

# STATES OF JERSEY



## IS THERE A GENDER PAY GAP IN JERSEY? (S.R.10/2019): RESPONSE OF THE CHIEF MINISTER

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Presented to the States on 9th September 2019  
by the Chief Minister

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STATES GREFFE

**IS THERE A GENDER PAY GAP IN JERSEY? (S.R.10/2019): RESPONSE OF  
THE CHIEF MINISTER**

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| <b>Revised Ministerial Response to:</b> | S.R.10/2019                          |
| <b>Review title:</b>                    | Is there a Gender Pay Gap in Jersey? |
| <b>Scrutiny Panel:</b>                  | Gender Pay Gap Review Panel          |

**INTRODUCTION**

The Chief Minister and Minister for Education thank the Panel for its work in identifying its findings and recommendations, and emphasize that the Council of Ministers is committed to reducing the gender pay gap within the Island. The Government of Jersey will also continue to address this issue through equality in its employment practices and legislation for all Government employees. It is acknowledged that, whilst there is a wider cultural challenge that will need to be addressed and which is not isolated to Jersey, both Ministers do support the principles of the work of the Panel.

**FINDINGS**

| Findings  | Comments   |
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| OVERARCHING KEY FINDING: There is a gender pay gap in Jersey. Without wide-ranging statistical evidence, however, it has been difficult to assess the extent of it in the Jersey economy.   | It is generally accepted that there will be a gender pay gap in Jersey, as there appears to be in any developed economy. Jersey will not be unique. It is important to engage with all the key stakeholders in the private, public and third sectors to encourage awareness and discussion about this important subject. It is proposed to request Statistics Jersey to consider how information can be collected and analysed in a proportionate manner to the size of our economy. |
| OVERARCHING KEY FINDING: Although there can be many factors which contribute to a gender pay gap, the most common themes that emerged are: gender stereotypes, occupational segregation, unconscious bias, glass ceiling, domestic commitments and caring responsibilities. | It is acknowledged that there are many factors which contribute to the gap. There is much useful information and research provided by the UK Gender pay research group which can inform our thinking on policy development. We must also be mindful that the introduction of any statutory measures would need to go hand-in-hand with a change in societal attitudes and culture.   |
| 1 The gender pay gap is the difference between men's and women's average earnings across an organisation or the labour market, which can be measured  | It is agreed that we should use the UK definition to assist comparisons: <i>The gender pay gap is calculated as the difference between average hourly earnings (excluding overtime) of men and women as a proportion of average hourly earnings (excluding overtime) of men's earnings.</i>  |

|   | <b>Findings</b>  | <b>Comments</b>  |
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|   | by using either mean or median averages. In the UK, employers are required to publish their gender pay gap under law, but there is currently no requirement for employers to do so in Jersey.  | <p><i>For example, a 4.0% gender pay gap denotes that women earn 4.0% less per hour, on average, than men. Conversely, a negative 4.0% gender pay gap denotes that women earn 4.0% more, on average, than men.</i></p> <p>It is appropriate to consider consulting on where a voluntary or statutory approach to gender pay reporting is necessary in a small jurisdiction.</p>  |
| 2 | The rate of women in employment in Jersey has increased over a period of 50 years. This could be due to more women achieving educational qualifications, families having children later in life, and more mothers participating in the labour market due to the increasing cost of living.   | The Panel's view is acknowledged.  |
| 3 | In the public sector, there is a significantly greater proportion of women working in jobs that pay less than £80,000, and a greater proportion of men on salaries higher than £80,000.  | It is accepted that this is factual.   |
| 4 | The most senior posts in the public sector are dominated by men. In relation to the 7 Director General posts, only one female was recruited. Residential and employment statuses for those who applied outside the Island and current tax practices for married couples prevented more women from applying for the roles, or resulted in them pulling out of the process altogether. | It should also be noted that those issues that deterred female applicants in relation to residential and employment status did also deter male applicants from pursuing applications.  |
| 5 | There is a glass ceiling in education. There are over twice as many female teachers than male teachers, but when it comes to the most senior role of headteacher there are more male heads than female heads. With more women than men working in our schools, the Panel would have expected to see a greater proportion becoming headteachers.                                      | <p>The Panel's view is noted.</p> <p>However, it does not reflect the detailed recruitment process that the Education Department undertakes for headteachers, which was recently reviewed by the Jersey Appointments Commission at the request of the current Minister for Education. The review concluded that, whilst improvements could and should be made, the process was fit for purpose for the recruitment of headteachers on merit. The recommendations will be adopted in the 2019/20 academic year as necessary, and we will review on a regular basis.</p> |

