

# STATES OF JERSEY



## **DRAFT STRATEGIC PLAN 2015 – 2018 (P.27/2015): FOURTEENTH AMENDMENT**

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**Lodged au Greffe on 14th April 2015  
by Deputy M. Tadier of St. Brelade**

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**STATES GREFFE**

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**PAGE 2 –**

After the words “in the attached Appendix” insert the words –

“, except that in the chart on page 10 of the draft Plan in row 2.1 in the second bullet point in the column headed “Key Areas of Focus 2015 – 2018”, before the words “economic needs” insert the words “social, environmental and”.

DEPUTY M. TADIER OF ST. BRELADE

## REPORT

*“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”*

*– Martin Luther King, Jr.*

Are people there to serve the economy, or is the economy there to serve the people?

When I read the sentence on page 10 of the Strategic Priorities, I was disturbed.

“Ensure that Jersey’s education system is aligned to, and supports, the Island’s economic needs.”

Is the Education system there to churn out compliant robots for the workplace, or does it have a higher, intrinsic function?

I would say that the latter is true. As the good Martin Luther King Jr. suggested above, education is about fostering inquiring minds, critical thinking, and well-rounded, responsible, caring individuals, who can contribute to the wider community in a meaningful way – socially, culturally.

There is also a problem, if the main/sole focus of education is on supporting the Island’s economic needs. Namely, how do we know, at any given point, what those economic needs will be? Industries come and go, employment opportunities change for the better and worse. So the best we can hope to do, is train up multi-skilled, adaptable individuals, with a wide range of interests, as well as particular vocational skills, so that they are well prepared for the ups and downs of life.

I have added the words ‘social’ and ‘environmental’ because community, service, caring for the local and global environment, being responsible world and island citizens are things that need to be fostered and encouraged from a young age through our education system.

Of course, our education system needs to prepare young people for the real world, and working and earning money is part of that, but at the end of the day, we work to live, we do not live to work. It is musicians, artists, sportsmen and women, charity workers, carers, naturalists – as well as a whole host of workers that make for a community.

As such, I hope this amendment can be supported widely, as it simply seems to recalibrate the focus to see the bigger picture, without denying the need for work-based skills, vocational training, to form an integral part of the curriculum.

### **Financial and manpower implications**

There are no additional financial or manpower implications arising from this amendment.