



States Greffe

Deputy Kirsten Morel
Minister for Sustainable Economic Development

BY EMAIL

19th December 2025

Dear Minister,

Scrutiny Review: Lifelong Learning

Further to our letter of 3rd December 2025, you will be aware that the Children, Education and Home Affairs Scrutiny Panel is currently collecting evidence and information in relation to this review.

As part of the evidence gathering process, the Panel would be grateful if you could respond to the following questions and requests for information.

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?
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?

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?
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?
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?
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?

Workforce Demand and Skills Gaps



| States Assembly

7. What data does the Department hold on current and projected workforce demands across key sectors of the Jersey economy?
8. Which sectors are identified as experiencing the most significant skills gaps, and what quantitative evidence supports this?
9. What forecasts exist for future demand in priority skills areas, and how are these projections modelled?

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?
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?
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?

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?
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?

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?
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?

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?

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?
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?



| States Assembly

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

The Panel would appreciate receiving this information by 5th January 2026, If you require a longer period of time to respond please liaise with Research and Project Officer, Amelia Cushion by email at a.cushion1@gov.je.

Yours sincerely,

Deputy Catherine Curtis
Chair
Children, Education and Home Affairs Scrutiny Panel



Appendix 1

Children, Education and Home Affairs Scrutiny Panel

Review: Lifelong Learning

Terms of Reference

1. To establish the current opportunities for lifelong vocational learning in Jersey, to include consideration of:
 - a. The provision and accessibility of further education;
 - b. The structure, uptake and outcomes of apprenticeship programmes; and
 - c. The role of adult education in supporting career changes and upskilling the local workforce.
2. To examine those opportunities for lifelong vocational learning, including assessment of their effectiveness, accessibility, inclusivity and how they compare to best practice in this area.