

Dear Scrutiny

The NEU would like to submit a response to your letter with regards to Education funding in the government plan.

The Panel identified the NEU may be able to provide comments and views in relation to the following projects being examined:

- **Upgrade to CYPES Estates (see pages 65 & 66 of P.72.2023)**
- **Mont a L'Abbe Secondary (Major project) (see pages 65 & 66 of P.72.2023)**
- **Le Squez (Major project) (see pages 65 & 66 of P.72.2023)**
- **New School and Educational Developments (see pages 65 & 66 of P.72.2023)**

With regards to the capital projects outlined above these are discussed to some extent within Educational quarterly meetings that occur between CYPES and unions. It is recognised that there needs to be capital investment to provide upgrades to these facilities or provide new facilities that will allow for provision to match current practice and future needs.

Concerns have been raised with regards to the amount of outside space available for sport and play for children in town schools and this should be factored into overall costings and suitability of sites. Whilst an Eastern St Helier site has been identified, this has not yet been the case (that we have been made aware of) for a Western (south) St Helier school to replace Rouge Bouillion.

Linked to this is Land acquisition (on P68 of P.72.2023) which states: -

“This Head of Expenditure exists to allow the Government to make strategic purchases. It is expected that in the near term this Head of Expenditure will be used to secure sites relating to the development of a new primary school in St Helier. The school would be set in an extension to the Millennium Town Park and Islanders should enjoy the maximum possible community access to and use of its facilities. In addition, the current Springfield School and Le Bas Centre sites will be transformed into new community open spaces, helping to create green access corridors for moving to and around the new school.”

Will any of these spaces be utilised in a way that can provide additional outdoor facilities for the new school or can some further land from the town park be utilised to provide an increase in sports facilities for this new town school?

- **Investment across CYPES frontline services (I-CYP-GP24-002) (see page 22 of the Annex)**

I-CYP-GP24-002 Investment across CYPES frontline services £ 2,615,000

This figure represents a target for recruitment of TA's and Teachers linked to the changes that are taking place in education due to the Education reform program and also the Inclusion program. It is important that there is a growth in numbers to facilitate these programs, however, there needs to be funding that is also linked to retaining staff and to recruiting staff that are suitably qualified and experienced. Headteachers have struggled with recruiting suitable staff and have had to increase class sizes and close curriculum offers (courses) due to the lack of specialist staff. An increase in this funding could be used to support the changing face of education linked to the Education reform program and the Inclusion program and support an uplift with a payment to staff in recognition of this. This would aid to offset the continued problems with recruitment and retention of staff that have occurred due to the 15 + year failure to keep pay linked to inflation or the average earnings

index over this time period. In order to facilitate this, we would suggest that approximately another £2,000,000 is added to this to truly invest in front line services. This would bring, teachers' historical pay back in line with the cost of living.

It is important to note that the investment in frontline services as stated in the government plan is only slightly higher than the efficiency savings that have been requested for CYPES.

Children, Young People, Education and Skills £2,451,000 efficiency savings requested (see page 57 of P.72.2023)

Cashable savings (see page 56 of P.72.2023) states "The Fiscal Policy Panel has recommended that efficiencies should be sought regardless of the stage of the economic cycle, but also noted that "efficiencies can be difficult to deliver" and as such should only be relied upon if there is a clear plan for delivery. Cashable savings targets have been allocated to departments as part of the departmental net revenue expenditure budgets and are detailed, for 2024, in the table below. Departments will ensure delivery plans are in place which will be tracked, monitored and reported through the programme to Council of Ministers and stakeholders for transparency and scrutiny. Detail for future years will be provided in future Government Plans. Day to day departments make decisions to live within their departmental expenditure limits, ensuring there are controls and rigorous spend validation across their budgets and headcount".

Although it is recognised that this money may be found from efficiencies in service, it could be reinvested within the department to support correcting the pay deficit that has accumulated over years and bring overall pay for the average worker back in line with inflation. This fits with the statement in regard to efficiencies on P56 "funding to be reprioritised into areas needing further investment". (see page 53 of P.72.2023)

If money is to be reprioritised into areas of further investments, then recognition that a fall in front line service provision should be counteracted with monies saved by departments from efficiency savings.

Delivering value for money (see page 53 of P.72.2023)

It is also recognised that a productive public service will build public trust but also delivers wider benefits for our Island and our economy. To be successful in this regard, it is recognised that the Government and its services need to engage with employees, service users and customers, to better understand their experiences and needs to achieve congruous outcomes.

Whilst this is stated in the government plan, it has taken all three education unions to take industrial action in order for the government to start to listen to their concerns. For the Head teachers there has been a resolution, for teachers this has yet to occur.

Effective workforce planning and recruitment and retention practice (see page 23 of P.72.2023). Resourcing challenges can impact service quality and capacity, result in higher costs, and negatively affect the government's reputation as an employer. Mitigations include improving recruitment processes and systems; workforce and succession planning; alignment with the Government Plan; Exit and Be Heard surveys; People and Culture Plans and employee led networks.