| Findings | Comments   |
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|          | <p>Recruitment procedures have rigour, and the offer of professional development courses for leaders and middle leaders has been successfully expanded, along with offers to visit outstanding schools in England. Access to these courses is through a selection process, and balance is sought around those accessing the courses in terms of appropriateness, phases and schools.</p> <p>The ‘Pathways for Progression’ leadership development framework has been in place for 2 years in response to a more organised approach towards leadership progression and professional development. This is without gender bias, and lays out the professional development routes from an NQT to headship.</p> <p>For reference, 18 new headteachers have been appointed in the last 2 years.</p> <p>Of these, 7 were female out of 15 primary appointments (just under half). There are now 2 female Government of Jersey (“GoJ”) secondary headteachers, one through school head (Special school) and a newly appointed Acting Head of Highlands.</p> <p>This was a significant period of turnover for the Department, and largely reflected the status of the DHT in schools.</p> <p>It is true that most teachers are female: the most recent data shows that 73.2% of our teachers are women.</p> <p>The majority of headteachers of our 28 mixed GoJ schools (22 primary, 5 secondary, 2 special schools) are female. The 4 fee-paying schools all have male heads. (N.B. the last 4 appointment rounds for the 2 Prep schools each had only one applicant, male in each case.)</p> <p>The total number of headteachers and deputy headteachers is predominantly female: 54.9% female to 45.1% male.</p> <p>The number of female headteachers has fluctuated over time, with no specific pattern that reflects inequality – 2/3 years ago there were 15 female headteachers and 10 males in primary schools.</p> <p>The focus of the Department is on ensuring that the highest-quality leaders achieve key positions, be they male or female, and it is committed to achieving this through high-quality professional development opportunities.</p> <p>The Education Service in Jersey is having a very significant impact in benefitting girls and young women for lifelong success. Detailed educational performance and outcome data (please see summary, attached) demonstrates that female students outperform males at every key stage of education: Early Years, Key Stage 1,</p> |

|   | <b>Findings</b>   | <b>Comments</b>   |
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|   |   | <p>Key Stage 2, GCSE and level 2 examinations, and A level/ other level 3 examinations.</p> <p>Jersey has sent more female than male students to attend university for under-graduate studies every year since 2004. Jersey also funds more post-graduate students who are women than men.</p>  |
| 6 | <p>Figures taken from 20 schools show that 18 formal requests for reduced hours following maternity leave were made, of which, 11 were granted. However, the Panel received evidence that teachers are being actively discouraged from making formal requests for part-time work.</p> | <p>Headteachers have delegated responsibility for structuring their workforce within schools. Equal opportunities statements are included in employment and recruitment information, and there is a 'Flexible Working Policy' which is available for those who wish to apply to change their working hours. This applies to all employees, not only parents returning from maternity/paternity leave.</p> <p>Schools are family-friendly environments, and staff are often given flexible opportunities when this is important to them, e.g. nativity plays, leavers' assemblies, additional time off for maternity leave, etc. The profession understands the need to accommodate life outside of the school.</p> <p>Part-time requests are considered in the context of the best interests of pupils in the school.</p> <p>Where a job request has been refused, this is generally because of subject shortages which could lead to a detrimental situation for pupils.</p> <p>There is evidence to demonstrate that there have been some very successful partnerships and part-time arrangements managed in schools, particularly where there is a good match between the staff and where consistency and communication between both parties (in the case of a job-share) are prioritised.</p> <p>A headteacher will make decisions on the basis of their pupils, structure, budget, whole school aims, and the needs of the individual making the request. Headteachers are guided by Human Resources policies regarding what they may or may not do. The individual making a request has every opportunity to discuss the arrangements with their headteacher, and is entitled to understand the reasons why this may not be approved. All staff have the right to challenge the decision under the Flexible Working Policy.</p> <p>It appears that the Panel received evidence of one member of staff being discouraged from applying for part-time working: "The focus group also uncovered an example where one teacher had been discouraged from applying to go part-time." (page 26 of the Panel's Report).</p> <p>Whilst concerning that even one teacher would report this, it is important to note that this evidence does not confirm that more than one teacher has been discouraged. States Employment Board policy is clear that, as the employer,</p> |

