



Rural Matters

(i) Cultivate Agriculture

(ii) Cultivate Horticulture

A report for the RJA&HS and Howard Davis Farm Trust
with reference to the Economic Framework for the Rural Economy 2022

RJS
Cultivate
programme

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Vision Statement

by Jess McGovern

There is a clear opportunity to raise the profile of Jersey's rural industry by educating our young people with regards to modern agriculture and horticulture; to drive a greater interest in the sectors as a career option; and to educate young people overall as to what exciting opportunities are available locally.



Over the centuries, the island's corn growers, tomato growers, cider makers, dairy farmers, potato farmers, horticulturalists and all other stewards of the land, would most likely be confused that a report titled "Rural Matters", is even required. Jersey's agricultural history dates back to Neolithic times and its advantageous climatic position, its ambitious and passionate farmers, its horticultural growers past and present and its distinctive gardens and unique plant collections provide all the essential ingredients to rise to the challenge of developing pioneering initiatives for the future. It is our young people who will need to take to this challenge.

In addition to pressures that are far more global, the newest challenge, one that the rural industry has traditionally not had to face, is that of a growing skills gap within the local rural industry. Despite the highly significant contribution to the local economy, local culture and to a sense of place amongst Islanders and tourists, the agricultural and horticultural industries are both facing a critical watershed moment in their workforce succession planning, skills needs and related growth opportunities. We need to respond to this urgently. Skills development has been recognised as a key factor to bridge the gap and address the lack of uptake in the rural industry.

There is a notable gap in the age group of current agriculturalists and horticulturalists, with the average age of those in the industry at 55. This is not to say there is a lack of interest amongst the younger generation to enter the industry; the hurdles historically have been the absence of educational courses on-Island to encourage those wanting to enter or continue to work in the industry. As an island community, we need to encourage entrants into the rural industries. Currently, there are limited pathways available but there is hope, that with vision, priority, investment, there could be.

We have a critical knowledge base on-Island that requires a platform which transfers this knowledge and passion to the next generation. A vision for skills development in the land-based sector is critical in order to encourage new entrants into the industry, thereby building on the knowledge base on-Island. This is fundamentally the purpose of this report.



This report owes its existence to many people. Among them are the Howard Davis Farm Trustees, the Royal Jersey Agriculture & Horticulture Society, Jersey Farmers' Union, the Department of Economy (Government of Jersey), Skills Jersey and **The Children, Young People, Education and Skills Department.**

A special message of thanks goes to the hardworking individuals that make up Jersey's rural industry. Your feedback and vision form the backbone of this report and we thank you for all you do in **particular with regard to the production and supply of food and the protection of Jersey's natural environment.**

Executive Summary

The Rural Matters report 2023 sets out research findings and recommendations for the development of training and education pathways that embrace the wider strategic needs of the Island, in particular, with regard to the essential skills required for the sustainable production and supply of food and the protection and quality of our natural environment. The rural economy, in particular the agricultural industry, occupies over half of the land surface area of Jersey and as such, has a fundamental influence on its natural capital, landscape, wildlife, environment and water resources of the Island. Jersey's horticultural amenity sector alone contributes an estimated Gross Value Added of £36,535,000. Farming and food production remain an essential element of Island life, but in recent years, it has been subject to increasing socioeconomic, environmental and labour challenges. Business profitability is low, the demographic is ageing and the significant restructuring that has taken place has reduced the diversity of activity, both in terms of products, number, type of producers as well as the number and interest of new entrants into the industry, especially from the next generation due to a lack of understanding and pathways and industry mis-conceptions. Government, education and industry will need to collaborate effectively over the coming years to ensure the current fragile economic ecosystem, the well-being and the dynamic training and career pathways into the industry are revitalised so that the rural industry is able to attain goals of long term environmental, social and economic sustainability.

The purpose of this report is to: provide a clear structure within which Government interventions are directed in a manner which is accountable, measured, valued and reported; and contributes fully to the delivery of a vibrant and sustainable rural sector, providing employment and economic opportunity, enhancing our natural capital and maintaining rural life as an integral and valued part of the Island's cultural identity.

The Rural Matters report will deliver:

- ◆ Feedback from the industry key players that identifies skills development as a key factor to bridge the gap and address the lack of uptake in the local agricultural industry.
- ◆ A recommended framework that clearly sets out critical skills gaps and training needs.
- ◆ A recommendation of the implementation of an apprenticeship scheme as per policy RD1a and RD1b (Ref: Rural Support Scheme) with a long-term goal of upskilling local talent to increasing the potential to 'grow our own' by developing a partnership with local food chains allowing supply chain leverage, and tackling the continued reliance on UK food imports.

Within the report are two distinct areas of focus:

1. Improving the perception of Agriculture & Horticulture

- a. Government support:** Promote the rural sector as a valuable means of achieving key policy goals across Government and incentivise key industry stakeholders who provide pathway opportunities.
- b. Cultivate Young Minds regular events:** Regular in person events that use storytelling as a means of industry promotion through celebrating industry achievements and opportunities.
- c. A Cultivate Land Based Community Hub:** A community space to celebrate training, inspiration and community for current and curious future industry stakeholders.

2. Improving Agricultural and Horticultural Education and Training

- a. Introduce Agriculture and Horticulture in schools:** Embed agriculture (IGCSE) and horticulture (RHS) across the Jersey Curriculum for KS3-5 through the introduction of the Cultivate Scheme of Discovery.
- b. Promote apprenticeship and internship opportunities:** Skills Jersey, industry and education initiatives could collaborate to facilitate more businesses to work with schools.
- c. Develop a Land Based Apprenticeship Programme:** The introduction and effective delivery of Policy RD1a and RD1b (above) 'The Government of Jersey will work alongside industry, Jersey Business and Skills Jersey to identify and promote opportunities for new entrants and to assist business succession plans'. An apprenticeship pilot scheme has been ongoing and further action is required to develop this further.
- d. Land Based Vehicle:** A vehicle that enables the delivery of the above will include the creation of a Land Based Board – made up of representatives from the Government of Jersey, the Department of Education, Skills Jersey and the rural industries. It will require the recruitment of a Land Based Programme Director, (potential shared role) who will be supported by a Land Based Assistant, and a Land Based Tutor.



Suggested Timeline of Key Delivery Dates

0 - 6 months - July - December 2023

- Create a vehicle for delivery e.g. Cultivate Partnership
- Government funding amount confirmed and allocated to vehicle.
- Recruit a Rural Matters/Cultivate team to implement Rural Matters report recommendations.

6 - 12 months - January - June 2024

- Government support - create a remunerated point system that rewards rural stakeholders for adding value to training, development and apprenticeships.
- Setting up a temporary storytelling Cultivate Hub (potential yurt in RJA&HS grounds) with programme of local rural guest speakers and demonstrations. A space where knowledge is shared, passion passed on, apprenticeships celebrated and community to thrive.
- Data collection on local rural skills and compile into spreadsheet – What are their skills? Do they want to add value? In what capacity?
- Organise and launch a roadshow of Cultivate assemblies where apprenticeship and seasonal opportunities are promoted.
- Research and connection building with school / Skills Jersey for IGCSE and RHS introduction in schools.

12 - 24 Months - June - June 2025

- Review of progress and direction. Cultivate 2024 event - Official launch of the Cultivate Pathway Programme
- Launch IGCSE and RHS qualifications in schools. September 2024.

Agriculture - Next Generation spotlight

Farmer and Employer at Master Farms - Phil Le Maistre

Would you consider apprenticeships again as a method of recruitment?

Let's see how our first apprenticeship goes as I am curious to see if we can recruit someone suitable, committed and someone who works well with our current team but yes 100%, apprenticeships are the way forward!

Is employing local people a priority for your business?

Yes. We are a local family company and we want to try our hardest to ensure that the farming tradition continues on island and employs local people in the first instance.

Would a structured apprenticeship programme benefit your business?

Yes, if it is structured by the industry and not by someone who doesn't know the industry. It also has to be flexible and tailored to each individual's training needs.

How do you see the future of agriculture in Jersey?

There are massive opportunities but we are also at a very critical time which means we need to act now.

Any final comments?

We need funding so that the industry can create more time to invest in vital education and industry promotion through school visits for example.



Trainee Farmer at Master Farms - Will Waller

How easy did you find it coming into the industry?

Unless you are a family friend who gets asked to help out or unless you are someone who has links into the industry, there is no way in at all!

What would improve your training and help you to become better at your job?

It's all about the people you work with. That's what makes for great training which helps me to improve in my role. Education wise, there is nothing 'outdoors' related. I wanted to be a gardener but there was no college course on island. Courses or training on island would help me and others to progress in the industry.

Would you attend evening training if it was on offer?

Yes definitely. It would be great to have a community place where likeminded people can meet together.

How important is it for you to meet other people who are also training within the industry?

It is very important because if you can chat and learn with people at the same level the knowledge can be presented in a more simplified way and the training suited to our level.

Any final comments?

Why aren't there land-based opportunities available in Jersey?



Estate Manager and Head of Gardens Trinity Manor - David Room

Would you consider apprenticeships again as a method of recruitment?

Absolutely! I'm of the opinion that it is highly beneficial to take on young people as apprentices: not just beneficial to the apprentice, but to the employer also.

Taking on an apprentice is an opportunity to share knowledge; to introduce young people to the career opportunities gardening and horticulture offer and to learn the self-discipline involved in going to work in a structured environment; it is not, in my view, a source of cheap labour, but a means of future-proofing the industry.

Those considering taking on an apprentice should not do so lightly: it is a demanding and time-consuming commitment but the benefits for both apprentice and employer far outweigh this.

With so many young people feeling under pressure to go to university and attain a degree when it's not necessarily the best direction for them, an alternative such as an apprenticeship would make sense. Having a successful and fulfilling career need not be dependant on having a degree.

Apprenticeships should not be seen as a lesser alternative to a degree course, or as something you do because you can't think of anything else, or as something only for those who are not academically gifted. I have interviewed many potential apprentices and have found them, on the whole, to be bright, passionate people who want to learn whilst doing something hands-on.



Former Apprentice and Qualified Horticulturalist and soon to be Qualified Garden Designer at Trinity Manor - Wills Baker

Would you consider apprenticeships again as a method of recruitment?

Here in Jersey, we probably have more gardens per square mile than anywhere else. These gardens need skilled gardeners who are aware of horticultural practices and have a good knowledge of plants. To acquire these skills, like in any trade, they need to have in-person experience. Through an apprenticeship scheme they can build their knowledge as well as have hands-on experience. Currently this is not available to anyone who seeks this kind of career path in Jersey.

What has your apprenticeship done for you as an individual?

I have finished this apprenticeship with a lot more confidence in myself, a better understanding of how I communicate with others, and focus on what path I am taking in life. Through finding a passion, it has allowed me to hone in on my career and allowed me to better communicate the knowledge I have learnt with others. I feel that if I had gone to university, I would not have developed these attributes in such a relatively short space of time.

What has your apprenticeship done for those around you?

Speaking to people around me about my apprenticeship and newfound lifestyle, they are inspired and educated in a field they never knew existed. They are surprised to find that the subject hidden on the bookshelf is far greater than the library they stand in. A friend of mine has now finished a 3-year course at university, only to pursue an apprenticeship back here in Jersey. He would have done the same as me, had he the opportunity at the time.



Trainee Gardener at DHHLTD - Meghan Rose Hayes

What does a typical working day involve for you?

We meet at 8am at the main house, where I stay sometimes to tend to the beautiful Wildlife Garden.

Alternatively, I go with the head gardener and two others to maintain the lovely gardens of the DiCasa properties. An average day for me may involve cleaning, weeding, cutting the grass etc. On a rainy day, we might move furniture for the properties.

How did you get your job?

I studied Photography at university, but decided to not pursue it as a career. After a few random jobs, I decided to try something unfamiliar but alluring to me; gardening.



I applied for an apprenticeship at Trinity Manor, where I met David, the head gardener. He spoke with such respect for horticulture. I saw the grounds, and I was stunned that people got to work there – every day!

I didn't get the apprenticeship, but it felt special and significant. I saw a Facebook post and went for an interview. I was open about my complete lack of experience, and that I really wanted to learn. I am very grateful that they took a chance on me!

From my application to Trinity Manor, Jess from the RJA&HS invited me to a Cultivate event. This was the first time that I felt the community of horticulture and I left full of wonder. Jess helped me to sign up for an RHS qualification and to take one day a week off work as a study day, which has been invaluable to me.

What motivates you in this role?

The peaceful feelings, and how much more there is to understand.

Are there any future skills you will need to learn for your role?

After a year, I have improved and learnt a lot, but the knowledge is endless. I want to become skilled with all of the tools, but some of them are a bit heavy for me so I need to work on that too!

What are the three most important skills required for your role?

Patience, time management and attention to detail.

What advice would you give to someone interested in a career in your profession?

If you feel something special about any aspect of horticulture, just give it a go! I wish I had tried it sooner.

Also, ignore any preconceptions that you or anyone else have about who a gardener should be. People are often surprised when I reveal my job, which tells me a lot about why some people may be hesitant to pursue gardening themselves or to never even have considered it.

Tell us a fun fact.

Mushrooms are genetically more similar to humans than to plants!

Jersey's Agricultural Sector



3.1. Jersey's Agricultural Sector

Agriculture in the Island is dominated by two main activities: Dairy farming with the 'Jersey' breed of dairy cow and growing the 'Jersey Royal' new potato. The total area of land under cultivation at around 33,000 vergées (2.25 vergées in an English acre), represents just over 50% of the island area. The number of agricultural holdings has declined dramatically following the Second World War, at which time there were over 1,000 holdings, to less than 50 commercial farm operations today. The average size of the holdings has grown substantially, largely reflecting changes that have occurred throughout neighboring countries over the same time period.

The pattern of land ownership in the island is distinct in that the majority of land, over 90%, is not farmed by the owners but let to active farmers on a variety of lease agreements. The average size of fields in Jersey is estimated to be 6.5 vergées (3 acres or 1.2 hectares) surrounded by banks and hedgerows, with access via a network of narrow roads. This, coupled with the inherently high costs of production in an island, has led to the concentration of agricultural production on the two added value products originating in Jersey.

With regards dairy, there are some 4,000 head of Jersey cattle in the island of which 2,200 are 'in milk', calving all year round to ensure a regular supply of milk to the farmer owned co-operative Jersey Dairy. Jersey Dairy processes approximately 14 million litres of raw milk each year and supplies the Island's need for 9 million litres of fresh milk. It also processes a range of other dairy products including butter, cream, yoghurt, cheese and ice cream. In recent years Jersey Dairy has exported to over 30 overseas markets including UHT milk in Hong Kong, butter in Japan and South Korea, and ice cream in mainland China and Philippines. All of the Jersey cattle in the Island are pedigree registered in the Jersey Herd Book and there is a small population of crossbred beef animals reared for the local market.

The 'Jersey Royal' new potato is a seasonal crop, planted from December through to February and harvested from April through to June. In 2023 it is grown on some 12,500 vergées of land, with the bulk of the crop exported to the UK and distributed through the multiple retailers. As an early variety, the export season relies on the critical six week period from the end of April to the beginning of June. The value of this crop represents approximately 95% of the value of all arable exports. There are two main companies active in the export market, the Jersey Royal Potato Company and Albert Bartlett Ltd, with both having invested heavily in modern packing facilities.

In addition to cows and potatoes there is a limited production base of vegetables and fruit for consumption in the Island, including some protected crops under glass or polytunnels. The areas of land used for fruit and vegetables (including maincrop potatoes but not including Jersey Royal potatoes) have reduced significantly over the last twenty years.

Many smaller scale primary producers supply the local market with a diverse range of products including wine, cider, tea, eggs, lamb, pork, beef, goat milk, mushrooms, watercress, salads, winter vegetables, herbs and hemp.

There are currently 12 commercial Jersey Royal farming businesses, 12 commercial dairy herds and around 40 other approved agricultural businesses operating in a diverse range of enterprises on the Island.

3.2 Rural Matters: Cultivate Agriculture Research

In 2022, a 'Rural Matters' consortium of key stakeholders was made up, including the RJA&HS, Jersey Farmers' Union and the Rural Economy Department. The group was formed because despite the highly significant contribution to the local economy, local culture, and a sense of place among Islanders and tourists, the agriculture sector is facing a watershed moment in its workforce succession planning, skills need, and related growth opportunities. The general consensus from each stakeholder is that a vision for skills development in the land-based sector is critical in order to build on the knowledge base on-Island. The purpose of the 'Rural Matters' research was therefore to determine skills shortages and skills gaps prevalent in Jersey's agricultural sector, to understand future skills needs, as well as explore staff training, including associated barriers to training. The research also examines drivers of future change affecting the industry. The results from the research aim to stimulate a sustainable skilled workforce with access to industry specific targeted training opportunities; increasing the profile of the sector; and provide data to support government funding and resource decisions aligned with the 'Economic Framework for the Rural Environment' 2022.

The core objective was to survey key industry players through face-to-face interviews between January and March 2023. Ten in depth interviews were carried out from key players representing the following sub sectors: Dairy, Arable, (Potato) Smallholders and Poultry. At least one farmer from each sub sector was interviewed to gain a balanced and unique insight into the whole industry. A structured questionnaire made up of multiple choice and rating based questions were used to structure the interviews. There were several open questions through which respondents were given the opportunity to elaborate on their response or provide insight into issues that were not mentioned in the questions. The questions in the survey focused upon training and skills needs, employment outlook and main drivers of change in the industry. Respondents were asked to identify training needs, as well as provide their perceptions of apprenticeships. The interviews captured valuable insights into areas not part of the original purpose of the research, such as the fragility of the industry's future and the overall well-being of those working within it. Subsequently, this led to the development of a shorter online survey (Appendix 1) focusing upon well-being, training and industry future outlook. The survey included 9 questions and achieved 47 responses.



Rural Matters: Cultivate Agriculture Research Objectives

The 'Rural Matters: Cultivate Agriculture' research aims to:

1. Develop an understanding of the profile of the local agriculture workforce;
2. Understand the drivers of change affecting agriculture (including opportunities and constraints to growth) and how these are influencing employers' skills needs;
3. Understand the skills shortage and recruitment difficulties and reasons why these are being experienced;
4. Determine future critical skills gaps and priority training needs;
5. Identify gaps in training provision that can be identified by employers;
6. Explore attitude, approaches and barriers to training; and
7. Provide the agricultural industry a platform to inform and offer solutions to a sustainable talent pipeline so that action is specific, measurable, achievable, realistic and timely.

*Please see the Appendix for copy of survey.

3.3 Research Findings - Face-to-face Interview Findings

The feedback from the interviews will be discussed in relation to the following: Threats; Weaknesses; Opportunities; and Strengths.

