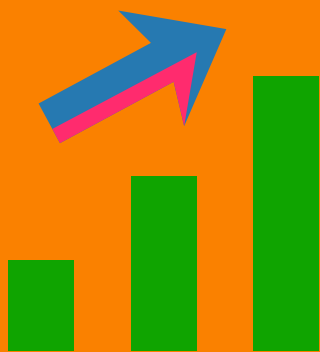


JERSEY COMMUNITY RELATIONS TRUST

SOCIAL MOBILITY REPORT

RECOMMENDATIONS



INTRODUCTION



Social mobility can be vertical, horizontal, upwards or downwards. Education provides an opportunity to achieve upward social mobility, which may lead to higher social status, increased employment opportunities and improved economic benefits.

A child's inherited social and socio-economic status can affect a child's ability to access an education which will assist them in succeeding in life. In Jersey we have an opportunity to address this imbalance.


"By age five, there are significant developmental differences between low, middle, and upper class children's cognitive and non-cognitive skills."

Greenstone M, Looney A, Patashnik J, Yu M (18 November 2016). "Thirteen Economic Facts about Social Mobility and the Role of Education"

A progressive education system will identify these development differences and deliver pre-school and primary education providers with sufficient resources to identify and address needs. Jersey can seek to be progressive in managing this issue – setting an objective that all children entering secondary education have the necessary skills to be successful in achieving their full potential.

Social mobility creates a fairer and more equitable society. It leads to economic growth and better outcomes for all. It does not mean that the wealthy lose their wealth – more that the gap between those with most and those with least becomes smaller and that the wealthiest actively support this. Although the JCRT sees education strategy as a significant factor in closing this gap, social mobility requires everyone to support new approaches.

It is for this reason that the JCRT urgently recommends Government action to create a data-driven, well-resourced and joined-up education strategy to support social mobility across all communities in Jersey.



INTRODUCTION



Our research suggests that this will require:

- Clear leadership and the optimum use of resources dedicated to education and the best possible prioritisation of those resources;
- GoJ working much more closely with the community and employers to ensure greater equality of opportunity for all of the Island's young people and providing education which is fit for purpose in the fast-changing and future world of work
- The embracing of diversity and ensuring inclusion is at the heart of education strategy and policies so that the potential of every child is recognised and nurtured from an early age and through-out their education.

Change has been slow to date and the Covid-19 pandemic has had a disproportionate impact on minority and under-privileged groups, only serving to deepen social and economic divides. For the future prosperity of Jersey, our research suggests GoJ will need to make bold changes in its education strategy and implement policies to enable social and economic mobility.

SOCIAL MOBILITY REPORT RECOMMENDATIONS

1.

Clear leadership and optimum use of resources dedicated to education

2.

Optimum funding in Education

3.

Government, the Community and the Future World of Work

4.

Supporting diversity, inclusion and equality across all schools



RECOMMENDATIONS

1.

Clear leadership and optimum use of resources dedicated to education:

Create a Social Mobility Commission, sponsored by the Department of Education, in order to provide a focus on, and recommend solutions to, the most significant barriers to social mobility in Jersey. A coordinated approach to policy and the development of initiatives across Government, education and industry to accelerate progress is essential.



RECOMMENDATIONS



The role of the Commission would be to:

- Provide leadership in identifying issues which adversely affect social mobility
- Develop a baseline study against which to measure progress of social mobility issues
- Publish an annual report detailing action taken and progress achieved
- Promote social mobility by challenging employers, the professions, schools and establishments of higher education to develop social mobility objectives and targets
- Carry out and publish research in relation to social mobility
- Provide advice to ministers on how to improve social mobility and to reinforce the objective that socio-economic background is considered in all public policy.

RECOMMENDATIONS

2.

Optimum funding in Education:

GoJ to review spending and budgeting procedures across all areas of education to ensure funding is adequate, suitably prioritized, and distributed to optimise the benefit to all children and young people.

The review should establish if the amount being spent on education is sufficient and if the results represent value for money in terms of achieving educational potential and desired outcomes across all communities in Jersey.