| <b>Findings</b> |   | <b>Comments</b>   |
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|                 |   | <p>we encourage flexible working. However, there are structural issues as part of the licensing process, which precludes licences being issued to employees who work less than 30 hours per week.</p> <p>The issue has been referred to the Key Worker working group for their review.</p>  |
| 7               | Women are under-represented in the boardrooms of all of the States-owned and majority-owned entities.   | The Panel's view is noted, and the shareholder representative has been asked to make States-owned and majority-owned entities aware of the issue. Team Jersey is establishing an employer forum in the Island, and this will have as a focus developing talent, as well as reviewing ways to support diversity, at all levels.  |
| 8               | The Government of Jersey has committed to publishing a gender pay gap report relating to public sector employees that follows the criteria required for public bodies in the UK. This is encouraging, particularly as the Panel received evidence that a female employee received inconsistent advice relating to her starting salary compared to her male colleague.                       | The report will be published in late September/ early October.  |
| 9               | The statistics for both the private and public sectors in Jersey show that women encounter occupational segregation (where some jobs are more typically done by men or women), in mostly low-paying jobs such as childcare and administrative work.   | The Panel's view is noted, and this again underpins the need for changes in societal attitudes.   |
| 10              | The Panel received evidence that some women found that options were limited in terms of succeeding in their career whilst having to juggle childcare responsibilities with work. The Panel also found that men were reluctant to request flexible working for themselves, because of how this may be perceived by their firm and the potential negative implications for their own careers. | <p>The Minister for Social Security regularly reviews employment law, and receives advice from the Employment Forum and other interested parties, which inform the development of both employment law and social policy. Indeed, revisions to family-friendly policy frameworks are due to be debated in the States Assembly in the Autumn after lodging by the Minister.</p> <p>Increasingly, Government runs information and education publicity campaigns to encourage the take-up of new rights such as parental leave.</p> |

| <b>Findings</b> |   | <b>Comments</b>  |
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| 11              | Diversity is important in all aspects of life, and is particularly important in the workplace. A host of researchers have shown that diversity at all levels can make organisations more effective, successful and profitable. Achieving a diverse workforce also widens the talent pool and has reputational benefits for an organisation. | The Panel's conclusion/ observation is agreed, and the States Employment Board fully supports diversity and inclusion in its workforce.<br><br>The Government's People Strategy will be developed and published later this year, and will include actions relating to diversity, equality and inclusion. In addition, in May 2019 the Government launched the 'IWILL' initiative as an initial action to inspire women into leadership and create supportive networks for women at all levels in the organisation. |
| 12              | Nurturing a diverse and inclusive society has not been prioritised by the Government of Jersey, which has led some to question how much importance is being put on achieving a diverse workforce.   | The Panel's position is noted. However, the Government of Jersey is clear that diversity and inclusion underpin the Government Plan and are implicit in all aspects of its work building a fair and responsible society in Jersey. As above, the People Strategy will be developed and published later this year, and will include actions relating to diversity, equality and inclusion.  |
| 13              | There is a gender pay gap in the public sector. As a mean average, men earn 11.3% more than women. As a median average, men earn 13.6% more than women.   | It is acknowledged there is a gender pay gap in the public service, hence the commitment to report on an annual basis.   |
| 14              | In Jersey there is no equal pay legislation, and therefore no requirement for employers to publish information on their gender pay gap. Without statutory reporting lines, it has not been possible to gather sufficient statistics about the private sector gender pay gap.  | The Panel's view is noted and acknowledged. Consultation on this issue with stakeholders and interested parties can help to determine if legislation is either necessary or proportionate.   |
| 15              | Despite the lack of statutory obligations in Jersey, it is encouraging that some companies in Jersey do publish gender pay and diversity information voluntarily.   | The Panel's view is noted, and the Government of Jersey will be publishing its data as stated earlier. Other organisations are encouraged to do so where the information is both proportionate and meaningful.   |
| 16              | There is currently no requirement for employers in Jersey to report on their gender pay gap. The Panel's qualitative research suggests that there is a perception that a gender pay gap does exist in Jersey. There is currently a lack of comprehensive statistical data   | The Panel's view is noted, and the Government will discuss/ consult as outlined earlier. This will consider the many other recommendations that are suggested to tackle the perceived gender pay gap – including driving behavioural change, encouraging actions against discrimination, improving communication around gender issues, and promoting education starting very early regarding societal factors and bases.   |