3.3.1. Threats

One of the key threats to the agricultural industry that was echoed by many of those interviewed was the feeling of working in an industry that felt 'fragile'. One dairy farmer encapsulated this feeling by stating, "if one falls, we all fall", another explains "unless people bang the industry drum, we are one farm closure away from the whole industry collapsing". One farmer describes the current climate of the industry as "at the end of the knife edge". This analogy refers to not just systematically but emotionally too as exemplified when one farmer states, "You never switch off, but you have to embrace it and if you get it right, it is so rewarding, if you get it wrong it will break you".

The term fragile can be defined as easily destroyed or threatened. In this section, the key threats that are causing this concerned feeling amongst key industry players, will be explored with reference to the interview discussions and with particular reference to 'Profitability' and 'Consumer habits'.

Significant surges in industry costs, that have been described by those in the industry as 'unreal and eye watering', and at a 'magnitude not seen for many years', have reached record highs in 2022. Supply chain issues and key political events, such as Brexit and the war in Ukraine, have led to higher costs on imports, such as animal food, fuel and fertilizer, that in turn, are impacting profitability. A farmer explained that the cost of their feed had doubled in the previous few months, increasing from £5,000 a month, to £10,000. The necessity to rise prices to clients to whom 'good rapport' had been built, is one that was described as 'stressful'. In January 2023, the wholesale price of Jersey Dairy milk had risen by 15p per litre, the second increase in less than a year. A grower explained that a pallet of module mix has a cost of £650. With shipping to import and GST, the cost was an extra £200. Understandably, the grower explained that "we have to be doing high value products for import and export to make business sense".

Business costs are increasing for those in the industry and this financial pressure is compounded by a 12.7% rise in the cost of living in Jersey, the biggest increase in inflation since the early 1980's (gov.je). A farmer explained that a skilled worker who "loved working with the Jersey's" had to return to the UK as rental was significantly cheaper there. That said, this threat did not apply to all growers as some did specify that offering accommodation on site, presented significant competitive extra value to oversee employee packages. In November 2022 the Government increased the minimum wage to £10.50 per hour representing a 14% increase from the previous rate of £9.22 per hour, impacting profitability for the industry further. Profitability was described as a 'major challenge' by almost all of those interviewed and demonstrates why the Island's largest supplier of locally grown vegetables, Woodside Farms, had to give up on that sector of business as profitability was too low. Furthermore, rising costs and profitability concerns pose also a long term challenge when trying to encourage young people to launch a farming career. The initial set up capital costs involved on their own would be a deterrent in itself including land, machinery and accommodation. This problem was echoed by many interviewed and the problem was addressed in the Rural Economy Strategy, by proposing a Farming Foundation which could potentially own land to let out to farmers.

Rising costs related to business and cost of living, are key direct threats to profitability in the short term. Other threats referred to by those interviewed are as follows: market competition and competing with staff packages due to rising rental costs. The cost and challenge of training overseas staff who then had to leave the island after nine months due to work permit/visa restrictions terms and conditions, was also a significant and frustrating extra cost echoed by a few industry key players. Technology and innovation were expressed as both an opportunity (economies of scale) and a threat from those interviewed. One farmer describes the challenge that “20 years ago, a machine lasted for twenty years, until you ran it into the ground, now the audit process means updates are required all the time”. For example, investing in robot scrapers “save a wage but they need skilled people to fix them, which Jersey doesn’t have and the early adoption of technology can also be costly”.

Changes in consumer habits was considered a cause for concern by many. This was referred to as a threat because it is having an impact on pricing expectations and market competition. A farmer explains: “The living [minimum] wage has gone up and people continue to want cheap food, we can’t do it all”. Another grower explains this further: “Society has the expectation that food should be cheap. My grandfather fifty years ago was selling our crop for the same price as we are selling it for today. Food is not seen as a luxury like it was fifty years ago”. The grower continues and explains that consumer habits are not aligned, as the local alcohol industry is booming, which, says the grower, indicates that there is more local support for alcohol than local fresh food. As Kaleb Cooper (Farmer on Jeremy Clarkson’s farm) quotes “You need a doctor once a year maybe and fireman once in a lifetime, if you are unlucky. But you need a farmer three times a day”.

In terms of contextually understanding why these consumer habits are present, one needs to consider that local agriculture and farming are integrated into the primary curriculum sparsely and rarely integrated in the secondary curriculum, if at all, with rural environments in the UK referred to as case studies for GCSE Geography, rather than looking at Jersey farming as a local agricultural case study. Furthermore, should a young person want to pursue a career connecting with the land, there has not been a replacement pathway offered on island since the closure of the Phillip Mourant Centre in 1999. An exponential decline in farming in Jersey means that valuable conversations related to food and farming are disappearing both from kitchen tables as well as local classrooms. The impact of this is a continual widening of the gap of knowledge people have about food provenance and thus a disconnection to the land and a low value of local food. India Hamilton. Co-founder of SCOOP, quotes that “when reframing a person or an institution as being embedded in a system connected interdependently, it creates the potential to view them as a development actor, with agency for change (Wahl 2016)”. There is an exciting opportunity for there to be a ‘Cultivate Hub’ to be created. This physical space could be assigned for the public and farmers to interact within. It could be a space for learning and development around land-based skills to be cultivated through. It could be a space for connection to food let (? Missing words?) flourish through guest speakers, events, workshops and food markets. A space for the value of food and for the farming community to grow. A prime example of how a ‘hub’ can have a positive on the community is the development of the new skatepark in Jersey. The skatepark aims to benefit physical and mental health and provide participants with a level of “tenacity above and beyond that of many other activities”. Imagine the impact that a land-based hub equivalent could provide islanders?

3.3.2 Weaknesses

In this context, the term weaknesses relate to those factors mentioned by the key industry players, that are preventing some farmers to perform at their optimum level and areas where the industry need to improve to remain competitive. The following most prominent weaknesses will be discussed; ‘Labour and Skills’ and ‘Isolation’.

When asked what the impact of skills labour issues were, one farmer explains: “the potential impact of skills labour shortages is never far from your mind. It fills me with dread to recruit, train, get them competent, then they leave to finance or leave due to visa restrictions, it becomes cyclical”. ‘Unsocial working hours’, ‘Labour and skills shortages’ and ‘Succession and retirement’ were three significant factors that were considered to be a ‘major challenge’ for the future and characteristics of the industry that put agriculture as an industry, at a disadvantage relative to other sectors. In particular, labour, skills shortages and retention were described by many as a ‘hugely important issue, if not the biggest challenge weakening the industry’. According to the 2021 Jersey census, the average full-time working person works an average of 39.7 hours per week. According to survey results explained further in the report, 91% of those surveyed work more than 35 hours per week and of that 91%, 68% are working more than 51 hours a week. One farmer explains:

“I have a young employee who loved working with us but the hours were too much, I have now negotiated the hours he works to suit him, just to make him stay as he is a great asset to the business. Farmers who have grown up with this lifestyle are a rare breed, it’s engrained from our grandparents, but new entrants into the industry, require more of a work life balance”.

One of the main weaknesses, a large proportion of the industry related to, was the feeling of isolation and the vulnerability and stress that working independently in this climate evoked. This feeling is supported in the fact that the number one predictor of both health and happiness is our relationships, according to a 75 year Harvard study. According to Waldinger, study director, the data also clearly found those who feel lonely are likely to see their health decline. The number of local farms has declined dramatically following the Second World War, at which time there were over 1,000 holdings, to less than 100 commercial farm operations today and the number of dairy herds currently at 13 compared to 35 in 2013. Many of those farmers who have

remained, are working independently on their own farms and as a result have “lost their way” in some instances. There are however various ways that unions exist within the industry, some historic and some more recent collaborations. One such example of a long-established co-operative is the Jersey Milk Marketing Board (JMMB), a farmer’s Co-operative. In 1954, due to varying demand, the problem of surplus milk and the desire to benefit from economies of scale, the States of Jersey intervened and established the JMMB in 1955. The JMMB, established its own dairy who was totally responsible for the collection, quality control, production, distribution, sales and marketing of all milk produced within the island. Today, the JMMB is made up of a voluntary cooperative of 12 dairy farmers.

The protection and community element of the JMMB, was admired by many of the growers. In particular, a Jersey Royal grower described how the potato industry ‘needs to be more like the Dairy industry, we need more respect from Government, we need to be one big group’. Another farmer explained that “a more co-operative approach should be explored for all farmers, rather than business orientated”. Another farmer explains they are trying to get a “cooperative off the ground that they hope will put them in a better position, it could even be a gamechanger they add, especially as supermarkets are wanting to just deal with one person now”. Two farmers who were interviewed, have achieved exactly this by combining skills to form a 50% 50% partnership. As a result, this has led to an “improved business model” and “financial improvements”. There is however a risk with this set up that “if anything happened, our skills are separate which makes us vulnerable”. One farmer from the partnership explained that “partnering up allows and encourages farmers to do what you are best at. Two of us are directors and we each manage our own side”. Alternatively, if you are in a position where you have to do it all, the farmer says, things could “snowball and trigger a snowball effect”.

There are such examples of an understaffed and overworked scenario rippling throughout the industry, with one farmer explaining that according to business models, they should have “15 staff members, however due to cost restraints and inability to house seasonal workers due to planning restrictions, they are a team of three, trying to perform each role between them”. This trend is reflected in the survey results discussed later on in the report, which indicate that the average working hours from those working in the industry far exceed the national average. The survey also shows that 63% of the respondents plan to either stay the same, increase or invest in the next five years. This therefore creates opportunity for more partnerships and cooperatives to be established with farmers who wish to collaborate with others in their sector, so that all growers and farmers can benefit from economies of scale and government protection, much like the JMMB has.

For those not wanting to form partnerships, there is still a feeling from many working in the industry that they would like an opportunity to train together and for more social gatherings to be offered, for example, 81% of the survey respondents would welcome more industry events that provide an opportunity for the industry to get together. Lastly, a sense of feeling ‘isolated’ was expressed not just in the local work setting but also in relation to the historic abandonment of the industry from government in terms of government financial assistance. In 2021, the Jersey government supported agriculture to the sum of £24 per Islander. This compared to £96 per capita in the UK, £159 in the EU and £128 in the Isle of Man. John Vautier a former farmer, who is now sector lead for Rural and Marine at the Economy Department echoes the industry voice. ‘We have turned a corner but we have further to go,’ said Mr Vautier. ‘For too long we have spoken about the reward and the concept of public money for public goods, but we have come up short when delivering that’. The Rural Support Scheme, launched in 2022, introduces ‘credits’ for farmers for the first time, which rewards them for providing a ‘public good’, such as minimising waste, creating conservation areas and managing hedgerows. The RSS also aims to encourage practices that improve food security, benefit the environment and incentivise new people to take up farming.

3.3.3 Opportunities

“I have to keep moving, if you stand still, you get left behind”, states a farmer. This attitude epitomises the opportunistic and dynamic nature of those working tirelessly to protect Jersey’s food security, heritage and biodiversity whilst providing nutritious food for the island’s citizens. Despite fragility, threats and industry challenges on an unprecedented scale, optimism, resilience and positivity remain integral for the industry key players, to focus upon. These opportunities outlined by the industry shall now be explained with a focus upon ‘Education’, and ‘Government support’.

Many farmers and growers reported to be struggling with the challenges of finding skilled staff and filling their skills gaps and therefore are extremely keen to develop pathways into the industry via apprenticeships and on the job training. One farmer describes the benefits of joining the industry straight from school explaining “learning on the job was an opportunity to get things wrong and learn the hard way’. Whilst there are a number of sector specific training programmes for those working in the industry as a form of Continuing Personal Development (CPD), local pathways for those wanting to enter the industry, are severely lacking. When a solution to a problem is lacking yet commonly mentioned by many working in the industry, this can be considered a huge ‘opportunity’ to action. Working with providers such as Education and Skills Jersey to improve these factors as a way of ‘supporting youngsters’ was considered an exciting opportunity by many in the industry.

Although some businesses were unable to invest in an apprenticeship due to profitability concerns, overall there were very positive attitudes to training and apprenticeships. Comments such as the following reflect this: “Setting up an educational farm is how we can support curious youngsters”. Finding willing and skilled candidates was a concern expressed by the industry, but



there was an opportunity to address this through the recommendation of introducing a GCSE to local secondary schools. UK farmer, Adam Henson, also the presenter of BBC's Countryfile told The Times: "You can get a GCSE in religious studies and business, so why not in agriculture?". Henson said he hoped to "make farming a permanent subject on the school curriculum". Medina College on the Isle of Wight has introduced a new GCSE course in agriculture with the students experiencing hands-on experience looking after livestock, much like students could experience in Jersey. Not only is local agriculture an opportunity to integrate into the curriculum, but also linking Jersey to international development topics in schools. For example, approximately 27 Jersey calves are born each day in Rwanda thanks to the pioneering project run in partnership between JOA, the Government of Rwanda and the RJA&HS. This is a true reflection of co-operation and it is this co-operation between Jersey and Rwanda that can be taught to our young people to show, in the words of Deputy Carolyn Labey, "what two countries can do when they work together as equals". Supermarkets shelves are often empty after prolonged spells of bad weather as freight ships are unable to deliver produce. Many farmers interviewed explain that as a result, shops increase their orders of local produce. By teaching our young people the integral role farmers play in food security terms, we are supporting our farming industry and improving the value of food.

There is also a huge opportunity to teach about local farming and stewardship. Stewardship means the "managing and caring for resources and people". Stewardship underpins Jersey's farming practices and using this to teach the next generation that first must manage and care for our resources, our land, air, water, crops and animals and as a result, we will be able to care for our people, will help foster a connection to Jersey's rural culture. The agri-food industry is a term that combines the words agriculture and food to represent a holistic view of the activities involved in food production, what an incredibly exciting industry to encourage young people to study, as a way of promoting skills development at a global and a local scale. "School awareness is key, I wish I had been ushered towards agricultural college, it was never mentioned". This attitude was echoed by many a farmer interviewed and twenty years later, due to many teachers not informed about the industry, this is still very much the case. The focus to creating pathways into the industry straight from school through apprenticeships is one opportunity, promoting the industry in an informative and dynamic way is also an opportunity in order for agriculture to be considered a subject promoted in schools as a university pathway option. Recent figures by UCAS show agriculture at degree level is starting to gain popularity. Higher education courses in the agriculture, horticulture and animal care sector rose by 117%. Jersey has an opportunity to tap into this national trend. According to Skills Jersey, there are approximately 6 students each year studying land-based subjects at university.

One farmer makes the point, "younger people joining the industry now, have never had so much opportunity, they will be helped by people genuinely wanting to make time to help pass down their knowledge". Another grower also highlights the proactiveness and passion of the industry to pass down their knowledge as well as highlighting the motivation and satisfaction it would provide them professionally, when he shared "If a school leaver contacted us wanting to learn to grow our crop and was keen to learn, it would spark an interest in me". The opportunity lies in not only to capitalise on the young generation of farmers keen to share their passion with the next generation, but also in the fast-track career progression opportunity that the islands ageing workforce presents. For example, one farmer explains that "staff is not a problem, it's succession. We need to find someone to replace my father's role who is retiring".

The 2021 Jersey Children and Young Peoples Survey, asked those students aged 15-18 years old, 'Which industries do your career aspirations / interests lie?'. The results show that 26% of males chose IT, and 19% of females chose 'Animals, plants and nature'. When compared to other key sectors in Jersey, 20% of males and 14% females chose finance. This research provides evidence that there is a demand from young people in wanting to add value to the industries that involve working with animals, plants and nature as well as technology. Agriculture encompasses each of these. About half of those industry key players interviewed, stated that 'Technological developments, automation and robotics' provide mostly an 'opportunity' for the industry. If 26% of males are choosing IT as their career aspirations, this presents an exciting opportunity for the island. Listening to young people as well as analysing the feedback closely to identify patterns in the career aspirations in the next generation, as well as gender differences with their career aspirations, are imperative to create targeted and meaningful opportunities for the next generation. When asked 'What other experiences would help them better understand the world of work?', 53% of those surveyed selected "more work experience". 'Once again, this provides an opportunity to have the industry collaborate with Skills Jersey and Education to offer this to school leavers in Year 12 and Year 13 as well as GCSE students finishing school in June after their exams. Many farmers echoed the following point, that "there is an opportunity of shadowing to ensure that the knowledge is passed down and not lost". A key year group that this would apply to are those in Year 12 who finish their exams in June with three months available to gain work experience. For those keen students wanting to continue with their experience into summer paid work, this could work well especially as farmers are extremely busy during these months, yet as previously discussed, struggling to find seasonal workers due to high rental costs. "When someone begins learning the industry young, there are so many years to learn new things" says a farmer.

Overall, the industry feels more recognised for the essential role that agriculture, in the broadest sense, plays in the Island's rural economy. It was however unanimous from all discussions with key industry players, that for agriculture to thrive, Government, Education and Industry need to inspire young entrants into the sector and, more importantly, they need better educational and career pathways to enable them to gain skills and qualifications in their chosen field, as well as training and development and investment in technology for those already working in the industry. It is also, as echoed by many interviewed, not just about the



creation of pathways into the industry but also about providing young people an opportunity to learn about Jersey's agri-food industry in a fun and interactive way by cultivating an interest in environmental stewardship, farming heritage, modern day farming, sustainable food production, seasonality, food provenance and food security within the schools. At Cultivate Young Minds 2019, 100 young people were asked the question, "Would you like to know more about Jersey's agri-food industry - 88% of the teenagers said YES. Government, Education and Industry have a responsibility to the next generation, to offer further learning opportunities to those curious to learn how they can add value to the agri-food industry at a local or a global scale.

3.3.4 Strengths

Jersey's agriculture sector is highly skilled and makes a significant contribution to the local economy. According to Statistics Jersey, there were 800 employees listed in the agricultural sector which contributed an estimated Gross Value Added (GVA) of (JV to confirm). The fact that agriculture contributes approximately (JV to confirm) to Jersey's economy every year is impressive, however its wider economic contribution extends well beyond the estimates given in this figure, in addition to the vital role farming plays in maintaining Jersey's unique culture, its rural landscape, and food security through farming and areas such as land and woodland management and arboriculture.

As many farmers echoed throughout the interviews, it has taken many hands across many generations to have sustained Jersey's rich farming history. 'Resilience' is a key strength of the agricultural industry which will be discussed further in addition to 'Collaboration'.