There are still issues with the number of staff who have been recruited via agencies, some of these are recognised in government figures, whilst others are not. Head teachers have raised this in Education meetings and the numbers still remain incongruous. The effect of this is higher costs, through subsidised accommodation and fees to agencies.

In determining an appropriate level of pay provision, the Council of Ministers have considered a range of factors, including the cost of living, average earnings in the wider

economy and the impact on public finances. Further work to develop a more detailed pay strategy is needed, but the pay provision is designed to give adequate resource to develop an offer which enables suitable ongoing remuneration of public servants in the wider economic context. This could include differential awards between pay-groups and pay-levels, along with reviews of current terms and conditions. Previous provisions for the impact of parental leave have been included in the overall allocation, as the ongoing impact should be resolved as part of the wider pay strategy (see page 51 of P.72.2023).

It is important when considering the investment across the frontline services in Education to recognise that there has been an increasing pay gap and that an adjustment needs to address this.

In June 2022 average earnings were 6.2% higher than in June 2021 (FPP report P17 [gov.je/SiteCollectionDocuments/Government and administration/FPP 2022 Annual Report.pdf](https://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/FPP%202022%20Annual%20Report.pdf)) whilst teachers had a 2.9% pay rise. In 2023 the average earnings in the private sector were 7.8% whilst the average earnings for public sector was 7.4% even though the nurses and teachers had not settled at this time (due to overtime in some groups, which teachers are not recognised for).

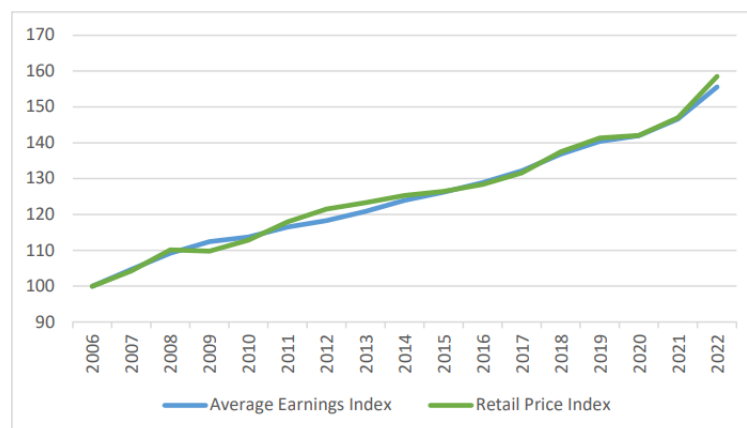
<https://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/R%20Average%20Earnings%20June%202023%2020230825%20SJ.pdf>

**Figure 1.20**

**Average earnings and inflation**

Index (2006 = 100) of average earnings (blue line) and retail price index (green line)

Sources: Statistics Jersey



Monthly online job vacancy data are a useful indicator of the health of the labour market and of changes in demand for labour. Vacancy data has been taken from the Government of Jersey website and whilst this does not cover all job vacancies on the Island, it is still useful to compare trends.

See P19 [gov.je/SiteCollectionDocuments/Government and administration/FPP 2022 Annual Report.pdf](https://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/FPP%202022%20Annual%20Report.pdf)

Teachers pay awards have continued to fall compared to other sectors and this needs to be uplifted to bring it in line with the average income increases. The table below provides some data on the historical differences between groups.

## Teacher's Pay, other groups and inflation

Year	Pay award (%)	Interest rate SEPT RPI	Average pay increase (excludes bonuses etc)	Public sector pay av.	Private sector Pay
2009	0	-0.6	3.0	1.0	3.3
2010	2	2.1	1.1	1.1	1.1
2011	2	5.4	2.5	3.9	2.2
2012	1	2.8	1.5	0.3	1.8
2013	1	1.2	2.2	1.3	2.4
2014	4	1.9	2.6	4.7	2.2
2015	0	0.1	1.8	0.0	2.2
2016	1	2.0	2.1	1.3	2.3
2017	2	3.1	2.6	1.6	2.8
2018	2	4.3	3.5	3.1	3.6
2019	2	2.7	2.6	4.8	2.3
2020	4.8	0.9	1.1	3.3	0.7
2021	0.9	2.9	3.3	0.1	3.9
2022	2.9 (+£500)	10.4	6.2	3.1	6.7
Totals	25.6	39.8	36.1	29.6	37.5

Looking to the future it can be seen that there will be sustained high levels of inflation. Higher forecast inflation in 2023 and 2024, with inflation projected to fall steadily after peaking at 12.7% in Q1 of 2023 to reach 2.8% in Q4 2024. This is due to the expectation that inflation will remain higher for longer.

- Average earnings are projected to rise almost alongside inflation, due to a tight labour market keeping demand for skills high and thus wages reflecting this. (see page 32 of P.72.2023).