| <b>Findings</b> |  | <b>Comments</b>            |
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|                 | to support this perception, but, from analysing the statistics that are available, the Panel has found that there are differences in the average earnings between men and women in Jersey.   |                            |
| 17              | In the UK, organisations with 250+ employees have had to report their gender pay gap annually since 2017. The Panel has found that introducing statutory measures in Jersey would need to go hand-in-hand with a change in societal attitudes and culture.   | The Panel's view is noted. |
| 18              | There are wide-ranging views and opinions as to what might cause a gender pay gap. Some academics believe that gender pay gaps are due to higher numbers of women in lower-paid professions, the undervaluing of women's work, the overvaluing of work carried out predominantly by men, and unconscious bias in the workplace.  | The Panel's view is noted. |
| 19              | Gender roles in society have meant that girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Boys and men are generally expected to be strong, aggressive, and bold. Exposing girls and boys to gender stereotypes at a young age, contributes towards occupational segregation and a gender pay gap. | The Panel's view is noted. |
| 20              | Certain occupations in Jersey are dominated by particular genders. More males than females are in skilled trades and managerial roles, and more females than males are in the caring and administrative roles. These latter roles tend to be the lower-paid occupation groups.   | The Panel's view is noted. |



| <b>Findings</b> |  | <b>Comments</b>  |
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| 21              | A greater proportion of girls outperform boys at secondary school level in Jersey. Despite the higher grades achieved in their education, women are much less likely to access senior roles later in their careers.  | The Panel's view is noted.   |
| 22              | Stereotypes towards men and women in wider society encourage young people to opt for subjects of study that in turn perpetuates occupational segregation (where some jobs are more typically done by men or women) in the future.  | The Panel's view is noted. However, the Jersey curriculum is gender-free and all are encouraged to fulfil their potential.   |
| 23              | Technology has been identified as a specific skill needed in an evolving economy. A significantly higher proportion of males than females chose computing courses at Highlands College in 2018. If more males than females are in technology-focussed roles, this could have a greater impact on the gender pay gap in Jersey. | The Panel's view is noted. The Education team will be asked to keep this in mind as they develop the curriculum in the future.   |
| 24              | If the number of males working in technology continues to be significantly higher than the number of females, it is likely that software and systems developed, in artificial intelligence in particular, may be inherently gender-biased.   | The Panel's view is noted. The observation will be brought to the attention of Digital Jersey, who can undoubtedly assist thinking in this area.   |
| 25              | Although certain schools in Jersey do have initiatives to try and expose girls to subjects which may previously have been perceived as male subjects, such as technology, improvements in this area urgently need to be made to the education system.  | <p>Concern that we are still labelling subjects as male/female in a time of equal opportunities, this does not mirror the efforts of the workforce to address gender issues, including for those individuals who choose to be gender-fluid, transgender, etc.</p> <p>GCSEs are the best measure for considering the breadth of access to the curriculum. A-levels are more specialised and at primary, the data collected centrally does not reflect the breadth of curriculum access.</p> <p>It is important to reflect on the percentage of entries in the case of this data (see attached) rather than outcomes, because this indicates opportunity of access. The outcomes of attainment may reflect other parameters,</p> |

|    | Findings   | Comments  |
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|    |  | <p>e.g. quality of teaching, ability to sit exams, attendance, etc.</p> <p>There is equality of opportunity for males and females to enter any external exams. Based on available 2018 figures and consideration of 5%+ representing a statistically significant difference –</p> <ul style="list-style-type: none"> <li>• There is equality of entry for males and females to GCSEs in English, Maths, Chemistry, Double Science, Modern Foreign Languages, Business Studies, Dance, Drama, Music, Photography and Media Studies.</li> <li>• Female entries are higher for GCSEs in Biology, Physics, Religious Education, French, Spanish, Art and Design, Design and Technology (product design), and Food Technology; which demonstrates a broad range of curriculum areas covering technological, scientific, linguistic and creative arts subjects. This is in addition to the above.</li> </ul> <p>The above data would signify that, over the last year, the education system in Jersey has removed the barriers to gender inequality.</p> <p>Males show up to 8% more interest in Digital Skills than females. There is also a slightly bigger uptake in Sports Studies and Humanities; and 12% more boys enter Design Technology (resistant materials) qualifications. The most marked difference is in History in the 2018 cohort (13%).</p> <p>Specific events in education such as ‘Primary Engineer’, promoting STEM in education alongside Design Technology competitions, show good levels of engagement from female students. There were female prize-winners in the Primary Engineer recent design competition.</p> <p>It would appear that the percentage of boys entering the subjects above does not reflect the need for radical change, merely a continued approach to addressing gender issues which schools already work hard to tackle.</p> |
| 26 | <p>The initiatives to encourage gender diversity are focused on girls being exposed to subjects which may traditionally be perceived as male-orientated. There are few initiatives that expose boys to subjects which are traditionally seen as female-orientated.</p> | <p>Refer back to Comments on Finding 25.</p> <p>The <a href="#">Education (Jersey) Law 1999</a> entitles all pupils to receive a broad and balanced curriculum.</p> <p>Pupils in primary schools are quickly identified from an early age if they are falling behind or overtly specialising their choices (for instance in Early Years) through the ongoing teacher assessment processes. Teachers react to this information and plan accordingly to address any imbalances (for example, the boy who always chooses to build with construction items is introduced to writing alongside this, or encouraged to engage with writing or</p>   |