Echoing the words of Jersey Heritage, "Our Island story, is the narrative of our lives and those who came before us; providing context to who we are and the Island we live in". Jersey's rural heritage, farming and its community, represent the heart and soul of the Island story. Today, farmers and growers, much like farmers 10,000 years ago in Jersey were doing, have a willingness to adapt to changes in society by using technology and innovation, to ensure the farming industry continually improves. This is encapsulated by a farmer who describes that "rural culture has often been an area where great innovation has occurred and driven other industries or technology forward". There is a commitment to support advances in agricultural technology, such as robotics and precision farming as part of the Government's latest Economic Framework for the Rural Environment. As discussed later on in the report, 40% of those surveyed in the online survey stated they are 'highly concerned' about the future of the industry. This concern for the industry is compared to 2% of those feeling 'extremely positive'. However, in true testament to the industry's resilient, adaptable and ambitious nature, it must be noted that 41% of those highly concerned are planning on increasing or investing in their business compared to 29% who are planning on exiting. Of those highly concerned, 88% of whom would welcome more industry events that provide an opportunity for the industry to get together. Supporting these farmers asking for help by providing a community hub where training can take place regularly, must be made a high priority with government. Political figures such as Kirsten Morel saying he was "passionate about agriculture, understood its importance and wanted to see it thrive in Jersey", is extremely reassuring.

With the industry as fragile as it is, in order for the industry to continue to develop effectively and sustainably, there needs to be a joined-up approach, with a sense of partnership and collaboration by all concerned. The farmers interviewed feel this starts with Government. As mentioned previously, in 2021, the government supported agriculture to the tune of £24 per Islander. The government's agriculture budget last year was just under £2.5m and the year before it was around £1.5m. However, changes are happening and funding for farmers next year has risen to £3.3 million. To set this in context, in 2018 the industry had £900,000 support for the entire industry, compared to £3.3 million in 2023. Economic Development Minister Kirsten Morel already saying he will "fight for more funding in future". 'We have turned a corner but we have further to go,' said John Vautier. There was a majority view from those interviewed that due to some specific political figures investing time in research and preparation, political support was described as "being the best it's been in the last few years".

The Government is one opportunity for collaboration with the industry however, it is important that the Government should not be considered a magic bullet either. There are many other effective collaboration opportunities in other key interest groups that can be celebrated. For example, finance is Jersey's largest industry, employing more than 13,000 people, around a fifth of the local workforce. The workforce is made up of individuals with qualifications and experience in other industries, including the land-based industry. Much like people leave the finance industry to work in the land-based industry, there are people who leave the land-based sector to work in the finance industry. For example, in a recent discussion, a bank CEO referred to a director within his workforce who was a tree surgeon in his previous career. The experience of such individuals could be capitalised upon for mentors for apprentices, enhancing both the mentor and the apprentice. The total value of banking deposits held in Jersey increased from £144.3 billion to £148.3 billion during 2022. The sponsorship opportunities from the finance industry, would be a valuable means of connecting the industries and one worth exploring. Finally, the public are an important key group to connect to the industry, through creating a hub whereby guest speakers, lectures, debates, demonstrations, storytelling and workshops can allow this vital connection to the industry to flourish across the island

3.3.5. SWOT Analysis Summary



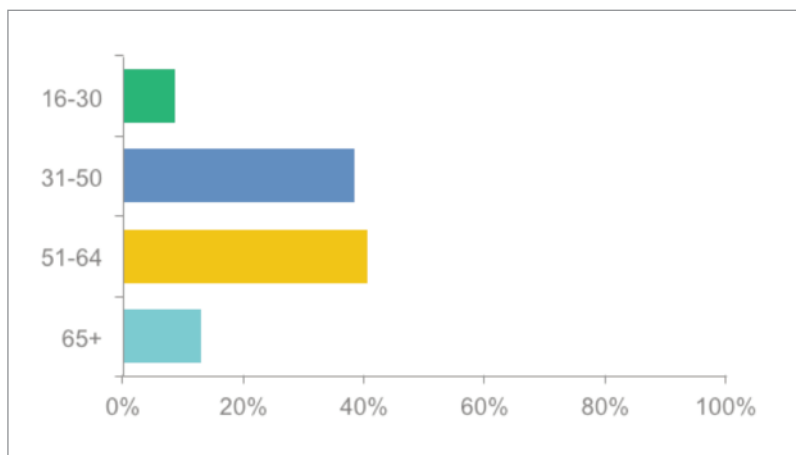
3.4 Online Survey Findings

As demonstrated in the above analysis, the interviews captured such valuable insights into the fragility of the industry’s future and the overall well-being of those working within it, this led to the development of a shorter online survey that focussed upon well-being, training and future outlook. The survey included 9 questions and achieved 47 responses. The results of these will now be discussed (see appendix please)

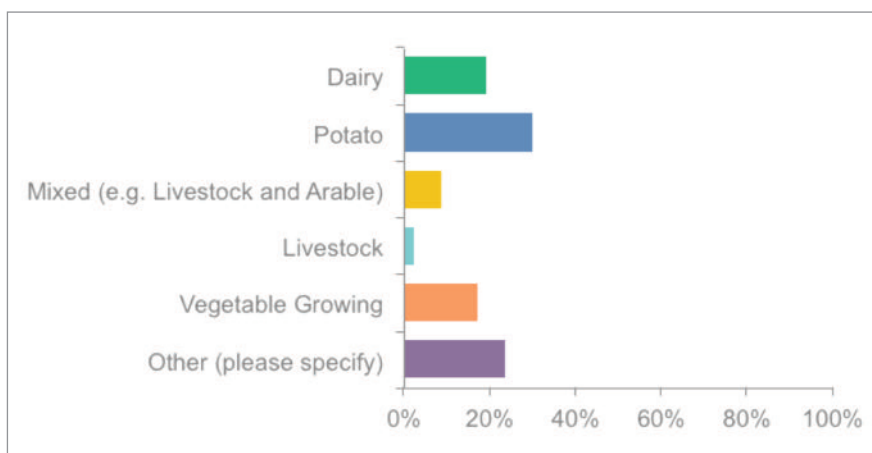
3.4.1 Age Profile and Sector Profile

The age profile for the sampled agricultural sector is relatively well balanced in terms of proportions of age groups, with 53% of the workforce aged over 51 and 47% aged under 50, as shown in Figure 1. The sectors that the respondents represent are shown in Figure 2, with the majority (30%) of those surveyed working in the Potato industry. ‘Other’ was selected by 23% of the respondents, which comprised ‘Hay and haylage and land management’, ‘Subsistence farm and community garden’, ‘Mixed market gardening’, ‘Regenerative agroecology’, ‘Hemp and Cannabis’, ‘Poultry’, ‘Orchards’, ‘Watercress’ and ‘Agronomy’. The Dairy industry represented 19% of those surveyed and 17% of the respondents selecting ‘Vegetable Growing’ as their industry.

Figure 1. Respondents by age group



ANSWER CHOICES	RESPONSES	
16-30	8.51%	4
31-50	38.30%	18
51-64	40.43%	19
65+	12.77%	6
TOTAL		47



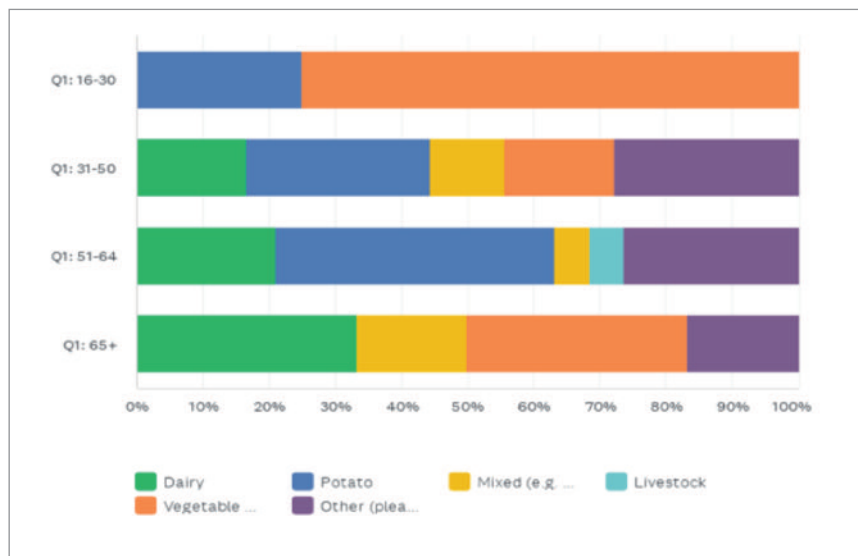


ANSWER CHOICES	RESPONSES	
Dairy	19.15%	9
Potato	29.79%	14
Mixed (e.g. Livestock and Arable)	8.51%	4
Livestock	2.13%	1
Vegetable Growing	17.02%	8
Other (please specify)	23.40%	11
TOTAL		47

3.4.2 Age Profile and Sector Profile compared

When cross referencing age against sector (Figure 2), the representation across all sectors was quite evenly distributed apart from those aged 16-30 where 'Vegetable growing' was dominant with 75% and 25% Potato. It should be noted that there were only four respondents aged 16-30. Potato (28%) and 'Other' (28%) were dominant for those aged 31-50. Other consisting of 'Hemp and Cannabis', 'Poultry', 'Orchards and Agronomy'. For those aged 51- 64, the majority of respondents were in the Potato industry or described themselves as 'Other' which included 'Hay and haylage and land management', 'Subsistence farm and community garden', 'Mixed market gardening', and 'Regenerative agroecology'. The survey shows that those working in the 'Dairy' industry are mixed in age, with no respondents in the 16-30 age category choosing 'Dairy' as their industry of work.

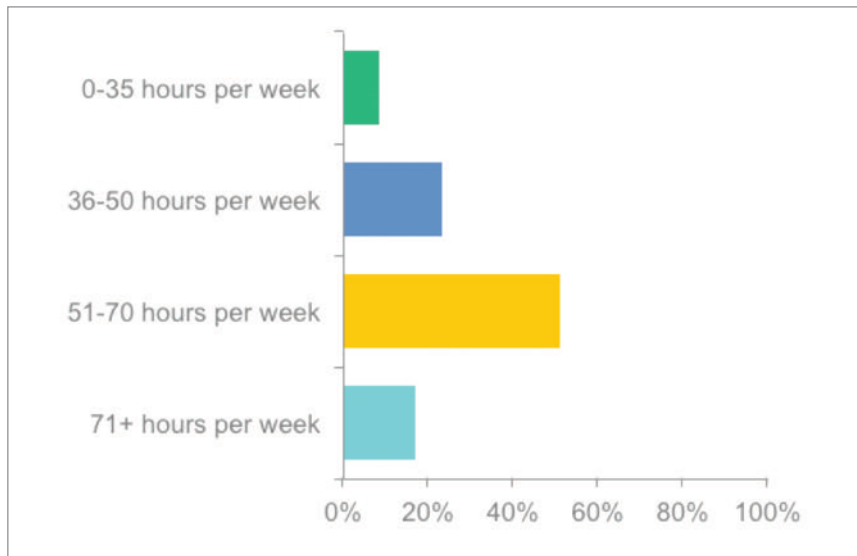
Figure 2. Age of the workforce by sector



	DAIRY	POTATO	MIXED (E.G. LIVESTOCK AND ARABLE)	LIVESTOCK	VEGETABLE GROWING	OTHER (PLEASE SPECIFY)	TOTAL
Q1: 16-30	0.00% 0	25.00% 1	0.00% 0	0.00% 0	75.00% 3	0.00% 0	8.51% 4
Q1: 31-50	16.67% 3	27.78% 5	11.11% 2	0.00% 0	16.67% 3	27.78% 5	38.30% 18
Q1: 51-64	21.05% 4	42.11% 8	5.26% 1	5.26% 1	0.00% 0	26.32% 5	40.43% 19
Q1: 65+	33.33% 2	0.00% 0	16.67% 1	0.00% 0	33.33% 2	16.67% 1	12.77% 6
Total Respondents	9	14	4	1	8	11	47

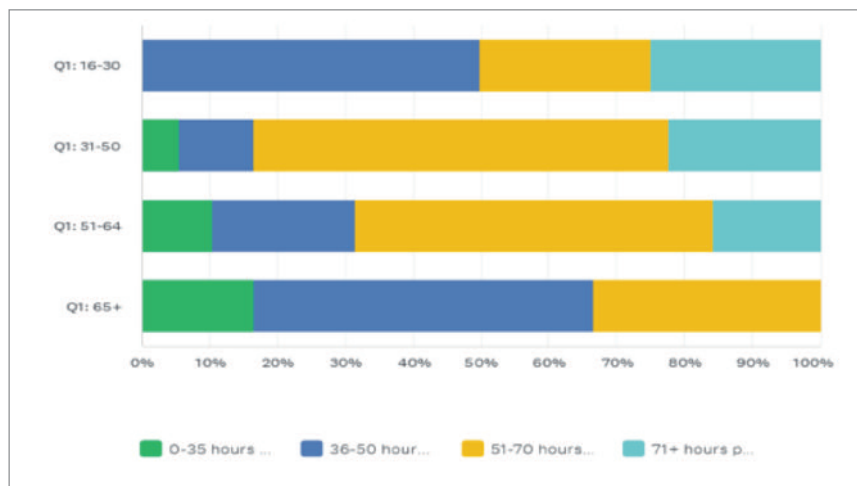
The average full time working person in the UK works 36.4 hours per week compared to the 2021 census, which reports that Jersey full-time employees (including the self-employed) work an average of 39.7 hours per week. As well as national and local average statistics, the physical nature of work is also a factor that needs to be taken into account when looking at the survey responses of hours worked by those in the agricultural industry (Figure 3), which show that 91% of those surveyed work more than 35 hours per week and of that 91%, 68% are working more than 51 hours a week. This finding reflects a much higher weekly hours worked number than that included in the 2021 census which states workers in agriculture and fishing worked the longest hours, averaging 49.5 hours per week. When looking at hours worked across age groups (Figure 4), 77% of those aged under 50 are working more than 51 hours a week and 60% of those aged over 51 are working more than 51 hours a week. The number of hours worked increases with each younger age group.

Figure 3. Weekly hours worked



ANSWER CHOICES	RESPONSES	
0-35 hours per week	8.51%	4
36-50 hours per week	23.40%	11
51-70 hours per week	51.06%	24
71+ hours per week	17.02%	8
TOTAL		47

Figure 4. Hours worked by age group





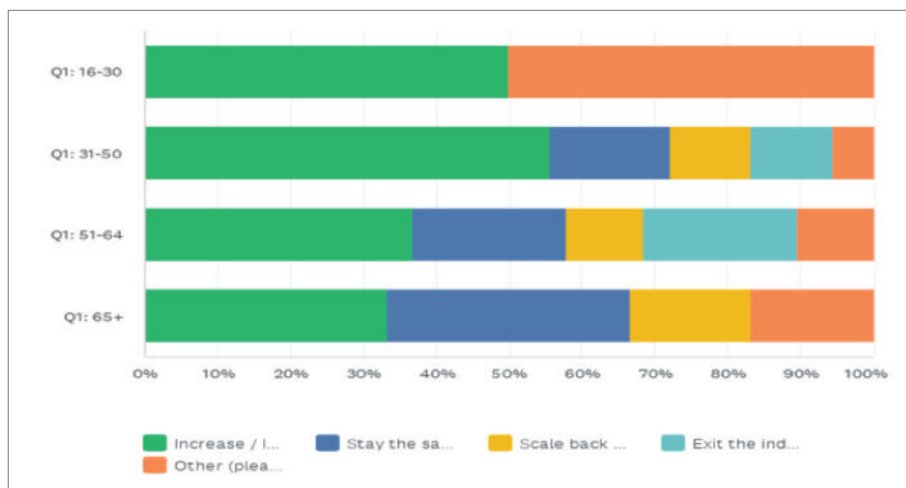
	0-35 HOURS PER WEEK	36-50 HOURS PER WEEK	51-70 HOURS PER WEEK	71+ HOURS PER WEEK	TOTAL
Q1: 16-30	0.00% 0	50.00% 2	25.00% 1	25.00% 1	8.51% 4
Q1: 31-50	5.56% 1	11.11% 2	61.11% 11	22.22% 4	38.30% 18
Q1: 51-64	10.53% 2	21.05% 4	52.63% 10	15.79% 3	40.43% 19
Q1: 65+	16.67% 1	50.00% 3	33.33% 2	0.00% 0	12.77% 6
Total Respondents	4	11	24	8	47

3.4.3 Working Hours and Future Aspirations

The above national average weekly hours worked, does not seem to be affecting future business intentions of those surveyed. The survey shows that 63% of the respondents plan to either stay the same, increase or invest in the next five years. When cross referencing this result against age, the results show that with regards business intentions for the next five years (Figure 5), approximately 52% of those aged under 51, responded that they would like to invest or increase in their business and approximately 33% of those aged 51 and over are intending to invest or increase in their business in the next five years. One of these respondents highlighted the following intention: ‘form partnerships to reduce my day to day involvement’. Taking into consideration 65 is the retirement age in Jersey, there were 6 respondents aged 65 and over who completed this survey and 83% of those respondents stated that they would stay the same or invest or grow their business.

Nevertheless, there were some concerns raised with 23% of the total respondents stating they are planning to scale back or exit the industry. Some respondents elaborated and explained, “Not five years, it’s next one or two years, prices need to increase or I will have to think about closing down”, and “Unknown at this point, it depends where farming heads in the Island”.

Figure 5. Business intentions by age group



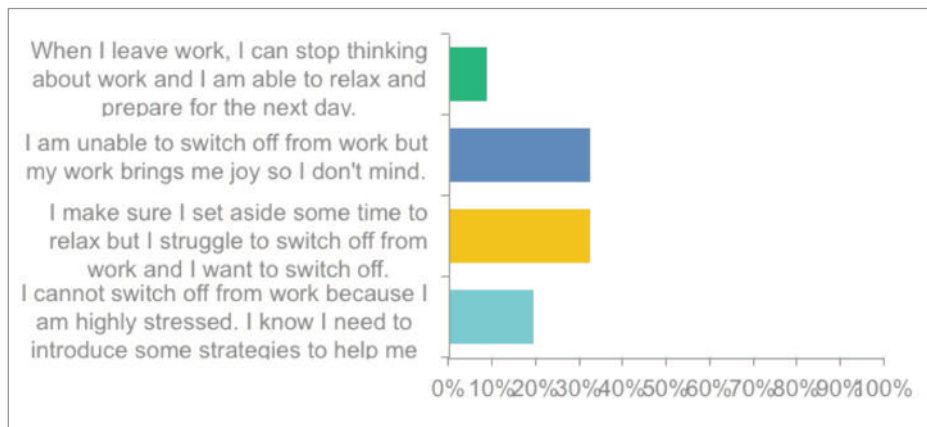
	INCREASE / INVEST IN MY BUSINESS	STAY THE SAME	SCALE BACK MY BUSINESS	EXIT THE INDUSTRY	OTHER (PLEASE SPECIFY)	TOTAL
Q1: 16-30	50.00% 2	0.00% 0	0.00% 0	0.00% 0	50.00% 2	8.51% 4
Q1: 31-50	55.56% 10	16.67% 3	11.11% 2	11.11% 2	5.56% 1	38.30% 18
Q1: 51-64	36.84% 7	21.05% 4	10.53% 2	21.05% 4	10.53% 2	40.43% 19
Q1: 65+	33.33% 2	33.33% 2	16.67% 1	0.00% 0	16.67% 1	12.77% 6
Total Respondents	21	9	5	6	6	47



3.4.4 Stress Indicators and Future Outlook

Further evidence to highlight some of the stresses felt by those surveyed, is the response to the question 'Which statement best describes your mindset when you are not on the farm? The responses show that 9% can relax when they leave work and prepare for the next day but 91% are struggling to switch off from work. For some (35%), this is not causing stress because work brings them joy so they don't mind. However, 35% are struggling to switch off and want to switch off and 21% cannot switch off from work because they are highly stressed and need to introduce some strategies to help them get more of a work life balance. The majority of the respondents (78%) who are highly stressed, are working in the potato industry, 44% of whom are working more than 71 hours a week. A third of those highly stressed are wanting to increase and invest in their business and 78% would welcome more training events that would welcome more industry events that provide an opportunity for the industry to get together. This level of stress may be an indication of concern for the industry as a whole, which is confirmed in the question regarding the future outlook of the agricultural industry (Figure 7), with 40% of those surveyed stating they are 'highly concerned' about the future of the industry. This concern for the industry is compared to 2% of those feeling 'extremely positive'. It must be noted that 41% of those highly concerned are planning on increasing or investing in their business and 29% are planning on exiting. Of those highly concerned, 88% of whom would welcome more industry events that provide an opportunity for the industry to get together.