In particular, the JCRT believe special consideration should be given to increasing funding to schools with EAL students (students whose home language is not English and who require additional support to assist them to develop proficiency in English). EAL students are also statistically the students least likely to obtain the 'gold standard' of 5 GCSEs) in order to significantly to improve the attainment of at least 5 GCSEs across communities with the largest attainment gap.



RECOMMENDATIONS



This will require:

- Providing a dedicated budget for EAL students to all schools based on number of EAL pupils attending the school
- Schools developing a baseline study against which to measure progress of EAL pupils
- Schools reviewing the support mechanism for EAL students and ensuring it is fit for purpose
- Government tracking the progress of a cohort of EAL students throughout their school life to fully understand their support needs.

Furthermore, GoJ should consider extending the Jersey Premium to pupils aged 16-19 to support them in continuing their studies and thereby increasing opportunities to achieve their career aspirations and to actively contribute to Jersey's economy. Currently, no support is provided.

Financial support and expert guidance to all schools (primary and secondary) to deliver effective mental health support to students, especially those most negatively impacted by the Covid-19 pandemic. The current budget for mental health provision in schools has not been increased for approximately 12 years.

RECOMMENDATIONS

3.

Government, the Community and the Future World of Work:

GoJ to work with local employers and industry groups to develop a clear strategy, policies and initiatives that will broaden the aspirations of, and opportunities available to, children and young people across all schools and educational establishments in-line with the skills required in the workforce of the future.



RECOMMENDATIONS



Practically this requires GoJ to:

- Engage with employers across all sectors to identify relevant skills required in the workforce of the future, in order to develop a strategy that will enable children and young people across all schools to find fulfilling work and develop long-term careers. It is particularly important to develop a focused strategy to encourage the development of non-academic skills
- Engage with employers to review current work experience opportunities, such as the Trident scheme, to ensure they are fit for purpose
- Increase the number and quality of apprenticeships and vocational opportunities available to all children in all schools. The development of non-academic skills is important for a rounded workforce
- Move away from a focus largely on academic standards as an indication of individual potential to consider a more holistic approach to education which may benefit a new generation of employers and employees
- Further develop inclusive, extracurricular activities across all schools that encourage self-confidence and a broadening of aspiration, including music, arts, drama and debate, and make them accessible to all young people
- Encourage and recognise the importance of charitable and community activities amongst all children and young people
- Review adult education courses to provide support for retraining opportunities and the development of new skills and self-confidence.

RECOMMENDATIONS

4.

Supporting diversity, inclusion and equality across all schools:

Diversity in schools supports the academic achievement of disadvantaged groups. As such, an improvement in the social mix within schools, and a focus on equity, are important factors in closing educational attainment gaps and increasing the equality of future opportunity for all our children and young people.



RECOMMENDATIONS



The JCRT recommend GoJ:

- Review the current policy of transferring pupils at 14 to Hautlieu as this may have an impact on diversity within other secondary schools at a key point in students academic study and in the development of their self-confidence and aspirations
- The Independent School Funding Review 2020, undertaken by GoJ, includes a policy suggestion to “consolidate all academic selection at age 16, rather than the current dual selection at 14 and 16, to remove the double funding of Key Stage 4 across the 11-16 schools and Hautlieu, and give all students access to a broad curriculum”
- Increase investment in Highlands College to raise the profile of Further Education in Jersey and the huge range of high-quality, educational opportunities available to students at all levels of academic attainment
- Review the catchment policy for secondary schools so there is a mix of pupils in each school from across the Island
- Ensure that ‘equity’ is at the core of selection procedures to all Jersey schools, with increased funding to support bursaries and scholarships. It means the Education department building strong relationships with the Island’s private and independent schools to work with them to ensure that these schools are also as inclusive as possible, with a strong ethos of equity

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By age five, there are significant developmental differences between low, middle, and upper class children's cognitive and non-cognitive skills.

Greenstone M, Looney A, Patashnik J, Yu M (18 November 2016). "Thirteen Economic Facts about Social Mobility and the Role of Education"

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