| <b>Findings</b> |  | <b>Comments</b>  |
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|                 |  | <p>reading in the outdoor environment).</p> <p>Teachers have access to ‘boy-friendly’ texts from an early age, which engage pupils and build an enjoyment of reading. All pupils engage in Art, Technology, Computing and Sciences, alongside Humanities</p> <p>The introduction of Jersey 8 for Summer 2019 ensures that secondary pupils are encouraged by their schools to take a broad and balanced approach to their GCSE options; however, the data above suggests that schools are already addressing the issue for the majority of pupils.</p> <p>The school Senior Advisers are strongly aware for the need to encourage gender equality in schools, and will regularly promote this concept.</p> <p>In Early Years, domestic role-play is a key feature of a high-quality learning environment, providing both boys and girls with the opportunity to experience all roles in a home, cooking and preparing food, washing and cleaning, baby change/sleep.</p> <p>Our quality frameworks acknowledge that children need to be supported by sensitive, empathetic adults who respond appropriately to their play and learning, guiding and facilitating, non-judgemental and inclusive.</p> |
| 27              | <p>Automatic associations based on gender (unconscious bias), such as assuming a woman will have a child in her 30s, has been identified as a factor which contributes to a gender pay gap. Organisations can implement a number of initiatives to make recruitment practices more gender-neutral, thereby ensuring the focus is on those who are most skilled for the role.</p> | <p>The Panel’s view is noted. Regular reviews take place of the Government of Jersey’s recruitment practice, and we are considering changes to assist managers in this specific area.</p> <p>Unconscious bias training aims to make people aware of potentially harmful unconscious biases and to reduce the impact of these biases. While some types of unconscious bias training may have some limited positive effects, there is currently no evidence that this training changes behaviour or improves workplace equality. We are, however, reviewing our training associated with recruitment and with diversity, so will review the evidence available to best decide how to tackle this issue. This is planned for roll-out in Q1 2020. In terms of recruitment specifically, there are many other actions we can take that are underpinned by evidence, and have been found to have a positive impact – for example, including women in shortlists, using skills-based assessment tasks in recruitment, using structured interviews, and introducing transparency to promotion processes.</p>  |
| 28              | <p>A number of submissions to the Panel commented on the glass ceiling (the inability of women to advance past a certain point in their professions) and/or certain barriers which may affect a</p>  | <p>The Panel’s view is noted. The point above refers – including women in shortlists, using skills-based assessment tasks in recruitment, using structured interviews, and introducing transparency to promotion processes, will aid the removal of barriers – as does utilising software to identify gender-biased language in</p>  |