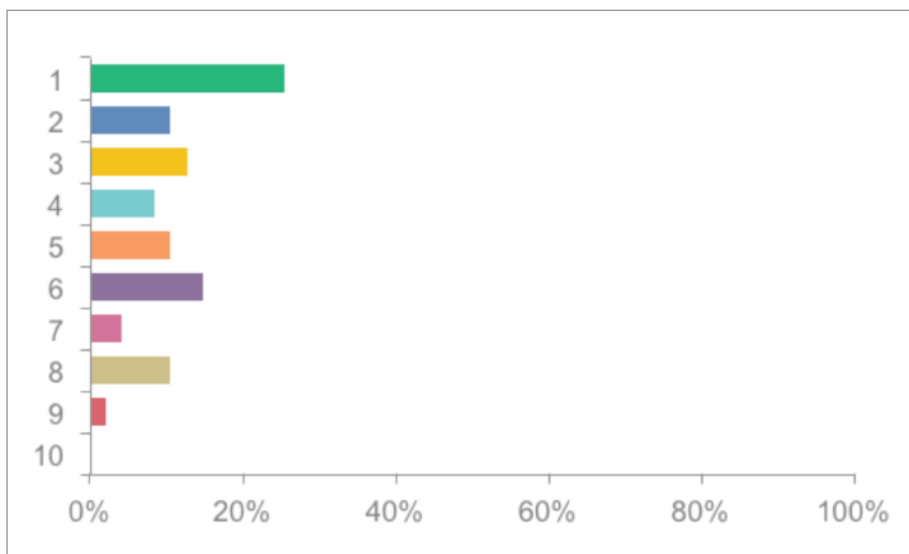
Figure 6. Industry workforce Mindset



ANSWER CHOICES	RESPONSES	
When I leave work, I can stop thinking about work and I am able to relax and prepare for the next day.	8.70%	4
I am unable to switch off from work but my work brings me joy so I don't mind.	32.61%	15
I make sure I set aside some time to relax but I struggle to switch off from work and I want to switch off.	32.61%	15
I cannot switch off from work because I am highly stressed. I know I need to introduce some strategies to help me getting more of a work life balance.	19.57%	9
TOTAL		43



Figure 7. Future outlook of the agricultural industry (10-9 - Highly positive, 1-2 Highly concerned)



ANSWER CHOICES	RESPONSES	
1	25.53%	12
2	10.64%	5
3	12.77%	6
4	8.51%	4
5	10.64%	5
6	14.89%	7
7	4.26%	2
8	10.64%	5
9	2.13%	1
10	0%	0
TOTAL		47

3.4.5 Training

When the topic of training came up, 81% of the respondents would welcome more industry events that provide an opportunity for the industry to get together (Figure 8). The majority of respondents wanted training on technical matters, business matters experience sharing and more social gatherings to share good practice (Figure 9). Those who elaborated in the comments, mentioned that as the industry includes so few in number, it would be valuable to establish a support base. In terms of other training focusses, one specified they would like training on ‘reducing the gap between ‘conventional farming and organic regenerative’.



Figure 8. Industry training / Social

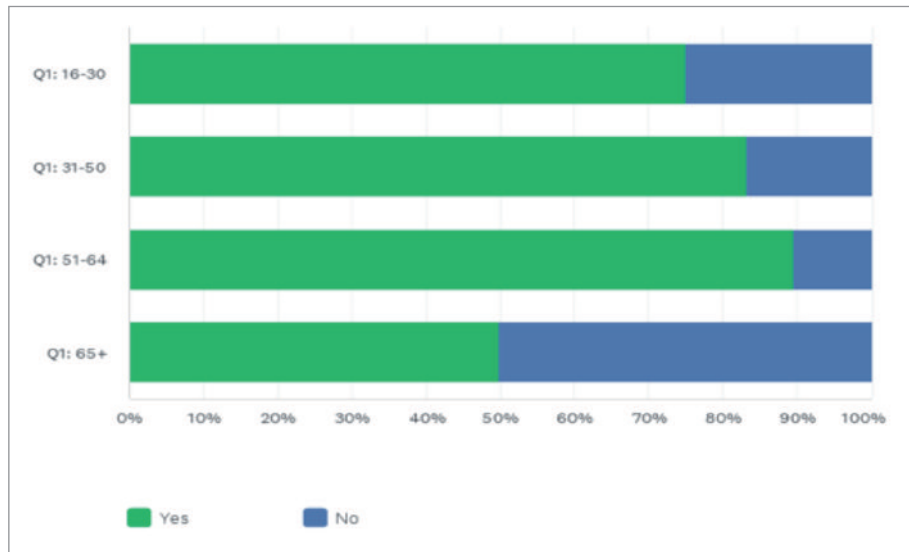
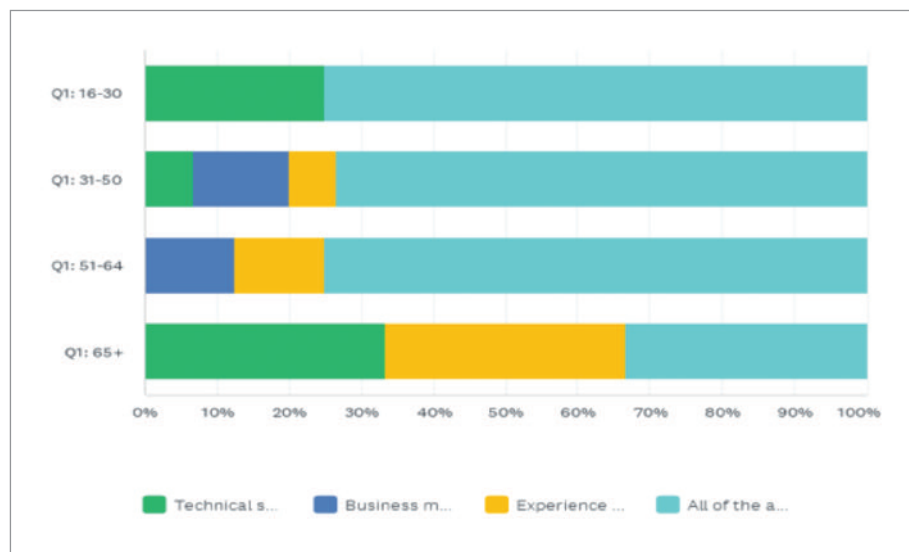


Figure 9. Training Focus

	YES	NO	TOTAL
Q1: 16-30	75.00% 3	25.00% 1	8.51% 4
Q1: 31-50	83.33% 15	16.67% 3	38.30% 18
Q1: 51-64	89.47% 17	10.53% 2	40.43% 19
Q1: 65+	50.00% 3	50.00% 3	12.77% 6
Total Respondents	38	9	47





	TECHNICAL SUBJECTS	BUSINESS MATTERS	EXPERIENCE SHARING / SOCIAL	ALL OF THE ABOVE	TOTAL
Q1: 16-30	25.00% 1	0.00% 0	0.00% 0	75.00% 3	10.53% 4
Q1: 31-50	6.67% 1	13.33% 2	6.67% 1	73.33% 11	39.47% 15
Q1: 51-64	0.00% 0	12.50% 2	12.50% 2	75.00% 12	42.11% 16
Q1: 65+	33.33% 1	0.00% 0	33.33% 1	33.33% 1	7.89% 3
Total Respondents	3	4	4	27	38
OTHER (PLEASE SPECIFY)				TOTAL	
Q1: 16-30				0	0
Q1: 31-50				2	2
Q1: 51-64				3	3
Q1: 65+				1	1

3.5 Survey Findings Summary

- The survey included 9 questions and achieved 47 responses.
- The majority of those surveyed are working in the Potato industry. 'Other' was selected by 23% of the respondents, which comprised 'Hay and haylage and land management', 'Subsistence farm and community garden', 'Mixed market gardening', 'Regenerative agroecology', 'Hemp and Cannabis', 'Poultry', 'Orchards', 'Watercress' and 'Agronomy'. The Dairy industry represented 19% of those surveyed and 17% of the respondents selecting 'Vegetable Growing' as their industry.
- The age profile for the sampled agricultural sector is relatively well balanced in terms of proportions of age groups, with 53% of the workforce aged over 51 and 47% aged under 50.
- 91% of those surveyed work more than 35 hours per week and of that 91%, 68% are working more than 51 hours a week.
- The number of hours worked increases with each younger age group.
- The survey shows that 63% of the respondents plan to either stay the same, increase or invest in the next five years.
- The responses show that 9% can relax when they leave work and prepare for the next day but 91% are struggling to switch off from work.
- The majority of the respondents (78%) who are highly stressed, are working in the potato industry, 44% of whom are working more than 71 hours a week.
- 40% of those surveyed stated they are 'highly concerned' about the future of the industry. This concern for the industry is compared to 2% of those feeling 'extremely positive'.
- 81% of the respondents would welcome more industry events that provide an opportunity for the industry to get together.
- Approximately 52% of those aged under 51, responded that they would like to invest or increase in their business and approximately 33% of those aged 51 and over are intending to invest or increase in their business in the next five years.



3.6 Apprenticeships

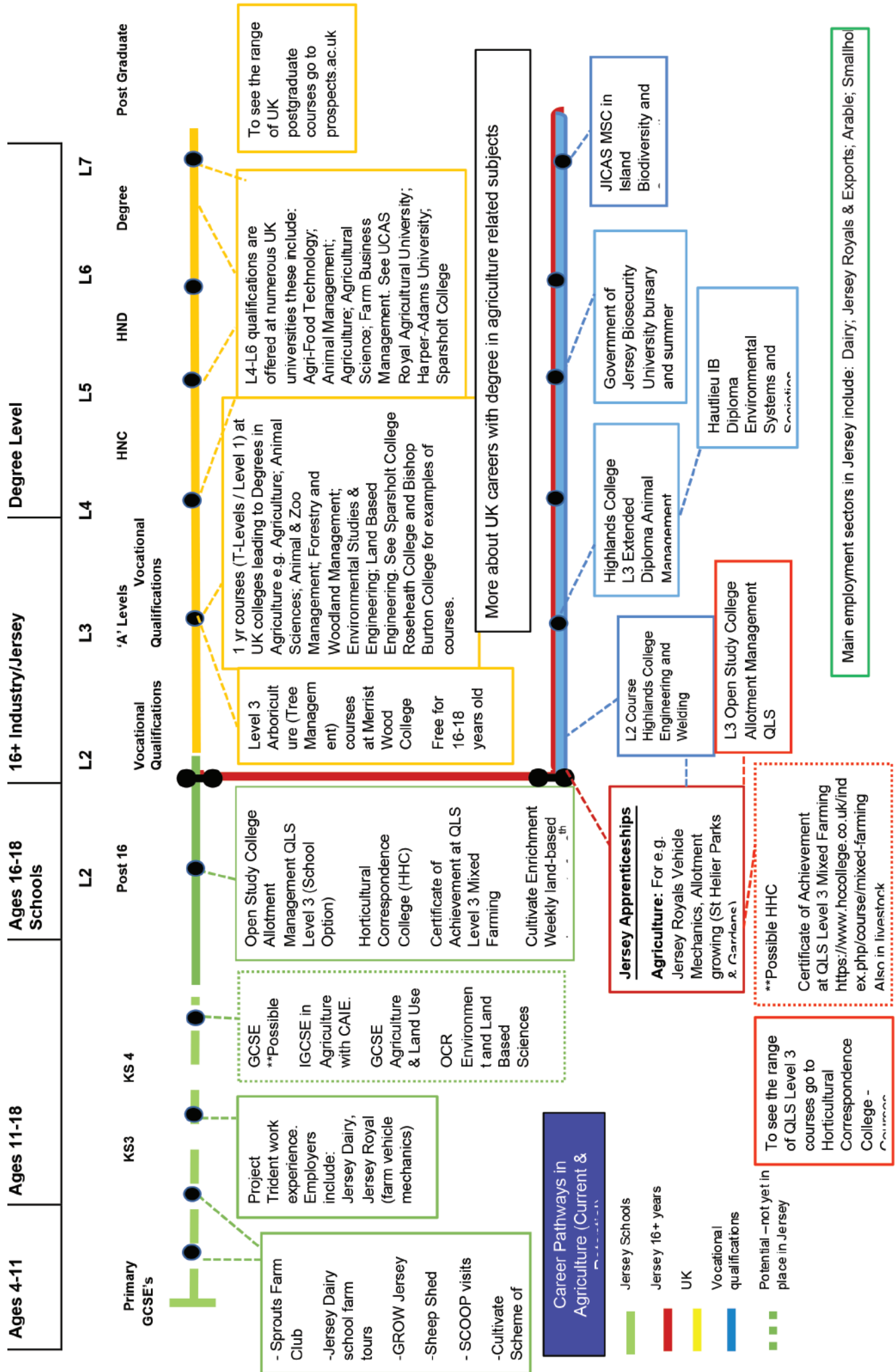
An apprenticeship is a type of work-based training program where individuals, known as apprentices, learn a trade or profession through a combination of practical work experience and formal instruction. An agricultural apprenticeship would therefore be a type of apprenticeship program that provides individuals with the opportunity to learn about various aspects of agricultural production, management, and sustainability. It is a hands-on training program that combines practical work experience with formal instruction and is designed to prepare individuals for careers in the agricultural industry. Similarly, to the Gardening Apprenticeship experience at Trinity Manor, during an agricultural apprenticeship, apprentices would work alongside experienced farmers or agricultural professionals and learn about various aspects of farming, including crop production, animal husbandry, soil management, pest control, farm economics, and marketing. The RHS is what the horticultural apprentices study and an agriculturally based equivalent would be suitable for learning agriculture. The apprenticeship program typically involves a structured curriculum that covers the necessary skills and knowledge required to be successful in the agricultural industry.

Almost all of those interviewed were in favour of introducing apprenticeships as an effective method of training and development, with some specifying the need for financial support with the salary, from a training grant/loan from government. Government spending was supported by many to be used on "assisting young people" as "skills is a big challenge". Following discussions with the industry key players, agricultural apprenticeships could be made available in a variety of settings, including small-scale family farms, large-scale commercial operations, community-supported agriculture programs, and organic farming operations. The duration of the apprenticeship could vary depending on the program and could last anywhere from a few months to several years subject to exams, and employer and employee ambitions. For example, the Trinity Manor Gardening Apprentice has completed the RHS Level 2 and has now enrolled on a garden design course whilst still employed by Trinity Manor Gardens.

Feedback from the Trinity Manor apprentice suggests that the benefits of an agricultural apprenticeship could include:

- **Hands-On Experience:** Apprentices gain practical, hands-on experience working in a real agricultural setting, allowing them to apply theoretical knowledge to real-world situations.
- **Mentorship:** Apprentices work closely with experienced farmers or agricultural professionals who provide guidance, support, and mentorship throughout the training process.
- **Skill Development:** Apprenticeships provide opportunities for individuals to develop practical skills and knowledge in various aspects of agricultural production, management, and sustainability.
- **Networking:** Apprenticeships provide opportunities for individuals to connect with other professionals in the agricultural industry and build professional networks.
- **Job Opportunities:** Completing an agricultural apprenticeship can lead to job opportunities in the agricultural industry, as many employers prefer hiring individuals who have completed such programs and have acquired relevant skills and experience. Fast tracking opportunities within the apprentices place of work could also be an opportunity with the ageing workforce.
- **Sustainable Agriculture:** Apprenticeships provide individuals with the knowledge and skills needed to promote sustainable agriculture practices, which are becoming increasingly important in today's world.

3.7 Current education / training availability in Jersey and off island from the early years to postgraduate level:



*Note 1

Cambridge IGCSE™ Agriculture 0600 - Content overview

The above syllabus is divided into 10 topics designed to encourage a broad, applied and practical science-based study of agriculture. It includes: 1 General agriculture 2 Soil 3 Principles of plant growth 4 Crop production 5 Crop protection 6 Livestock anatomy and physiology 7 Livestock production and health 8 Pasture management 9 Livestock and crop breeding 10 Farm structure and tools.

*Note 2

Skills Jersey have a Skills Bursary for 16-18 year old students that can be applied for. This is for those students who want to take a Level 2/3 course in the UK (such as Crop Production T Level at Sparsholt). The criteria is that the course is not run on island or the student needs to go off island to pursue a particular skill, the most common reason is for sport. The following link highlights the Skills Bursary. Student finance higher education funding (gov.je)

*Note 3

According to Skills Jersey, the number of students on agricultural, horticultural or land management courses in UK currently each year is between 5-8 students.

3.8 Pathway Summary





POST 16

GOOD

- Number of Trinity Manor Apprenticeship applicants suggest demand for land based pathways is evident.
- The Trinity Manor Apprenticeship proves that, subject to an employer willing to fund the salary and having a keen committed student, it is a successful pathway that has been duplicated.
- Land based certificates/virtual learning available through service providers.

POOR

- Lack of actual tangible pathways available, or even a central location/ HR platform that curious students/parents/individuals can source information from.

ACTION

STEP 1 - Educate - Co-ordinate an annual assembly roadshow - visiting different schools with guest land based speakers to promote industry and promote specific apprentice job opportunities, summer internships, job opportunities, university bursaries.