This has not been the case for those in education, so additional funds to address this deficit will be needed. Further supporting that the Investment across CYPES frontline services will not be sufficient to match the needs to manage the recruitment and retention of staff to address the current and future needs within education.

Future projections have shown that according to the FPP with regards to Employment and earnings: 2022 outturn data for employment showed strong growth in both the non-finance and public sectors. The Panel has not changed its employment growth assumptions. As financial services profits increase, remuneration in the sector is likely to increase. As such the assumptions for average earnings are revised upward in 2023 to 2026 implying some small real wage growth. P2 [Economic Assumptions Summer 2023 \(gov.ie\)](#)

This will then have a further knock on effect in both the average earning index and inflation keeping both higher for a longer period of time.

- **Investment in young people workforce participation (I-CYP-GP24-003) (see page 23 of the Annex)**

I-CYP-GP24-003 Investment in young people workforce participation £385,000

This is a provision for Young people identified as, or at risk of becoming, 'NEET' (not in employment, education, or training) to be supported in re-engaging in bespoke education or

training opportunities as well as more traditional routes into education and/or employment. To provide a service like this requires a significant amount of one-to-one mentoring and will be staff dense. The effect of primary interventions is to ensure that the individual is engaged in society and can see their worth and value. Through Education or employment, they are integrated into society – without this primary support, it is highly likely that they will become involved in other anti-social or criminal activities, which will be more costly to society in the long run. The funding figure should link to the number of individuals who fall into this category and the numbers of staff who can effectively support them (we do not have data on either of these figures).

What we do know from the teacher’s survey is that Covid has had a visible effect on the number of students who have shown an increase in anti-social behaviour and also absenteeism from school. It is therefore likely to conclude that there will be a significant need for these services right now, and across a significant number of years, and that investment is clearly needed to support this.

**Table 4: “During the past year, have you been subject to any of the following?”, 2021**

	Non-provided school	Government fee-paying	Government non-fee-paying
Verbal abuse by a pupil	18	35	61
Verbal abuse by a parent or guardian	17	15	26
Threat of physical harm by a pupil	0	6	31
Threat of physical harm by a parent or guardian	0	0	4
Physical attack by a pupil	0	4	21
Physical attack by a parent or guardian	0	0	1
Abuse or allegations on a social networking site by a pupil	4	7	3
Abuse or allegations on a social networking site by a parent or guardian	3	0	6

Teacher survey P13 [Jersey Teachers' Survey 2021 - 2022 \(gov.je\)](https://www.gov.je/News/2023/Pages/MeasuringJerseysEconomy2022.aspx#:~:text=GDP%20was%20%C2%A35%2C761%20million,observed%20in%202020%20and%202021.)

## The Education budget and the economy

Education has been allocated £153,835,000 (See P22 of [R.141/2023](#)).

We believe that the overall investment in Education in Jersey falls far short of that in similar countries. There should be a greater review on the overall education budget with a greater strategy for the long term and to make the provision much more robust, with breadth as-well as depth in its delivery and with a vision for what long term benefits can be provided, if it is suitably funded.

Overall with a GDP of £5.761 Billion

<https://www.gov.je/News/2023/Pages/MeasuringJerseysEconomy2022.aspx#:~:text=GDP%20was%20%C2%A35%2C761%20million,observed%20in%202020%20and%202021.>

and ranking in the top 20 countries per capita with £55,000  
[Strategy for Sustainable Economic Development.pdf \(gov.je\)](#)

Jersey Governments investment in education falls short of similar western developed countries in terms of the overall percentage (or real terms value) for Jersey's contribution to education as a percentage of GDP.

[Education resources - Public spending on education - OECD Data Government Plan 2024 to 2027 Annex.pdf](#)

The government continues to stress the importance of education in its future projections for population and the economy.

In the Loss of Economic prosperity section (see page 22 of P.72.2023). The Future economy program cites, "a key pillar of the success of this program is education".

For the aspirations set out in the Delivery framework for sustainable economic development.  
[Delivery Framework for Sustainable Economic Development 2023-26.pdf \(gov.je\)](#)

The requirements for a leading education system to match the aspirations to allow for future flexibility and lifelong learning will require a greater investment and one which lifts Jersey's GDP expenditure in Education to a level that is comparable to other similar western countries. This is recognised as we have seen the government release both the Independent school funding review

[R Independent School Funding Review Appendix 20201016.pdf \(gov.je\)](#)

and the Further education and skills actionable agenda where there is a reporting of a funding deficit in terms of GDP.

"Jersey is an outlier in several respects, in relation to 16-18 education.. its level of funding for this stage of schooling is lower than most OECD nations" (See P5

[Further education and skills actionable agenda.pdf \(gov.je\)](#)

We would urge that only through a general up lift in overall education funding that the full aspirations and ambitions of the future economy program, the population strategy, the education reform and inclusion programs will be realised. It is then that Jersey will have an education system that will future proof the economy and society of this Island.

Yours on behalf of the NEU Jersey,

**Adrian Moss**

**Joint District and Branch secretary NEU Jersey**