| <b>Findings</b> |  | <b>Comments</b>  |
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|                 | woman’s progression in the workplace. A common barrier identified was that women were less likely than men to put themselves forward for jobs if they did not meet all of the requirements.  | job descriptions and job adverts.  |
| 29              | In 2011, a higher proportion of “economically inactive” women (44%) of working-age were looking after the home compared with men (3%). Further analysis shows that between the ages of 30–44 more women are looking after the home, which could correlate with the average age women are having children in Jersey, which is 32 years.   | The Panel’s view is noted.   |
| 30              | Many of the submissions received during the review identified that caring responsibilities contributed to a gender pay gap, as it is more often women who take time out of the workplace to care for children (or elderly relations).  | The Panel’s view is noted. The proposed launch of further family-friendly social policy in the Autumn will assist in this area.  |
| 31              | The cost of childcare has been identified as a factor which prevents parents, mostly women, from returning to work. This impacts on women’s careers the most, as it is generally the mother who takes on primary caring responsibilities, despite the fact that 92% of fathers would have wanted to take longer leave. This could be due to the fact that employment legislation has provided mothers with a longer period of parental leave than fathers. Some researchers have found that having children has a life-long effect on women’s employment rates, career opportunities and income. | It is accepted that the cost of childcare is particularly sensitive in Jersey, and it is hoped that the proposed changes to the family-friendly policies in the Autumn, subject to States Assembly approval, will go some way to improvement in this area.<br><br>The work of the Early Years Policy Development Board is exploring the issues of working parents, and the financial impact of childcare, through working with colleagues in Tax and Income Support. |
| 32              | There are many factors that prevent women’s progression in the workplace. The Panel has found that these can be separated  | The Panel’s views are noted. This is an area where continuous review and reflection needs to take place as government policy develops, to ensure that we maximise opportunities to reduce gender imbalances.   |

| <b>Findings</b> |   | <b>Comments</b>   |
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|                 | into 2 main areas – structural and cultural. The structural issues, such as policies and working practices, create barriers for women, and the cultural issues, such as stereotypical views and values, create biases about women’s capabilities in the workplace and men’s capabilities in caring roles.   |   |
| 33              | The importance of flexibility in the workplace for parents was a common theme throughout the review. Flexibility for both parents is particularly important to women, as it enables them to not have to make a choice between a career and starting a family. The Minister for Social Security is due to re-lodge proposals to extend family-friendly employment rights to all parents, which aim to encourage gender balance in childcare roles. | As the Panel says, the re-lodging of proposals from the Minister for Social Security will assist. A review of their implementation should take place 12/24 months after launch. |
| 34              | There were mixed views on whether statutory measures should be introduced in relation to gender pay gap reporting, but some believed that it could be an effective lever for change. If the States is going to make a decision on whether to introduce legislation, it should also be asking how, as a society, we can encourage that cultural shift alongside any legislative changes.   | The Panel’s view is noted. It will be part of the wider consideration and consultation referred to earlier.   |
| 35              | There is a perception that there is very little pay transparency in Jersey, other than in the public sector. The general view of stakeholders was that employers should be transparent with their rates of pay, but this should not necessarily be included as a statutory measure within employment legislation.   | The Panel’s views are noted. This is an area where regular review is appropriate to ensure good practice.   |

| <b>Findings</b> |   | <b>Comments</b>   |
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| 36              | Some countries have introduced statutory measures, such as gender quota laws, in order to bring about change to increase the proportion of women in leadership positions. Although statutory measures are not being proposed in Jersey, there are other voluntary measures which could be introduced to encourage an equal proportion of men and women on boards. | The Panel's views are noted. Again, this is an area where regular review is appropriate to ensure that Jersey social and employment policy remains consistent with good practice. |

### RECOMMENDATIONS

| <b>Recommendations</b> | <b>To</b>   | <b>Accept/Reject</b> | <b>Comments</b> | <b>Target date of action/ completion</b>  |                 |
|------------------------|---|----------------------|-----------------|---|-----------------|
| 1                      | <b>OVERARCHING RECOMMENDATION:</b><br>The Government of Jersey should take immediate action to close the gender pay gap.  | <b>CM</b>            | <b>Accept</b>   | This is accepted in principle, but it needs to be recognised and understood that these issues will not be resolved overnight. It should be recognised that the issue is much broader than purely a governmental response, and requires society in its entirety to be accountable. | <b>Ongoing</b>  |
| 2                      | The Government of Jersey should lead the way in collating, analysing and publishing data and evidence in relation to the public sector gender pay gap and related issues. | <b>CM</b>            | <b>Accept</b>   | Statistics Jersey will be asked to review and make recommendations on how this can be done, after consultation with stakeholders.   | <b>31/12/20</b> |
| 3                      | A public sector gender pay gap report should be published on an annual basis and at the same time every year, starting with a report by the end of 2020.                  | <b>CM</b>            | <b>Accept</b>   | It is agreed that such a report will be helpful. Action has already been taken, and it is presently proposed that the first report will be published late September/ early October this year.   | <b>11/10/19</b> |
| 4                      | Action should be taken to reduce the gender pay gap and address any issues identified in the Government's report.   | <b>CM</b>            | <b>Accept</b>   | This is accepted in principle, but it needs to be recognised and understood that these issues will not be resolved overnight. Future policy initiatives should consider gender pay impact as a matter of course.  | <b>Ongoing</b>  |