STEP 2 - Curiosity - Use these visits to promote upcoming **Cultivate Club** - a monthly evening gathering to cultivate community and understanding through storytelling - to promote apprenticeship experiences, summer internships, job opportunities, university bursaries as well as lectures/symposium/seasonal farm visits - open to all ages so those wanting a career change can attend.

STEP 3 - Community Hub - Once developed and proving popular, this could develop into possible allocated site created.

A - LEVEL

GOOD

- Skills Jersey research indicate that 19% of females and 12% males aged between 15-18, chose 'Animals, plants and nature' as a career aspiration focus - there is a demand amongst this age range route/pathway forward.

POOR

- Land-based qualification options limited (apart from Hautlieu IB).

ACTION

- Introduce a Level 2/3 land based certificate (similar to apprentices) in schools to students as an extra qualification or as an alternative option, supplementing with field trips and farm visits.

- Research and create a list of interested stakeholders who would host summer Cultivate internships for students once finished exams (June-August).

- This age group can also connect to Cultivate Young Minds Club (as mentioned above).



COLLEGE

GOOD

- Should a student want to study for level 3 course full time, there are many UK colleges offer the land based course for free if aged under 18.
- Government of Jersey offer a grant for this type of study.
- Other sector / Channel Island good practice - learn from them - JICAS linking with UK universities. Guernsey also ahead with land based courses.

POOR

- On site accommodation is mainly Monday-Friday only - flights cost to fly home each weekend.

ACTION

- Forming a partnership with a Rural specialised college (Sparsholt/ Merrist Wood College) and exploring the interest / potential upatake from students to study full time aged 16-18 - seek finance options with Skills Jersey
- Explore Land based Universty bursaries
- Visit Guernsey to explore collaboration / shared practice opportunities

3.9 Apprenticeships currently in progress

An apprenticeship is a type of work-based training program where individuals, known as apprentices, learn a trade or profession through a combination of practical work experience and formal instruction. An agricultural apprenticeship would therefore be a type of apprenticeship program that provides individuals with the opportunity to learn about various aspects of agricultural production, management, and sustainability. It is a hands-on training program that combines practical work experience with formal instruction and is designed to prepare individuals for careers in the agricultural industry.

Figure 1.

Gardening Apprenticeships	Apprentice start date	Course provider	Mentor
Trinity Manor Gardens x 1	2020	RHS	Trackers
DHH Limited x 1	2021	RHS	Trackers
St Helier Parks and Gardens x 2	2022	Option Study College	
Longueville Manor x 1	2022	RHS	Trackers
Government of Jersey x 2	2022	RHS	

Figure 2.

"The apprentice will be working in the magnificent grounds of Trinity Manor, where the 12 acres of gardens include formal lawns, flower borders and water features, along with more natural woodland and wildlife areas.

Your working day will be Monday to Thursday, 8am - 4:30pm with two 30 min breaks for breakfast and lunch.

3 days will be spent hands on in the garden with another gardener, learning horticultural skills and techniques.

2 half days will be spent studying for your RHS level 2 qualification. One of those days will comprise of theory study at the RHA&HS with other apprentice and then return to Trinity manor Gardens for practical study. The other half study day will take place here at Trinity Manor. A Trackers mentor will also be provided as well as an RHS mentor"

3.9.2 Apprenticeship

(Figure 3) - Breakdown of apprenticeship costs based on horticulture current examples

Year	Salary (Approximate - Industry baseline -) 2022 Figures	Course cost for the RHS Level 2 Course (RHS Plant Growth and Development) Exams – October and January	Total cost approximate based on 2022 figures
1	£8.92 per hour £338.97 per week £17,687 per year	Course Cost £495 Exam Fees £170 On line invigilation fees £40 (payable directly to RHS when booking exams) Total cost payable to us is £665	£18,352
2	£10.99 per hour £417.74 per week £21,402 per year		£21,402 (plus any re-sits)
3	£13.06 per hour £496.54 per week £22,494 per year		22,494 (plus any re-sits)

*The maximum amount per year that Trackers pay towards apprenticeship fees is £1600. This includes a personalised mentoring service.

3.9.3. Potential Pathways in Agriculture

The area that there is a gap and therefore an opportunity to focus upon and develop is the 16-18 gap. Below is a summary of options that a student leaving school could be offered, should an employer want to take on an apprentice post 16.

	Option 1 On Island - No exam qualification For e.g. Cropping	Option 2 On Island - Exam qualification For e.g. Amenity Horticulture	Option 3 Local Work Experience - UK College For e.g. Arboriculture
Level	1	2	3
Awarding Body	Option Study College	RHS	Merrist Wood College
Duration of Course	6 months - 1 year	2-3 years	2 years
Age appropriate	16+	18+	16+
Exam options	Virtual learning - exam online	Virtual learning - exams online/ Highlands College	College based - practical and theory
Apprentices currently in progress	St Helier Parks & Gardens	Trinity Manor Longueville Manor	Potential
Weekly employment structure	Suggested weekly structure: - Monday to Thursday, 8am- 4.30pm with two 30 min breaks for breakfast and lunch. - 3 days will be spent hands on in the field, learning agricultural skills and techniques. - 2 half days will be spent studying for qualification.	Suggested weekly structure: - Monday to Thursday, 8am- 4.30pm with two 30 min breaks for breakfast and lunch. - 3 days will be spent hands on in the garden with another gardener, learning horticultural skills and techniques. - 2 half days will be spent studying for qualification.	Year 1/2 - On Island for work experience five days a week for approximately a year then year 2/3 College based for qualification and practical experience.
5.3 Training modes	Year 1 - Approximate salary £18,352 + Course £429 = £18,351 Year 2 - Approximate salary £21,402 Year 3 - Approximate salary £22,494 Total cost commitment = £62,677	Year 1 - Approximate salary £18,352 + Course £665 = £19,017 Year 2 - Approximate salary £21,402 Year 3 - Approximate salary £22,494 Total cost commitment = £62,913	Year 1/2 - Approximate salary £18,352 year 2 - Course fees free for 16-18 year olds (18+ £4425) PLUS accommodation £5,103 for 5 night term time under 18. £6,489 for 7 nights 18+
Funding available	The maximum amount per year that Trachers pay towards apprenticeship fees is £1600. This includes a personalised mentoring service.	Trackers £1600	Skills Jersey have a Skills Bursary for 16-18 year old students who want to take a Level 2/3 course in the UK. The criteria is that the course is not run to go off island to pursue a particular skill, for e.g. sport. Student finance higher education funding (gov.je)
Minimum total funds required for apprenticeship	£61,077	£61,313	£57,157 (based on two years accommodation at 7 days a week)

3.9.4 Gap Analysis

As highlighted in the survey analysis, there are many areas of the industry that require attention and are important, however only a few are essential for the industry to survive and hopefully eventually flourish once again. Therefore, rather than surface level numerous areas with less impact, it is recommended that the next steps should adopt the less is more notion, encompassing a more phased approach. Focussing upon one or two essential focus areas and doing so effectively, will organically filter outwards to other areas positively. This concept is inspired by a book called 'Essentialism', by Greg McKeown (Figure). The two main focus areas are 'Improving the perception of Agriculture' and 'Improving Agricultural Education and Training'.

3.9.5 The disconnects

Focus 1

Improving the perception of Agriculture

The Philip Mourant Centre closed its doors to land-based training some 20 years ago. Agriculture has therefore become an unknown career pathway in Jersey. As a result, young people have a limited view of what a career in agriculture can offer. Education, Government and Industry can work together to inform and inspire potential career entrants, to show that agriculture is an exciting, rewarding career to add value to.

Government support:

- Promote agriculture as a valuable means of achieving key policy goals across Government through actually monetising the value of agriculture and or investing in training and development (Link to social, economic, political and environmental factors - short and long term). For example – how many ways could Jersey as an island benefit by creating a land-based centre of excellence that attracted local students as well as international specialists?).
- Use the 'monetised approach' to justify greater emphasis on Agriculture within Government funding streams.
- Put into practice the commitments of the 'Economic Framework for the Rural Environment 2022'. In particular Policy RD1a: 'The Government of Jersey will work in collaboration with industry and Government partners, to provide a Land Based Apprenticeship Programme which may deliver for the agricultural, horticultural, conservation and land management sector'.

Cultivate Young Minds

- Cultivate Young Minds 2019 was an excellent opportunity for industry promotion by celebrating collaboration, achievements and opportunities through story telling. The suggested theme for Cultivate 2024 should be training and development. To learn more about the RJA&HS Cultivate flagship event, please follow this link - <https://www.royaljersey.co.uk/learning-resources>

A Cultivate Land Based Community Hub:

A roadshow of assemblies can be used as stage one to promote the following concept. The Cultivate Hub - A place for regular/monthly evening gatherings to cultivate community and understanding - to promote apprenticeship experiences, summer internships, job opportunities, university bursaries as well as storytelling /lectures/symposium/seasonal farm visits. This would be welcome for all ages so that those wanting to either share their knowledge or wanting a career change can attend. Short term – RJA&SH Yurt. Long term – Cultivate assigned hub site with outdoor space. The PILOT was carried out in 2021 called Cultivate Pathways. An event in a yurt at RJA&HS over two evenings. The events were attended by 20 teenagers and parents and stakeholders. As a result of event, four apprenticeships have been created as a result of Wills Baker sharing his experience as an apprentice at Trinity Manor.

Focus 2

Improving Agricultural Education and Training

The introduction of agriculture qualifications in schools, as well as working with employers to create agricultural apprenticeships and internships could stimulate interest and meet the growing demands of the sector. In addition to creating new pathways, enhancing training for the farmers currently working in the industry, for both their professional development and well-being, should also be a key priority.



Ways Forward

1. Improving the perception of Agriculture
2. Improving education and training in Agriculture



Ways Forward:

Introduce Agriculture in schools

- Embed agriculture across the Jersey Curriculum for KS3-5 through the introduction of the Cultivate Scheme of Discovery.
- Introducing the IGCSE in Agriculture in a PILOT school will create an opportunity for industry promotion by celebrating the industry through education, experience and story telling and provide an essential pathway into the industry. Other qualification options developed in Cultivate Pathways visual.

Promote apprenticeship and internship opportunities:

- Skills Jersey, industry and education initiatives could collaborate to facilitate more businesses to work with schools. For example, apprentices and their employers could visit local schools, and promote the range of technical roles available in the agricultural industry, with the aid of our Cultivate Pathway videos <https://www.royaljersey.co.uk/career-pathways>. In 2022, the Rural Economy department published the 'Economic Framework for the Rural Environment 2022'. Policy RD1a states: 'The Government of Jersey will work in collaboration with industry and Government partners, to provide a Land Based Apprenticeship Programme which may deliver for the agricultural, horticultural, conservation and land management sector'. Collaboration with Skills Jersey and Education could result in a 'Rural Matters' campaign to galvanise apprenticeship interest. Section ?? explains apprenticeships in more detail in addition to outlining two different apprenticeship routes a student could take upon leaving school depending on where their interests lie.

Develop a Land Based Apprenticeship Programme

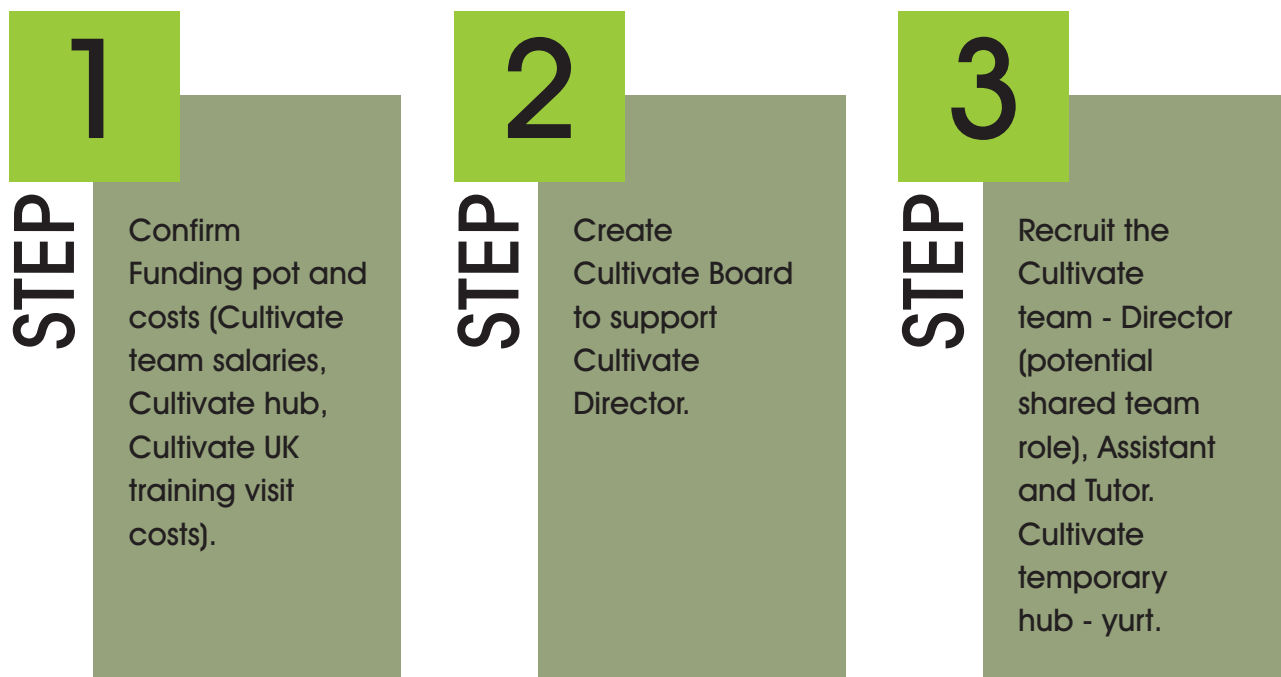
- The introduction and effective delivery of Policy RD1a (above) and RD1b 'The Government of Jersey will work alongside industry, Jersey Business and Skills Jersey to identify and promote opportunities for new entrants and to assist business succession plans'. where appropriate', will enable local access to relevant training and encourage uptake in the agriculture and horticultural sectors in the short term and would create a sustainable talent pipeline in the long term.
- An apprenticeship pilot scheme has been ongoing and further action is required to develop this further with the creation of a Land Based Programme Director role (potential shared role) who is supported by a Land Based Assistant, a Land Based Tutor and a Land Based Board – made up of representatives from the Government of Jersey, the Department of Education, Skills Jersey and the rural industry.

Improving Agricultural education and training

Focus 1	Target	Measure for success	Measure for success
Improving Agricultural education and training	Government Support	1 Government funding for Land Based training and development 2 Positive references to agriculture skills and careers in JEG, and Skills Jersey documents, presentations, meetings and reports 3 Number of students expressing an interested in Agriculture based careers	- Rural Matters Report
	Cultivate Club monthly events	4. Number of students keen to attend 5 Increase in participation of stakeholders	- Number of assemblies - Sponsorship - Tangible pathways (apprenticeship/internships) on offer
	A Land Based Cultivate Community Hub:	6. Number of attendees 7. Number of apprenticeships offered 8. Number of apprenticeships completed	- Short term - temporary yurt at RJA&HS - Guest speakers -Long term - An assigned Cultivate hub plot/Site

Improving the perception of Agriculture

Focus 2	Target	Measure for success	Measure for success
Improving the perception of Agriculture	IGCSE in Agriculture	1. Number of students enrolling in the IGCSE in Agriculture 2. Increase in participation from farmers hosting visits 3. Number of students expressing an interest in Agriculture based careers	- Skills Jersey campaign - Pilot school
	Promote apprenticeship opportunities:	4. Number of students keen to attend 5. Increase in participation of stakeholders	- Government Apprenticeship grants for employers
	Develop a Cultivate Land Based Apprenticeship Programme	6. Number of attendees 7. Number of apprenticeships offered 8. Number of apprenticeships completed	- Land Based Director - Land based Assistant - Land based Tutor - Off island training visit pot - Hub



Jersey's Horticulture Amenity Sector

Jersey's horticulture sector is highly skilled and makes a significant contribution to the local economy. According to Statistics Jersey, there were 990 employees listed in the horticulture amenity sector which contributed an estimated Gross Value Added (GVA) of £36,535,000. The fact that horticulture contributes approximately £36,535,000 to Jersey's economy every year is impressive, however its wider economic contribution extends well beyond the estimates given in this figure. Jersey's horticultural industry is divided into the following categories:

- Growing of other non-perennial crops; Plant propagation; Forestry and logging
- Retail sale of flowers, plants, seeds, fertilisers, pet animals and pet food in specialised stores
- Landscape service activities
- Urban planning and landscape architectural activities; Botanical and zoological gardens and nature reserve activities

Rural Matters - Cultivate Horticulture Research

The 'Rural Matters: Cultivate Horticulture' research set out to determine skills shortages and skills gaps prevalent in Jersey's horticulture amenity sector, understand future skills needs, as well as explore staff training, including associated barriers to training. The research also examined drivers of future change affecting the industry. The research involved a combined face to face meeting with each of the respondents as well as a survey of businesses in Jersey which achieved 8 responses whose workforce totals 124 people and represents 12% of the industry workforce. The five subsectors that were represented in the survey were; Arboriculture, Landscaping, Ornamental Plant Production, Public Gardens and Garden Retail. Sub-sector meetings with industry, education and government supplemented the findings of the survey. The key stakeholders within the horticulture sector have contributed to the research as well as education and skills organisations such as Skills Jersey. The research is presented at such a critical time in the rural sector providing an industry voice to government. The results from the survey in addition to crucial industry meetings, aim to support the horticulture sector by ensuring that islanders can be offered a clear pathway into this industry with access to great training opportunities which will improve the perception and development of the sector. To address these issues, the sector will need to tackle issues linked to these skills shortages and gaps, promote recruitment, and acquire improved and more local access to relevant training along with a sustainable talent pipeline. These challenges may not be met by the sector alone, but would benefit from external support from government and stakeholders in education, careers advice and careers promotion.

The results from the survey and industry meetings will help equip the Government of Jersey, Education, Skills Jersey and the sector as a whole, with an understanding of drivers of change (including both opportunities for, and constraints to, growth) and how these are influencing employers' skills needs. The results from this report will provide an insight about the gaps within training in the horticulture sector, inform discussions with government and provide data to support funding and resource decisions. In addition, it will inform a skills strategy tailored to the industry that has been incorporated into Policy RD1a of the Economic Framework for the Rural Environment 2022: "The Government of Jersey will work in collaboration with industry and Government partners, to provide a Land Based Apprenticeship Programme which may deliver for the agricultural, horticultural, conservation and land management sector. Skills development has been recognised as a key factor to bridge the gap and address horticultural industry. To address these issues, it is proposed that Government of Jersey co-ordinates with the sectors to develop a Land Based Apprenticeship programme in order to improve local access to relevant training along with a sustainable talent pipeline".

