

# STATES OF JERSEY



## STATES STRATEGIC PLAN 2009 – 2014 (P.52/2009): SECOND AMENDMENT

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Lodged au Greffe on 19th May 2009  
by Deputy S. Pitman of St. Helier

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STATES GREFFE



**1 PAGE 2 –**

*After the words “attached as Appendix 1” insert the words –*

“, except that in Priority 12 on page 26, in the section entitled “What we will do”, after the fourth bullet point, insert the following new bullet point –

- Bring forward legislation to give the Jersey Youth Service statutory status, bringing it into line with the United Kingdom, to ensure the benefits of informal education are both protected and fully utilised. (ESC)”.

**2 PAGE 2 –**

*After the words “attached as Appendix 1” insert the words –*

“, except that in Priority 15 on page 30-31, in the section entitled “What we will do”, in the fifth bullet point, after the words “distinctive local culture and tradition” insert the words “further still, ensuring that young people are taught about local history, culture and the workings of Jersey’s political system as a key part of the Personal, Social and Health education (PSHE) curriculum” ”.

DEPUTY S. PITMAN OF ST. HELIER

## **REPORT**

### **Amendment 1**

The Island already has an excellent youth service with many thousands of our young people gaining the benefits of the informal education approach to supporting their development. This approach to education is both different and complementary to that received in our schools.

In the United Kingdom the Youth Service has had statutory status giving it both recognition and funding protection for many years. I believe it is time the same recognition and protection was given to the Jersey service. I further believe that this is also now particularly apt, given the recent highlighting of concerns around vulnerable young people. The Youth Service already plays an important role in this area, and granting the service statutory status would help to ensure this valuable service is fully recognised and can develop further.

### **Amendment 2**

In the process of undertaking research into anti-racism education within Jersey's schools as part of a Master's Degree, I came across evidence that not enough focus was being given on the workings of the local political system, or in promoting the uniqueness of our local culture. Improvements have undoubtedly been made recently. But evidence from the 2008 election campaign causes me to believe there is still much work to do if our young people are to be given sufficient information to play a full part in developing local democracy and holding their government to account. Similarly, there needs to be greater emphasis placed on ensuring young people are taught about the rich tradition of what it is to be born in the unique Island of Jersey; and its rich history and culture that is so distinctive from that of the U.K. mainland.

There are no additional financial and manpower implications arising from these amendments as I consider that the matters can be managed within existing resources.