|   | <b>Recommendations</b>   | <b>To</b>        | <b>Accept/<br/>Reject</b> | <b>Comments</b>  | <b>Target<br/>date of<br/>action/<br/>completion</b> |
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| 5 | Publication of the public sector gender pay gap should be accompanied by a government publicity campaign. This would raise awareness and understanding of the gender pay gap.  | <b>CM</b>        | <b>Accept</b>             | It is good sense to align the report with a publicity awareness programme.   | <b>11/10/19</b>                                      |
| 6 | The Minister for Education should undertake an audit of registered childcare providers, pre-schools and primary schools, to ensure gender-neutral practices within the curriculum and the general culture and ethos. This is to challenge and work against the idea that “boys will be boys” and “girls will be girls”. The audit should be undertaken by the end of 2020. | <b>Min. Edu.</b> | <b>Partially accept</b>   | In terms of registered providers, this would not be recommended, as our system of review looks at how children’s needs and interests are followed and planned for. Our statutory requirements acknowledge that boys and girls could show an interest in any area of learning and be supported to do so.<br><br>Improved data analysis will ensure that we are addressing any potential gender gaps overall, and within each area of learning. Girls continue to do better than boys by the end of the EYFS in all areas.<br><br>Our focus is on ensuring that developmentally appropriate activities are offered to all children, that acknowledge that girls and boys may show different characteristics of learning/ ways of learning, and develop at different rates. | <b>TBD</b>   |
| 7 | The Minister for Education should undertake an audit of curriculum choices made by secondary schools and further education providers across the different subjects. The Minister should evaluate the ethos and culture in each school or college and the part the student voice plays in establishing that culture. The audit should be undertaken by the end of           | <b>Min. Edu.</b> | <b>Partially accept</b>   | Details of the curriculum choices and exam entries are monitored annually by the Department, and the outcomes are discussed with Senior Advisers of secondary schools if any concerns exist.<br><br>Jersey 8 provides a rigorous approach towards ensuring the curriculum offer is broad and balanced. Special schools will also focus on work-related learning to prepare students for life beyond school.<br><br>Each secondary school is required to lay out their curriculum offer for parents on their website, and this includes the examinations offered.   | <b>TBD</b>   |

|   | Recommendations  | To               | Accept/<br>Reject | Comments  | Target date of action/ completion |
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|   | 2020.  |                  |                   | <p>The ethos, culture and student voice are monitored through the Jersey School Review Framework, where a random group of students are interviewed about all aspects of school life, and this includes their involvement in school development. Rigorous interviews are held with the headteacher and parents, and staff will also be surveyed from Autumn Term 2019.</p> <p>All schools have been encouraged to have a School Council. Following recent Government plan meetings, the importance of student participation at all educational levels has been highlighted.</p>  |                                   |
| 8 | The Minister for Education should instruct the Curriculum Council to introduce measures to reduce gender segregation in subject choices. | <b>Min. Edu.</b> | <b>Reject</b>     | <p>The role of the Minister for Education is to chair the Curriculum Council.</p> <p>The choices made for GCSE have shown that ‘gender segregation’ is not an issue for concern. Indeed, options for each student’s GCSEs are their choice; this is not a matter ordained by the Curriculum Council.</p> <p>The Jersey Curriculum is ‘just one element in the education of every child’.</p> <p><i>‘Children have the right, spelled out in the UNCRC, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion ... disabilities or gender.’</i></p> <p>As most schools are keen to promote the rights of the child as laid out in the UNCRC, this is an underlying principle of the Curriculum Council and its work with schools.</p> <p>The Curriculum (which is an expectation in law) already states in the introduction:</p> <p><i>‘Teachers should take account of their duties under equal opportunities legislation’.</i></p> <p>This includes consideration of gender, and as such, is promoted by the Council</p> | –                                 |