Rural Matters: Cultivate Horticulture Research Objectives

The 'Rural Matters: Cultivate Horticulture' research aims to:

1. Develop an understanding of the profile of the local horticulture workforce;
2. Understand the drivers of change affecting horticulture (including opportunities and constraints to growth) and how these are influencing employers' skills needs;
3. Understand the skills shortage and recruitment difficulties and reasons why these are being experienced;
4. Determine future critical skills gaps and priority training needs;
5. Identify gaps in training provision that can be identified by employers;
6. Explore attitude, approaches and barriers to training; and
7. Provide the horticultural industry a platform to inform and offer solutions to a sustainable talent pipeline so that action is specific, measurable, achievable, realistic and timely.

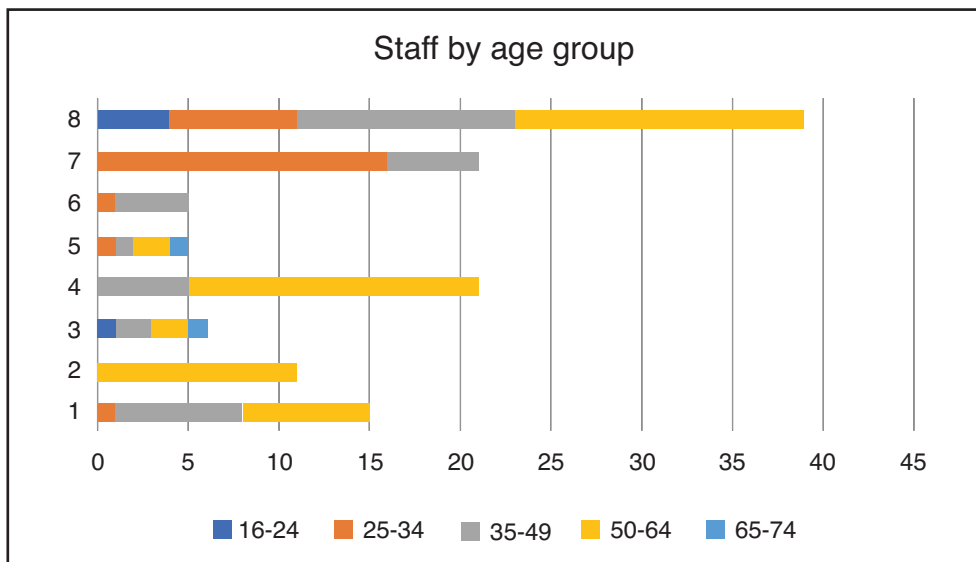
*Please see the Appendix for copy of survey.

Survey Results

The structure of Jersey’s Horticulture Amenity Sector

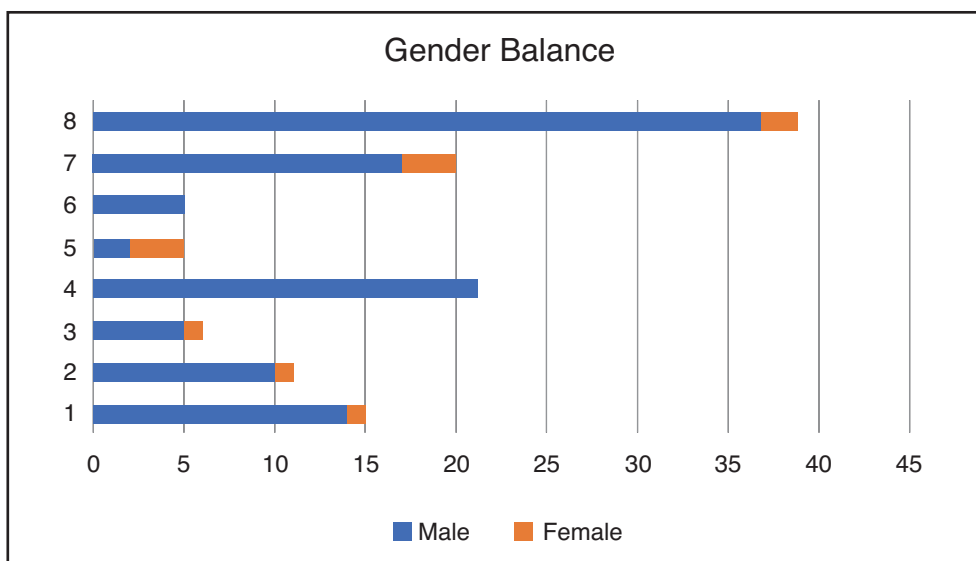
The Structure of Jersey’s Ornamental Horticulture Sector		
Question focus	Response options	Question
2.1 Business size	Micro (0-9 employees),	How many employees do you employ?
	Small (10-49 employees)	
	Medium (50-99 employees)	
	Large (100+ employees)	
2.2 Staff job roles	General employees	For each role cluster, do you predict there to be an increase in numbers in staff in the next three years? Yes / No?
	Skilled trades	
	Managers / Directors	
	Sales / Customer Service	
	Professional / Technical	
	Supervisors	
	Other	
2.3 Staff by age group	16-24	From your total staff, how many employees in each age bracket?
	25-34	
	35-49	
	50-64	
	65-74	
	75+	
2.4 Working modes	Full time	What is the working mode breakdown of your total staff? For example, how many employees full time / part time etc ...
	Part time	
	Trainee, apprentices, students	
	Seasonal	
	Volunteers	
	Other	
2.5 Gender balance	Male	What is the gender breakdown of your total staff?
	Female	
	Other	

The eight employers surveyed represented a workforce totalling 124 people which represents approximately 12.5% of Jersey’s horticulture amenity industry. The majority of the employers who responded in the survey were managing teams of employees who fell in the either the ‘micro’ or the ‘small’ size description with the largest number of employees per business been 39.



The age profile for the sampled horticulture industry is relatively well-balanced across the 16-49 age groups however of the 124 employees included in the survey, 46% are aged between 50-64. These results combined with verbal discussions with the employers of horticultural businesses in Jersey in general, suggests there is clear evidence of an ageing workforce in a sector that mostly requires- by skilled trades - physically demanding tasks.

The survey shows that the majority of horticulture staff work as full-time staff (86%) with seasonal workers forming the second largest individual group (10%). The average proportion of seasonal workers represents the peak months throughout the year that horticulture is extremely active in, in particular, May to September. Seasonal labour is a very important factor for large parts of the horticulture amenity sector and verbal industry feedback reflect concerns about the difficulties in hiring new recruits, including apprentices. The low proportion of trainees and apprentices (0.8%) may be an indication of recruitment challenges and lack of established land-based pathways, which is confirmed to an extent in later sections of this report.



Approximately 95% of staff in the horticulture amenity industry surveyed are male. This is compared to 60% for the UK (RHS Horticulture Matters). There will be a number of very compelling reasons for this figure, ranging from historical factors to type of work, and from public perceptions to the understanding of the sector among teachers and careers advisors in Jersey schools.

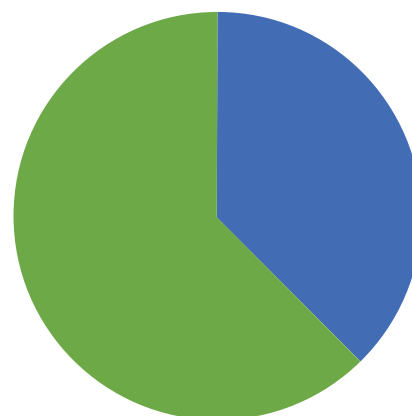
A Jersey Children and Young People’s Survey (detailed in Appendix) revealed that when local students in Year 10 and 12 were asked the question: ‘In which industries do your career aspirations / interests lie?’ 13% of females compared to 9% of males stated that they would like to work with ‘Animals, Plants, Nature’. This level of percentage feedback is extremely encouraging from both males and females that their aspirations lie in this industry area. Furthermore, when addressing skills shortages and recruitment these findings have to be taken into account to update society as to the appeal that the industry has to both males and females.

Drivers of Change

Drivers of Change		
Question focus	Response options	Question
3.1 Drivers of future change	Overseas markets	With regards the future outlook of the ornamental horticulture sector in Jersey, from your perspective, please select the three most important drivers of future change for the sector.
	Internet purchasing	
	Carbon costs	
	Plant science	
	Legislation	
	Technological developments	
	Lifestyle changes	
	Disease security/control	
	Environmental issues	
	Skills shortages	
	Availability of labour	
	Public understanding of horticulture sector	
	Recruitment platforms	
	Government support	
Consumer demand		
Brexit		
Other		
3.2 Technologies and processes currently in use	Advanced/4th generation technologies	Are any of the following technologies and processes currently in use in your business?
	Automation	Yes / No?
	Developments in Plant Genetics	
	Working with advanced materials	
	Other	
3.3 Future impact of technologies	Working with advanced materials – such as advanced glazing materials	In the next three years, do you predict an impact from any of the following technologies upon the horticultural sector?
	Developments in Plant Genetics	
	Automation – such as robotics, drones, virtual reality, 3D land surveying	
	Advanced/4th generation technologies – such as digitisation of plant production, precise irrigation, controlled release fertilisers	

An understanding of drivers of change, include both opportunities for, and constraints to, growth and how these are influencing employers’ skills needs. Drivers of change will inform a skills strategy bespoke to Jersey’s horticulture amenity industry. The respondents feedback provide insight into the gaps within training which will support funding and resource Government decisions. With regards drivers of change, the respondents were asked the following question ‘With regards the future outlook of the horticulture amenities sector in Jersey, from your perspective, please select the three most important drivers of future change for the sector’. Skills shortages, the availability of labour, as well as government support, ranked prominently amongst the main drivers of future change. Food security over the next ten years as well as climate change were also mentioned as significant drivers of change. Skills shortages and availability of labour along with recruitment challenges have featured prominently in overall industry discussions also (See Appendix 6).

In the next three years, do you predict an impact from any of the following technologies upon the horticultural sector?



■ Yes ■ No

The respondents were asked 'In the next three years, do you predict an impact from any of the following technologies upon the horticultural sector? 63% said yes. The automation of work processes through the use of robotics and advanced machinery will significantly affect skills and labour needs in the land-based industry. It is difficult to foresee what impact this would have in Jersey's horticultural industry, for example, whether it would change labour needs and thereby replace unskilled or skilled workers. However, new training needs related to new technologies will however certainly have to be taken into account

Skills Challenge

Workforce Training and Staff Development - Continued		
Question focus	Response options	Question
5.6.5 Barriers to finding/recruiting apprentices	Lack of Government support / incentives	What would you say are the barriers to finding/recruiting apprentices?
	Apprentices lack the right attitude or behaviours	
	Insufficient supply of apprentices	
	Apprentices lack sufficient practical skills or knowledge	
	Apprentices not showing interest in the sector	
	Lack of suitable off-the job training provision for apprentices	
5.6.6 Apprenticeship Levy	Financial support	If you could be provided an incentive to employing an apprentice, what would be most effective?
	Mentoring support	
	Peer apprentice community/social support	
	Further training support once apprentice qualified	
	Other (please state)	
5.7 Degrees	Greenspace Manager	What particular occupations in the sector would you consider to benefit from having a degree level qualification?
	Grounds and Garden Maintenance Worker	
	Head Grounds Person	
	Landscape Architect	
	Landscape Director/Manager	
	Landscape Gardener	
	Plant Breeder/Geneticist Production/Grower	
	Manager	
	Propagation Supervisor	
	Soil Scientist	
	Irrigation Installer/Operator	
	Horticultural/Environmental/Landscape	
	Crop Protection scientist	
	Operations Supervisor	
	Arboricultural consultant	
	Other (Please state)	
5.8 Virtual training	Apprentices improve the quality of training provided	If you employed an apprentice, what would be your preferred qualification service provider?
	Apprentices provide young people with employment opportunities	
	Other (please state)	

THE TOP THREE SKILLS THAT THERE ARE CURRENTLY GAPS IN WITH REGARDS EXPERTISE AND TRAINING ARE:

- 1 HEALTH & SAFETY**
- 2 ENVIRONMENTAL AWARENESS**
- 3 PEOPLE MANAGEMENT**

CAUSE OF SKILLS GAP? 88% PROPOSE IT IS DUE TO AN INABILITY TO FIND PEOPLE WHO ALREADY HAVE THE RIGHT KNOWLEDGE AND SKILLS!

Skills gaps refer to those skills that are reported to be missing or lacking somewhat in the existing workforce. Horticulture contributes £36 million (according to 2020 statistics) to Jersey's economy every year and employs around 990 people across a variety of sub-sectors. However, 100% of businesses surveyed say that there is a skills gap in horticulture on island meaning that they struggle to find the skilled workers they require. 88% put this down to lack of on island training opportunities and overall a poor perception of horticulture within education.

The sector is facing a critical skills challenge (skills gaps and shortages), resulting in an ageing workforce, difficulties in filling skilled vacancies and challenges in recruiting apprentices and a general shortage of labour. The survey results show that out of the 124 employees represented in the survey, 46% were between the age of 50-74. Three of the most notable skills gaps were 'environmental awareness', 'people management' and 'soft skills'. Industry feedback suggest technical knowledge is also a major skills issue. The importance of 'environmental awareness' will increase further as carbon neutrality is an urgent focus for the island and the globe in general. It is important to note the crucial role that the island's land-based industries play in the protection and promotion of "natural capital" and local and national government policies. This corroborates with the major drivers of future change amongst which environmental issues (e.g. food security) ranked high. Furthermore, businesses reported significant barriers in apprentice recruitment including, lack of government support / incentives and a lack of suitable off-the job training provision for apprentices. Predictably, the most widely reported cause of a skills gaps in the sector's workforce is the inability to find staff with the right knowledge and skills. This is further compounded by reported difficulties in accessing sector-relevant external training. The roles within the industry that are proving significantly hard to fill are 'skilled trades' and 'general employees'. This corresponds to the issues highlighted by businesses in the context of training needs in the next section.

Workforce Training and Staff Development

Workforce Training and Staff Development		
Question focus	Response options	Question
5.1 Training	General employees	Please indicate what cluster of roles you think should be a priority for training in the sector as a whole.
	Sales and customer service	
	Supervisors	
	Skilled trades, e.g. gardeners, arborists/tree surgeon, grower	
	Professional and technical occupations, e.g. landscape architect, soil scientist, arboricultural tree consultant	
	Managers, directors and senior officials, e.g. nursery general manager, green space manager, contracts manager	
	Others	
5.2 Training modes	Other forms of training (for example association events, study tours, etc)	When training your employees, what mode of training would be your preference?
	Online Training	
	External training only, i.e. through a college or other training provider	
	On-the-job training only	
	Mix of these	
5.3 Training modes	Internal training adequate	Is external training undertaken by your employees? If not, please indicate the reasons why external training is not undertaken by selecting from the list below.
	Staff already sufficiently trained	
	External training too expensive	
	External training too time-consuming	
	Not enough external training available locally	
	Concerns about the quality of external training	
	External training too bureaucratic	
Other		
5.4 Funding usage	Always	Is your company accessing funding for external training? Yes/No? If not, why not?
	Sometimes	
	Never	
	Don't know	
5.5 Availability of sector-specific training	Yes	Are you aware of sector specific training which is needed but is not available? Yes/No? If yes, please state what training is needed.
	No	
5.6 Employing apprentices	Yes	Are you an employer who has ever employed an apprentice?
	No	
5.6.1 Employing apprentices reasoning	Apprentices are important for business and workforce development	If yes, what is the main reason why you employ apprentices?
	Apprentices improve the quality of training provided	
	Apprentices provide young people with employment opportunities	
	Other (please state)	
5.6.2 Recommend apprentices	Yes	Would you recommend apprentices within your industry?
	No	
5.6.3 Apprenticeships hiring	Past three years	How many apprentices have you taken on within your business in the last three years?
	Next three years	How many apprentices do you predict you will take on in the next three years?
5.6.4 Apprenticeship recruitment	1 2 3 4 5 6 7 8 9 10	On a scale of 1-10 (1 very easy and 10 extremely difficult), how would you describe the process of recruiting apprentices?

Workforce Training and Staff Development - Continued		
Question focus	Response options	Question
5.6.5 Barriers to finding/recruiting apprentices	Lack of Government support / incentives	What would you say are the barriers to finding/recruiting apprentices?
	Apprentices lack the right attitude or behaviours	
	Insufficient supply of apprentices	
	Apprentices lack sufficient practical skills or knowledge	
	Apprentices not showing interest in the sector	
	Lack of suitable off-the job training provision for apprentices	
5.6.6 Apprenticeship Levy	Financial support	If you could be provided an incentive to employing an apprentice, what would be most effective?
	Mentoring support	
	Peer apprentice community/social support	
	Further training support once apprentice qualified	
	Other (please state)	
5.7 Degrees	Greenspace Manager	What particular occupations in the sector would you consider to benefit from having a degree level qualification?
	Grounds and Garden Maintenance Worker	
	Head Grounds Person	
	Landscape Architect	
	Landscape Director/Manager	
	Landscape Gardener	
	Plant Breeder/Geneticist Production/Grower	
	Manager	
	Propagation Supervisor	
	Soil Scientist	
	Irrigation Installer/Operator	
	Horticultural/Environmental/Landscape	
	Crop Protection scientist	
	Operations Supervisor	
	Arboricultural consultant	
Other (Please state)		
5.8 Virtual training	Apprentices improve the quality of training provided	If you employed an apprentice, what would be your preferred qualification service provider?
	Apprentices provide young people with employment opportunities	
	Other (please state)	

Whilst there were generally positive attitudes to 'Apprenticeships', there were also a number of barriers expressed by all of the different sized businesses who completed the survey with regards training and access to it, in general. The most popular cluster of roles that were considered a key priority for training in the sector as a whole were general employees and skilled trades, for example gardeners, arborist and tree surgeons. Respondents were then asked to identify their preference in terms of mode of training. Around a third of employers say that they had a preference of on-the-job training and a third also did preference 'External training only i.e. a mix of on the job, external and online training'. When questioned further, around 50% of the responses suggested that the main issue with training is that there is 'not enough external training available locally'. The question regarding funding received a range of responses indicating a lack of clarity regarding what options are available for businesses locally. There was one respondent who selected 'yes' to the question regarding accessing funding for external training and this was related to the Trackers apprenticeship cost funding allocated for RHS exam costs. Overall, as this section of the survey prompted varying responses, flexibility with training and staff development is needed to allow employers to respond to their training needs in a bespoke way.



Apprenticeship

100% of survey respondents would recommended apprentices. The most common reason was because apprentices are important for business and workforce development YET respondents ease at finding apprentices averaged at rating 9 (10 been extremely hard) SO .. let's collaborate with Skills Jersey and Government to incentivise employers.



