenticeship” across all the levels will be that really clear message that it covers all those levels of education.

Deputy C.D. Curtis:

Children get to hear about this in schools as well, do they, about the possible pathway ahead?

Policy Officer:

Yes, the skills mentors, the careers advisers at Skills Jersey go into the schools and they cover all of those.

Head of Skills:

Something that came out of the post-16 report was very much young people were saying that they received careers guidance, they loved the kind of events that we run that highlight the different areas but they want more of it. We will need to look at current resource; how can we do more with our resource to make sure people are aware? Part of that is doing it smarter, so back to the question we had earlier about how do we link some of the more normal subjects to things that we need in the workplace and how do we make sure young people are connecting those dots, and teachers and parents as well. For example, we need leadership skills. If you look at the connection and what is the main indicator of what great leaders we have got and we view what got them there is quite often they have studied history to a higher than normal level and that is a common indicator of a good leader is they have studied history. Likewise, problem solving. If you look at the core subjects that really deal with problem solving, you have got your sciences, quite an obvious one, but also you have got your music and your sport and your creative studies. If we help young people and parents to join the dots between: “In history I am learning also to become a leader and when I am frustrated with learning the trombone I am actually learning problem solving skills”, that helps to really highlight to young people what these skills are and what courses might lead to their future.

The Minister for Education and Lifelong Learning:

I think that addresses slightly what the Deputy was talking about there, which is perhaps it is a false dichotomy to say training for a job but education is education is education. For some of it you will be better equipped for a specific role but you will improve because you are educated in some way. It is a really important life skill. It is what separates us as a civilised and forward thinking society from those that are not, the level of education we provide.

Principal, Highlands College:

We do budding chefs, budding construction camps with younger children in conjunction with Skills Jersey so they get access to those sort of provisions at a younger age. I am also chair of the Higher Education Advisory Board, so at the top end we have been discussing ... I have got the careers people on board representing directly. So what we are doing is we are having a lot of role models of people who are currently studying degrees, case studies, who are going to go in to talk to students about those sort of apprenticeship pathways as well. It is coming from both ends.

Deputy C.D. Curtis:

That is good.

Deputy M. Tadier:

Can I ask very quickly, we have been focusing a lot on young people and I think that is quite right because it is them who are using these pathways, but are there older examples of people in Jersey who are needing apprenticeships to change career paths that you see?

The Minister for Education and Lifelong Learning:

Funny enough there are very few 16 to 18 apprentices.

Principal, Highlands College:

It is about 20 per cent 16 to 19 and about another 30 per cent at the middle range and 50 per cent of them are 25-plus in the current apprenticeship scheme.

Deputy M. Tadier:

Would you ever get 40, 50-year-olds?

Principal, Highlands College:

Yes, we do. In fact, one of my outstanding lecturers did a degree in English and history and then she trained as a motor mechanic and teaches that. So we do have people come from degree provision who want to go on to do apprenticeships. Yes, we do.

The Minister for Education and Lifelong Learning:

Thank you for the question because it is important to point that out.

Deputy C.D. Curtis:

That is good. I think there is just time for probably one more question and this is around a practical sort of thing. Some of the submissions to our review have suggested introducing training blocks that would allow small businesses and sole traders to share apprentices across employers. Of course a lot of our businesses are small businesses. Is there any consideration of that proposal or steps being taken to reduce the barriers for smaller employers?

The Minister for Education and Lifelong Learning:

That is a really interesting point. Again, I will say with all of these we have to ensure the quality of delivery. That is important. I think the right person has to fit into something that might be blocks in different areas because you are asking somebody perhaps to move to different situations doing their work, but I think that is exactly ...

Deputy C.D. Curtis:

There could be advantages in it as well, that focus on the small business.

The Minister for Education and Lifelong Learning:

Yes, absolutely there could and also the variety of experience. Some personalities, dare I say it, will really thrive from that. It is the sort of thing I would have loved to have done.

[14:00]

Deputy C.D. Curtis:

You think it could work.

The Minister for Education and Lifelong Learning:

Yes, absolutely, I think it could, but again it is part of what we have been doing in terms of now is the time to look at the whole: where do we want to go with this? We have got some real good stuff in there but where there are gaps, how are we going to address them? The simple thing is into the long term we will need to look at the funding models of these and it may cost but, as I say, and I will finish with this, that cost is an investment in the Island and I think we will get the money back in spades.

Deputy C.D. Curtis:

I think we have come to an end unless anyone needed to ask something quickly. No.

The Connétable of Grouville:

Not really. Well, there was some green skills but, no, I think we can send those to you.

The Minister for Education and Lifelong Learning:

Yes, we can talk to you about those because there is a lot going on there and it would be good if we did actually for your report. That would be really good.

Deputy C.D. Curtis:

We have got some questions we will send to you in writing to include that. Thank you very much, everyone.

[14:01]