|    | <b>Recommendations</b>   | <b>To</b> | <b>Accept/<br/>Reject</b>   | <b>Comments</b>   | <b>Target<br/>date of<br/>action/<br/>completion</b> |
|----|--|-----------|-----------------------------|---|--|
|    |  |           |                             | <p>and headteachers.</p> <p>Jersey 8 states: ‘There should be equity of access to qualifications across all schools’. This applies to males and females when taking their options.</p> <p>All processes relating to the balance of experiences for male and female students are monitored for the Minister under the Jersey Schools Review Framework.</p> |  |
| 9  | <p>As part of the planned changes to recruitment practices within the public sector, name, age, gender and place of education should be removed from applicants’ CVs to ensure that candidates most skilled for the role are recruited. These changes should be introduced by the States Employment Board by Q2 2020.</p>  | <b>CM</b> | <b>Partially<br/>accept</b> | <p>The principle of greater anonymity of candidates in the recruitment process is supported; however, the States Employment Board (“SEB”) will be guided by the outcome of its current review by Officers of these matters. SEB will also consider concerns expressed about how part-time and flexible recruitment can be further developed.</p>          | <b>31/03/19</b>                                      |
| 10 | <p>The Government of Jersey, with the support of Statistics Jersey, should collect data on the economic value of work done in the home, including childcare, cooking, shopping, housework, odd jobs and gardening. This should be undertaken when measuring Gross Domestic Product and by calculating what it would cost to pay a domestic worker to do the work. Consideration should also be given to changing the term “economically inactive” in official reports when describing the above roles.</p> | <b>CM</b> | <b>To be<br/>reviewed</b>   | <p>Statistics Jersey will need to consider how the recommendation could be achieved prior to the Government of Jersey accepting this. In doing so, it is recognised that the Employment Forum will have a role to play and will be consulted.</p>   | <b>30/06/20</b>                                      |

|    | <b>Recommendations</b>   | <b>To</b> | <b>Accept/<br/>Reject</b>                     | <b>Comments</b>   | <b>Target<br/>date of<br/>action/<br/>completion</b> |
|----|--|-----------|---|---|--|
| 11 | A Head of Diversity should be appointed to monitor diversity, equality and inclusion within the public sector. The Head would be responsible for implementing relevant strategies and policies, suggesting new initiatives and employment practices to ensure a gender-neutral and gender-sensitive public sector. The role should be created within the existing workforce by the end of Q2 2020. | <b>CM</b> | <b>Neither<br/>accept<br/>nor<br/>reject</b>  | Diversity and inclusion are not the responsibility of one role. All employees are accountable, and all Tier 1 and Tier 2 leaders have this accountability as part of their core responsibilities. The People Strategy will be developed and published later this year, and will include actions relating to diversity, equality and inclusion.<br><br>Notwithstanding the above, GoJ understands the concern expressed by the Panel, and will consider how best to ensure that diversity and inclusion are reflected in the Government Plan and senior management objectives. | <b>TBD</b>   |
| 12 | The Government of Jersey should deliver unconscious bias training and monitoring to all public sector employees. This should be delivered by the end of 2020.  | <b>CM</b> | <b>Neither<br/>accept<br/>nor<br/>reject</b>  | Consideration to this recommendation needs further thought to establish how best to achieve the outcome desired. Finding 27 above refers.   | <b>TBD</b>   |
| 13 | All Departments within the Government of Jersey should receive diversity training to raise awareness of diversity in the workplace. This should be delivered by end of 2020.   | <b>CM</b> | <b>Accept<br/>(subject<br/>to<br/>timing)</b> | The People Strategy will be developed and published later this year, and will include actions relating to diversity, equality and inclusion. The Learning Strategy underpins the People Strategy, and this will include training related to diversity, equality and inclusion.  | <b>31/12/21</b>                                      |
| 14 | The Government of Jersey should explore voluntary measures, such as the 30% Club, which aims for greater gender balance in business. This work should be undertaken before the end of 2019.  | <b>CM</b> | <b>Accept</b>                                 | Team Jersey has an action to create a taskforce of employers to focus on creating a positive workplace culture in Jersey, which includes developing talent and diversity. This will be included as part of the terms of reference for this forum.   | <b>31/12/19</b>                                      |

## **CONCLUSION**

The Council of Ministers welcomes the report of the Gender Pay Gap Review Panel, and applauds the hard work that has gone into the production of a wide-ranging review of the issue in Jersey.

It has raised many challenges which will inform policy development and ensure that they are front and centre as social and employment policy evolves, both within Government and in wider Jersey society.

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### **Re-issue Note**

The Chief Minister has decided to re-issue his Response to S.R.10/2019 in this revised version, following a constructive discussion with the Gender Pay Gap Review Panel.