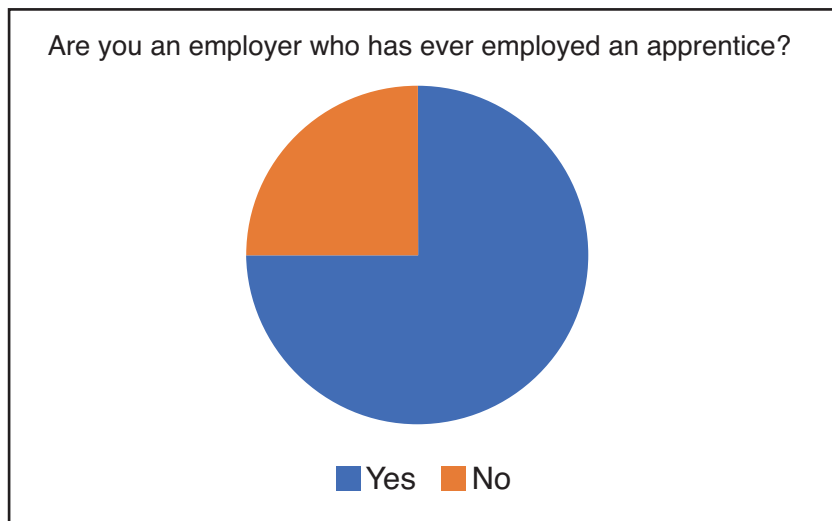
THE MOST COMMON BARRIER TO RECRUITING APPRENTICES IS A LACK OF SUITABLE OFF-THE JOB TRAINING PROVISION FOR APPRENTICES



75% of the employers surveyed had employed an apprentice in the past with 100% of survey respondents recommending apprentices. The most common reason was because apprentices are important for business and workforce development yet respondents ease at finding apprentices averaged at rating 9 (10 been extremely hard). A lack of government support and incentives and lack of suitable off-the job training provision for apprentices were the most common barriers to finding/recruiting apprentices. This suggests that more needs to be done to incentivise employers and make the entire process accessible inviting and continually monitored in order for it to be effective for everyone involved.

Apart from training needs, this survey also assessed perceptions by businesses on which occupations in the sector are considered to benefit from having a degree level qualification. The results of the survey indicate that a large proportion of respondents view senior level roles (e.g. Landscape Architect, Arboricultural Consultant etc....) as generally benefiting from having a degree.

With regards higher education focussed training, an 'Arboricultural Consultant' was the occupation in the sector that was thought to benefit from having a degree level qualification. See Appendix 6 and 7 for more detail on apprenticeships.



Conclusions

According to Statistics Jersey, in 2021 there were 990 employees in the horticulture amenity sector that contributes an estimated GVA of £36,535,000, however its wider economic contribution extends well beyond the estimates given in this figure. With these figures in mind, there is however an emerging land-based workforce skills gap in Jersey, there are a lack of land based further education qualifications offered on island, yet there is a notable environmentally aware/ green skilled generation emerging in Jersey – all of which supports the notion that Jersey needs to offer academic and technical land-based learning (beginning with Horticulture) aimed at all ages, in particular the 16-19 age group. Conclusions of the survey combined with industry meetings are summarised below:

1. Skills and labour issues are of key concern for the entire sector in the short to long term. There are significant skills issues (skills gaps and shortages) which were highlighted by the sector through the survey and previous meetings which need to be addressed for both the sector as a whole. These skills challenges are indicated by:

Difficulties recruiting people with the right skills and/or attitudes

An ageing full-time, part-time and trainee workforce

A low average number of apprentices per business.

2. Of the 124 staff workforce represented in the survey, 46% are aged between 50-74. The UK average is 41.5 years. There are strong perceptions among employers that the workforce is ageing (from survey responses and industry feedback). The possible reasons why there may be a serious "ageing" issue in the industry includes a low number of apprentices in the sector with 0.8% of the 124 surveyed, represented apprentices, also the ageing of key job roles (managers, supervisors, technical staff etc) has been a key issue when discussing this in meetings.
3. Automation and advanced technologies were not perceived by employers as being of great importance. However, employer attitudes to automation and advanced technology may be due to a relative lack of understanding and awareness.
4. From various industry meeting feedback, it is clear that public opinion and understanding of the key concerns reflecting the skills, recruitment and training challenges that the sector is facing.
5. The relatively low average number of apprentices in the sector and the cited perception of the low quality of apprentices in terms of behaviour and skills indicate that talent pipelines into the sector needs to be improved.



WHY SHOULD WE INVEST IN RURAL SKILLS?

TOP THREE DRIVERS OF CHANGE?

(according to survey responses)



CAUSE OF SKILLS GAP? 88% PROPOSE IT IS DUE TO AN INABILITY TO FIND PEOPLE WHO ALREADY HAVE THE RIGHT KNOWLEDGE AND SKILLS!



SUPPORT FOR RURAL SKILLS MEANS THE INDUSTRY CAN:

INVEST IN WORKFORCE SUCCESSION PLANNING, SKILLS NEEDS AND INDUSTRY GROWTH OPPORTUNITIES.

BUILD UPON THE SPECIALIST RURAL SKILLS ON ISLAND.

SUSTAIN AND STRENGTHEN LOCAL HORTICULTURAL KNOWLEDGE.

INTEGRATE INNOVATIVE ENVIRONMENTALLY FRIENDLY SUSTAINABLE PRACTICES.

INVEST IN THE FUTURE GENERATION.

ADDRESS THE LACK OF UPTAKE IN THE LOCAL HORTICULTURAL INDUSTRY.

CULTIVATE YOUNG MINDS 2019

WHEN ASKED THE QUESTION, "WOULD YOU LIKE TO KNOW MORE ABOUT AGRICULTURE AND HORTICULTURE?"



THE CULTIVATE HORTICULTURE SURVEY WAS SENT TO KEY BUSINESSES IN JERSEY'S AMENITY HORTICULTURE SECTOR WHICH ACHIEVED 8 RESPONSES WHOSE WORKFORCE TOTALS 124 PEOPLE, REPRESENTING 10% OF TOTAL HORTICULTURAL ISLAND WORKFORCE

CULTIVATE HORTICULTURE

OF THE 124 EMPLOYED BY EACH OF THE 10 EMPLOYER SURVEY RESPONDENTS - 46% ARE AGED BETWEEN...



THIS PROVES THAT THERE IS AN AGEING WORKFORCE.

THE JERSEY CHILDREN AND YOUNG PEOPLE'S SURVEY 2021 ASKED YEARS 10 & 12 - IN WHICH INDUSTRIES DO YOUR CAREER ASPIRATIONS / INTERESTS LIE?

Animals/Plants/
Nature



THE GENDER BREAKDOWN OF THE TOTAL WORKFORCE SURVEYED IS AS FOLLOWS:



The gender breakdown for the UK is: 60% male 38% female 2% not stated

SKILLS AND LABOUR ISSUES ARE OF KEY CONCERN FOR THE ENTIRE SECTOR.



100% OF SURVEY RESPONDENTS CONFIRMED THAT THERE IS A SKILLS GAP IN THE HORTICULTURAL SECTOR IN JERSEY.

THE TOP THREE SKILLS THAT THERE ARE CURRENTLY GAPS IN WITH REGARDS EXPERTISE AND TRAINING ARE:

- 1 HEALTH & SAFETY
- 2 ENVIRONMENTAL AWARENESS
- 3 PEOPLE MANAGEMENT

THE MOST COMMON BARRIER TO RECRUITING APPRENTICES IS A LACK OF SUITABLE OFF-THE-JOB TRAINING PROVISION FOR APPRENTICES



THERE IS CLEAR SCIENTIFIC EVIDENCE THAT ACCESS TO GREEN SPACES AND PRIVATE GARDENING BENEFIT PUBLIC HEALTH AND WELLBEING.



RJA&HS **Cultivate** programme

EDUCATE • PARTICIPATE • CELEBRATE



HOW CAN WE INVEST IN RURAL SKILLS?

HOW CAN WE RESPOND TO AND CAPITALISE ON THE HIGHLIGHTED DRIVES OF CHANGE?

SKILLS SHORTAGES
PROMOTION / FAST TRACK MANAGERIAL OPPORTUNITIES

AVAILABILITY OF LABOUR
RAISE PROFILE THROUGH SKILLS JERSEY AND CULTIVATE HORTICULTURAL AWARENESS CAMPAIGN

GOVERNMENT SUPPORT
SPACE FOR A HORT-HUB

Attract people with the right knowledge and skills by preparing young people for the jobs that are currently and will be created in the land based industry early by incentivizing schools to introduce RHS Key Stage 4 award for GCSE.



CULTIVATE YOUNG MINDS 2023

An opportunity to showcase the success of apprenticeships through guest speakers and storytelling.

Potential Launch of training programme

DEVELOP THE FIRST LAND BASED APPRENTICESHIP PROGRAMME.

RAISE £100K PER YEAR CAPITAL TO:



Employ Land Based Programme
Director - Fund Annual Training Costs (On and off island CPD for 5 apprentices)
Cultivation of a Hub space for learning.

WORK WITH SKILLS JERSEY AND RESPOND DIRECTLY TO THOSE YEAR 10/12 RESPONDENTS

Animals/Plants/Nature as a career where their aspirations / interests detailed in 'The Jersey Children and Young People's Survey 2021'.



THE GENDER BREAKDOWN OF THE TOTAL WORKFORCE SURVEYED



SO... Cultivate Horticulture campaign to focus on addressing gender gap – send clear message - it's a career for males and females! – How? CYM 2023 and Apprentice storytelling in schools.

100% of survey respondents would recommend apprentices. The most common reason was because apprentices are important for business and workforce development YET respondents ease at finding apprentices averaged at rating 9 (10 been extremely hard) SO .. let's collaborate with Skills Jersey and Government to incentivise employers.



Create a green space hub accessible to all to benefit public health and wellbeing. A place for horticultural skills (For e.g. Health and Safety, Environmental Awareness and People Management) to be cultivated through off the job training and for like-minded community spirit to thrive.

CULTIVATE HORTICULTURE

OF THE 124 EMPLOYED BY EACH OF THE 8 EMPLOYER SURVEY RESPONDENTS - 46% ARE AGED BETWEEN...



So before they retire - let's capitalise on those skills and expertise through practical training and workshops to pass these specialist skills down to the next generation.

PROMOTE HORTICULTURE AS A VALUABLE MEANS OF ACHIEVING KEY POLICY GOALS ACROSS GOVERNMENT.

REINVENT HORTICULTURE AS A PROFESSION THAT IS DIVERSE, RELEVANT, AND A CAREER TO BE PROUD OF.

SUPPORT AND FUND APPRENTICESHIPS IN BUSINESS.

SUPPORT FOR RURAL SKILLS MEANS THE INDUSTRY CAN:

HELP WITH THE GROWING CRISIS THAT IS THREATENING OUR ECONOMY, ENVIRONMENT AND FOOD SECURITY.



RJA&HS **Cultivate** programme

EDUCATE • PARTICIPATE • CELEBRATE



TARGET AUDIENCE?
SKILLED HORTICULTURALISTS
SEASONAL WORKERS
CURIOUS CAREER MOVERS
SUSTAINABLY MINDED CITIZENS



Ways Forward

1. Improving the perception of Horticulture
2. Improving education and training in Agriculture



Focus 1

Improving the perception of Horticulture

The Philip Maurant Centre closed its doors to land-based training some 20 years ago. Agriculture has therefore become an unknown career pathway in Jersey. As a result, young people have a limited view of what a career in agriculture can offer. Education, Government and Industry can work together to inform and inspire potential career entrants, to show that agriculture is an exciting, rewarding career to add value to.

Ways Forward:

Government support:

- Skills Jersey, industry and education initiatives could collaborate to facilitate more businesses to work with schools. For example, apprentices and their employers could visit local schools, and promote the range of technical roles available in the agricultural industry, with the aid of our Cultivate Pathway videos <https://www.royaljersey.co.uk/career-pathways>. In 2022, the Rural Economy department published the 'Economic Framework for the Rural Environment 2022'. Policy RD1a states: 'The Government of Jersey will work in collaboration with industry and Government partners, to provide a Land Based Apprenticeship Programme which may deliver for the agricultural, horticultural, conservation and land management sector'. Collaboration with Skills Jersey and Education could result in a 'Rural Matters' campaign to galvanise apprenticeship interest. Section ?? explains apprenticeships in more detail in addition to outlining two different apprenticeship routes a student could take upon leaving school depending on where their interests lie.

Promote apprenticeship opportunities:

- Skills Jersey industry and education initiatives should collaborate to facilitate more businesses to work with schools. For example, apprentices and their employers could visit local schools, and promote the range of technical roles available in the horticulture industry, with the aid of our Cultivate Pathway videos

<https://www.royaljersey.co.uk/career-pathways>

Cultivate 2023

- Cultivate Young Minds 2019 was an excellent opportunity for industry promotion by celebrating collaboration, achievements and opportunities through story telling. The suggested theme for Cultivate 2023 should be training and development. To learn more about the RJA&HS Cultivate flagship event, please follow this link - <https://www.royaljersey.co.uk/learning-resources>

Focus 1	Target	Measure for success
Improving the perception of Horticulture	Government Support	1 Number of / actions points achieved from meetings with ministers, Rural Economy and Skills Jersey on relevant Rural Economy policy issues 2 Positive references to Horticulture, horticultural skills and horticultural careers in JEG, and Skills Jersey documents, presentations, meetings and reports 3 Number of students visiting Cultivate playground site developed for apprentice creativity and horticultural based workshops - called 'Cultivate Community'
	Promote apprenticeship opportunities	4 Number of students registering to attend Cultivate Young Minds 2023 5 Number of KS3/4/5 Assemblies / Skills Jersey promoting apprenticeships in school 6 Number of Cultivate Club horticultural ('Horticultural test drives') attendees
	Cultivate 2023	7 Number of sign-ups of individual Horticulture ambassadors 8 Increase in participation at Cultivate community garden 9 Perception of horticultural careers survey (Skills Jersey) results following Cultivate 2023

Focus 2

Improving Horticultural Education and Training

Horticultural apprenticeships should be set up to create innovative and stimulating training opportunities in addition to the introduction of horticultural qualification in schools, if we are to meet the growing demands of the sector.

Ways Forward:

Introduce Horticulture in schools

- Embed Horticulture across the Jersey Curriculum for KS3-5 through the introduction of the Cultivate Scheme of Discovery and RHS and The Eden Project established horticultural resources

<https://www.rhs.org.uk/education-learning/qualifications-and-training/rhs-qualifications/level-1-qualifications>

Promote apprenticeship opportunities:

- In 2022, the Rural Economy department published the 'Economic Framework for the Rural Environment 2022'. Policy RD1a states: 'The Government of Jersey will work in collaboration with industry and Government partners, to provide a Land Based Apprenticeship Programme which may deliver for the agricultural, horticultural, conservation and land management sector'. The delivery of this will create apprenticeship opportunities.

Develop a Land Based Apprenticeship Programme

- The introduction and effective delivery of Policy RD1a (above) and RD1b 'The Government of Jersey will work alongside industry, Jersey Business and Skills Jersey to identify and promote opportunities for new entrants and to assist business succession plans where appropriate', will enable local access to relevant training and encourage uptake in the agriculture and horticultural sectors in the short term and would create a sustainable talent pipeline in the long term.
- An apprenticeship pilot scheme has been ongoing and further action is required to develop this further with the creation of a Land Based Programme Director role who is supported by a Land Based Board - made up of representatives from the Government of Jersey, the Department of Education, Skills Jersey and the rural industry.

How should the success of Focus 2 be measured?

Focus 2	Pledge	Measure for success
Improving Horticultural education and training	Introduce Horticulture in Schools	10 Horticulture embedded across the Jersey Curriculum in Key Stages 4 and 5 as an RHS qualification in related subjects such as Design and Technology / Geography / HE / PSHE curriculum 11 Number of partnerships between Horticulture businesses / organisations and schools
	Promote apprenticeship opportunities	12 The number of apprenticeships created 13 The number of people applying for apprenticeship jobs
	Develop a landbased apprenticeship programme	14 Creation of a Land-Based Board made up of key stakeholders representing GOJ, Industry, Education, (Other key sectors - the Arts) 15 Number of action points from meetings achieved

The Cultivate Programme 2019 - Present

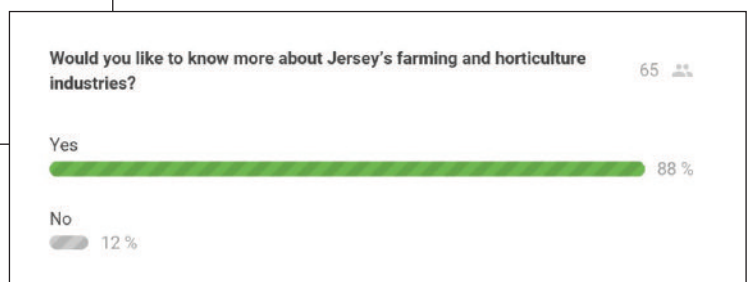
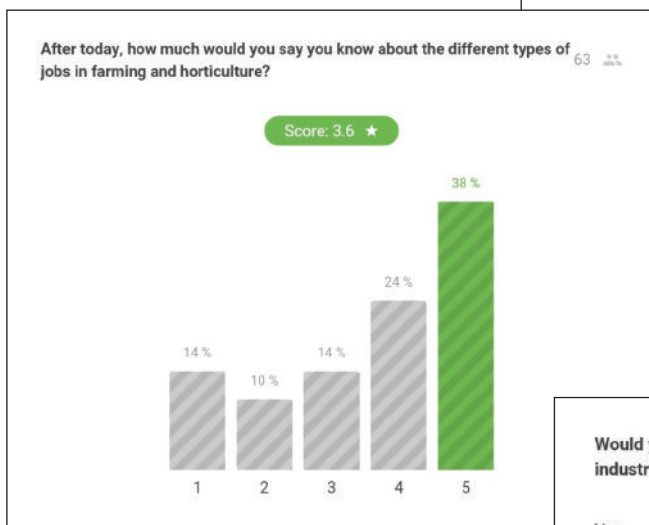
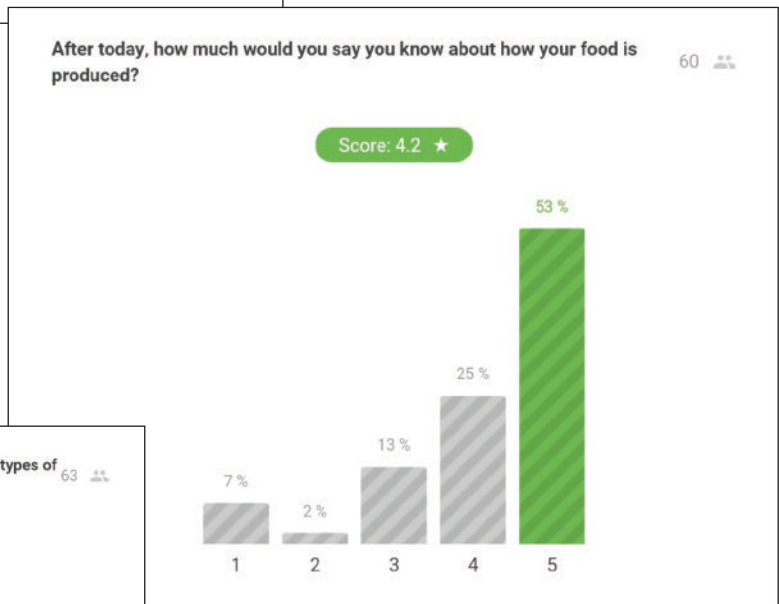
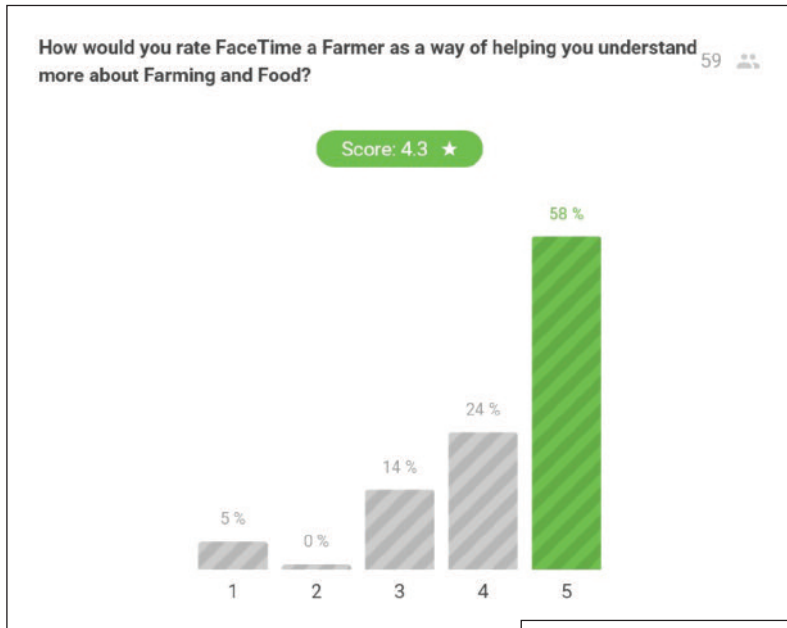
Cultivate Values – follow the link below to learn more about the Cultivate Values



Cultivate Pathways – Since launching Cultivate, the following pathways have been created, offered and shared to schools and young people.



Cultivate Young Minds Feedback - April 2nd 2019



In one word, how would you describe your experience today?

63 responses

- Very fun and educational
- Inspirational
- Fun
- Exciting
- Cool
- Different
- Eye-opening
- AWESOME
- Awesome
- Integrated
- Fun
- Enlightening
- farmy
- Inspiring
- Fun
- Very fun
- Eye opening
- good
- Inspiring
- inspiring
- Interesting
- Inspiring
- Neutral
- Amazing
- Eye opening
- lam a cowboy
- exciting
- Interesting
- RADICAL
- Fun
- good
- Good
- Amazing
- Enriching
- Exciting
- Inspiration
- Inspiring
- Amazing!!!
- Fun
- thought-provoking
- Inspirational
- Interesting
- Informative
- Interesting
- Educational
- Informative
- observational
- Fascinating
- Amazing
- Enlightening
- Woooooooooooooopp
- Brilliant very interesting
- Superb
- Eye opening
- Nice
- Inspirational
- Amazing
- Rad ok
- Unique
- Interesting
- wanna be a cowboy baby
- Well pretty good

Examples of Students 'Wish for the Future':

"I wish that farming never ends so that we always have food"

"I wish that we could do the FaceTime a Farmer at school"

"I wish that this experience was available to all students in Jersey so we can build a more sustainable future"

"I wish to know more about Jersey Cows"

Teacher Feedback:

"It was such an amazing event. I really enjoyed it and the students were buzzing about it when they got back to school"

Alice Harvey
Geography Teacher at Haute Vallee School

"We had the most fantastic day - thank you so much! Yes, we would love to be part of the next stage and our girls would be more than happy to present what they learned on Tuesday and how it has impacted them (which it really has!)"

RE Teacher Beaulieu Secondary School

"Thank you once again for organising the event. I really enjoyed the experience and look forward to a repeat experience. The girls really enjoyed the experience and were motivated by the experience"

Geography Teacher at Jersey College for Girls

"Good morning Jess and a HUGE congratulations on all the planning, efforts and execution of what sounds like a simply brilliant event. I have heard nothing but praise for you and cannot wait to go next year. Jess honestly it sounded brilliantly from both students, LRS staff and other schools careers teachers. Well Done. Andy also told me how relevant it was to the GCSE course and I don't know whether that was planned but this has provided essential learning for their GCSE Food course as well!"

Careers Teacher at Le Rocquier School

"I would also like to say thank you to you for organising the event and for keeping me in the loop. I thoroughly enjoyed it and found it very informative"

Learning Support Teacher at Grainville School

Parent Feedback:

"On behalf of my son from Le Rocquier school, we would like to say thank you for an enjoyable and interesting day at the RJHS, he thoroughly enjoyed himself especially that he knew so many like Becky, Tom, Ian (foots) and John and others. He spent all evening telling me about it, in which I wished I could of gone it sounded brilliant. I hope it may be continued to give others a chance to enjoy and get knowledge on agriculture and horticulture school"

Parent of student at Le Rocquier School

Policy Makers Feedback:

Education Minister, Senator Tracey Vallois, said: "Well done to all involved in the first Cultivate Young Minds programme and particularly to our students, or 'Cultivate Ambassadors', who showed great interest and engagement in the event and were a credit to the schools they were representing.

"It is hugely important that agriculture can be made more accessible within the local curriculum and this event was a fantastic opportunity to showcase this industry to young people who are considering a variety of career opportunities"

Tracey Vallois
Minister for Education

"I would also like to say thank you to you for organising the event and for keeping me in the loop. I thoroughly enjoyed it and found it very informative"

Learning Support Teacher at Grainville School

LADY DALTON

Telephone: 01534 441700
email: governorsoffice@gov.je



GOVERNMENT HOUSE
JERSEY
JE2 7GH
CHANNEL ISLANDS

Tuesday

Dear Jess,

I must applaud you for your amazing efforts and initiative in establishing this very exciting educational programme entitled 'Cultivate Young Minds'. As you correctly point out there has been a growing disconnection over the years between our young people and our national agricultural and horticultural communities. If not addressed it could have devastating consequences particularly amongst the rural culture here in Jersey.

Earlier today someone commented 'Well of course, most young people today have never known real hunger' & this, when one considers that food is virtually available 24/7 12 months of the year now, with perhaps little thought or perhaps appreciation of its source, production, cost and environmental impact. However, I would suggest that this generation of young people should not be underestimated as they begin to question and not make the mistakes of previous generations.

Judging by the terrific buzz generated by the young people in the hall at the showground today (~ the buzz was not just from your father's bees - the honey was wonderful!) the establishment of this superb programme will be the touchpaper to widen horizons, educate and focus the minds of these young people, inspiring them in new careers in the industry and above all else providing a greater understanding between the communities across the board. Your challenge is being taken up and I congratulate you, Jess. Well done.

Thank you so much for inviting me to such a tremendously exciting event. I am only sorry my husband could not join me today but rest assured I will tell him what he has missed!! Do please keep us informed of how things are going and whether we can do anything to help. In the meantime, wishing you every success,

All good wishes.

Jane D

Cultivate Young Minds Feedback - April 2nd 2019

Cultivate Pathway	Date	Stakeholder	Feedback
Cultivate Garden	2019 - Present	Charity Leader	"Brighter Futures are so thankful for the use of the RJA&HS Cultivate Garden this year. I hope you can see from the photos that it proved such a big hit with all the families involved in the project. We very much look forward to hopefully working with you again in 2023".
Cultivate Scheme of Discovery / RJS Academy (Figure 1)	2021	Teacher	"Thank you very much for your email regarding the 'Cultivate Schemes of Discovery'. Students are becoming disconnected from rural matters and it would be great to get some of this work into the curriculum".
Cultivate Young Minds	2019		Please see overleaf for detail event feedback.
Sixth Form Enrichment 5 x Students	2020	Teacher	"I know the students really did enjoy it, particularly planting the Cosmos and potting it on, and it was very interesting being shown around the orchard. I thought it was great but maybe the sessions could have been longer so that the students could really get stuck in? I realise that's probably not possible from the school's point of view (or yours either) but it would achieve more. I do really love the idea of students learning about where their food comes from and think there should be more of this connection with the earth on the curriculum as well as from organisations such as yours".
Qualification Training and Development - Cultivate Pathways	2021	Students	Student 1 "Great event. I would love to know about any apprenticeships or opportunities for learning and studying". Student 2 "Really enjoyed Wills talk. It's a great idea to reach out to younger people who are interested in Horticulture". Student 3 "Very interesting letting me know what is out there in the agriculture environment".
Qualification Training and Development - Cultivate Apprentice Club 5 x apprentices	2022	Apprentice	"Attending Cultivate Club each Wednesday has been valuable to me in many ways. I have met so many wonderful, like-minded and interesting people, giving me a clearer picture of the career and life, I want to lead. It also gives me a more holistic approach to the RHS Qualification I am currently doing. It is self-study, so being able to observe and learn practically has broadened my understanding of not only the study content, but the world around me. Cultivate Club has been a great support for me. I tend to lose track of time, so weekly meetings keep me prepared for my exams".
RJA&HS October Show 40 x respondents	2022	Show attendees	Q1. Would a land-based apprenticeship scheme encourage young people into the rural industries? Yes/No 100% Yes Q2. Would you like to see the RJA&HS play a role in creating pathways to opportunity in the rural industries? Yes/No 98% Yes

The Structure of Jersey's Agricultural Sector				
Question focus	Response options	Question	Comments	
Business role description	Sole/primary farmer or grower	Which one of the following best describes your role?		
	Director/manager of agricultural contracting business			
	Employed manager of farm/growing business			
	Other (please state)			
Background	Working in another agricultural role	Which of these describes your background before starting work in your current role?		
	Working in another non-agricultural job			
	Studying at secondary school or college			
	Studying at university/college			
	Not in the workforce			
	Living overseas			
	Other (please state)			
Primary activity	Dairy	What is the primary activity of your business?		
	Potato			
	Mixed (e.g. livestock and arable)			
	Arable			
	Livestock			
	Vegetable Growing			
	Other (please state)			
Business size	Micro (0-9 employees)	How many employees do you employ?		
	Small (10-49 employees)			
	Medium (50-99 employees)			
	Large (100+ employees)			
Staff job roles	General employees	For each role cluster, do you predict there to be an increase or decrease in numbers in staff in the next three years?		
	Skilled trades			
	Managers / Directors			
	Sales / Customer Service			
	Professional / Technical			
	Supervisors			
Other	Increase (I) Decrease (D) Stay the same (S)			
Future Labour	Low pay/perception of low pay	If your labour requirements are likely to change over the next five years, in a few words, please can you explain why this is?		
	Poor career progression/lack of prospects			
	Competition from other farm businesses			
	Competition from other industries			
	Competition from other countries			
	Lack of affordable accommodation in the local area			
	Remote location/poor public transport			
	Farming has poor image generally			
	Domestic workforce not interested in this kind of work		From the list, what do you think are the main barriers to recruitment faced by your business?	
	New immigration policy too limited/complicated			
	New immigration policy too			

Drivers of Change						
Question focus	Response options				Question	
Drivers of future change	Overseas markets				With regards the future outlook of the agricultural sector in Jersey, from your perspective, please select the three most important drivers of future change for the sector.	
	Internet purchasing					
	Carbon costs					
	Plant science					
	Legislation					
	Technological developments					
	Lifestyle changes					
	Disease security/control					
	Environmental issues					
	Skills shortages					
	Availability of labour					
	Public understanding of agriculture sector					
	Recruitment platforms					
	Government support					
Consumer demand						
Brexit						
Other						
Opportunities		Mostly an opportunity	Both opportunity & challenge	A minor challenge	A major challenge	To what extent do you think the following present an opportunity or challenge for your business? (Please select ONE per row)
	Labour and skills shortages					
	Future schemes paying for environmental management/public					
	goods / investment in training					
	Changes to international trading arrangements as a result of Brexit					
	Extreme weather and/or other changes to climate					
	Changes in consumer habits					
	The Covid-19 pandemic					
	Succession & retirement					
	Inflation/interest rates					
	Technological developments (e.g. automation and robotics)					
	Minimum / living wage increases					
Technologies and processes currently in use	Advanced/4th generation technologies				Are any of the following technologies and processes currently in use in your business? Yes / No?	
	Automation					
	Developments in Plant Genetics					
	Working with advanced materials					
Future impact of technologies	Other				In the next three years, do you predict an impact from any of the following technologies upon the agricultural sector? Yes / No?	
	Working with advanced materials – such as advanced glazing materials					
	Developments in Plant Genetics					
	Automation – such as robotics, drones, virtual reality, 3D land surveying					
	Advanced/4th generation technologies – such as digitisation of plant production, precise irrigation, controlled release fertilisers				Yes / No?	

	expensive (for staff)		
	Unsocial hours/shift work		
	Lack of relevant qualifications (applicants)		
	Lack of relevant work experience (applicants)		
	Low number of applicants with required attitude, motivation or personality		
	Low number of applicants with required skills/work experience		
	Our recruitment methods could be better		
	We prefer not to employ local workers this type of work		
	Brexit changed migrant employee attitudes to coming to work in UK		
	Unappealing housing/living conditions		
	Seasonal aspect of work puts people off (where applicable)		
	I have experienced no barriers to recruitment		
	I don't know		
	Not applicable		
	Other (please state)		
Staff by age group	16-24	From your total staff, how many employees in each age bracket?	
	25-34		
	35-49		
	50-64		
	65-74		
	75+		
Working modes	Full time	What is the working mode breakdown of your total staff? For example, how many employees full time / part time etc ...	
	Part time		
	Trainee, apprentices,		
	students		
	Seasonal		
	Volunteers		
	Other		
Gender balance	Male	What is the gender breakdown of your total staff?	
	Female		
	Other		

Skills Challenge		
Question focus	Response options	Question
Skills gap context	Yes	Would you consider there to be skills gaps within the agricultural sector?
	No	
Skills gap organisation	Yes	Would you consider there to be skills gaps within your workforce?
	No	
Skills gaps	Health and safety	If yes, what skills are there currently gaps in with regards expertise and training for each role cluster within your organisation? Choose the top three most notable gaps.
	Practical Skills e.g. tractor driving, herdsman/woman	
	Environmental awareness	
	Soft skills	
	People management	
	Heritage management	
	Bio-security	
	Heritage interpretation	
	Digital skills	
	Social media	
	Automation/robotics/AI	
Causes of Skills Gaps	Business and finance management	In your opinion, what might be the causes of the skills gaps? Choose the top three causes from the list.
	Unable to find people who already have the right knowledge and skills	
	We are too busy to release staff for training	
	Not enough external training available locally	
	External training is too expensive for us	
	External training is not sufficiently relevant to my business	
	Cost of travel and subsistence to attend external training is too high	
	External training is not of a high enough quality	
	We lose trained staff to other employers	
	Not enough people applying to undertake training courses	
	We lose trained staff due to retirement	
	Employees are unwilling or unable to undertake external training	
	External training is too complicated	
	Other	
Skills labour	What is the impact of skills/labour shortages on you/the employer? (Please select ALL that apply)	What is the impact of skills/labour shortages on you/the employer? (Please select ALL that apply)
	I feel more stressed	
	I feel more anxious	
	I feel more depressed	
	My work-life balance is negatively impacted	
	Relationships with family are negatively impacted	
	There is a greater risk of injury/accident on the farm to myself/my staff	
	I cannot be as strategic as I would like to be	
	Work is less enjoyable	
	Other (please tell us)	
	What is the impact of skills/labour shortages on you/the employer? (Please select ALL that apply)	
Shortages	I need to work more hours	What is the impact of skills/labour shortages on your business? (Please select ALL)
	My staff need to work more hours	
	My production levels are decreasing	
	Our duty of care to animals/environment is compromised	
	I am moving/will need to	

	move some or all of my business overseas		
	I need to change my business		
	I will have to scale-down or cease production		
	I will have to rely more on automation		
	Some/all of my customer contracts are at risk		
	Other (please tell us)		
Vacancies		How many vacancies, if any, do you currently have open for on-farm or agricultural contracting staff?	
Support	Human Resources (HR) advice	How might your business be best supported regarding labour requirements in the future? (Please select ALL that apply)	
	Staff recruitment advice		
	Staff retention advice		
	Careers information		
	More signposting to leadership/management training		
	More subsidised leadership/management training		
	Help with Continuing Professional Development (CPD) recording to help understand skills needs of staff		
	Increase overall number of seasonal worker permits available annually		
	Ensure agricultural roles are recognised within the Shortage Occupation List		
	Other (please tell us)		
Recruitment	Yes	Have you recruited any staff for your on-farm or contracting business in the last 12 months?	
	No		
Retention	Yes	Have staff left your business in the last 12 months?	
	No		
Recruitment challenges	Increasing salaries/wages	If experiencing labour shortages, what are you doing to overcome recruitment difficulties? (Please select)	
	Increasing training for existing workforce		
	Offering opportunities for progression within business		
	Introducing more automation		
	Increasing recruitment/advertising spend		
	Increasing/expanding trainee programmes		
	Using new recruitment methods		
	Recruiting more non-UK staff		
	Contracting the work out		
	Targeting other groups (e.g. ex-offenders)		
	Prepared to offer training to less qualified candidates		
	Offering better working conditions (e.g. housing, hours, leave, work culture)		
	Targeting schools, college, universities		
	Targeting older staff		
	Nothing		
	Not applicable		
Other (please tell us)			
Vacancies & Hard to Fill Roles	Managers/Directors	Are there any particular roles within the structure of your organisation that prove hard to fill?	
	Professional/Technical		
	Skilled trades		
	Supervisors		
	Sales/Customer service	Select the relevant option/s from the list.	
	General employees		
	Others		

Workforce Training and Staff Development					
Question focus	Response options			Question	
Qualifications	Please detail both non industry and industry related qualifications that you have.			What qualifications do you have currently?	
	Monthly			Would you like to carry out Continuing Personal Development? Yes or No? If yes, how regularly would you like to carry out CPD?	
	Annually				
	Other please state				
Training Experience	Very willing			How willing or unwilling are you to employ people with no experience or background in farming?	
	Somewhat willing				
	Somewhat unwilling				
	Very unwilling				
Training Focus		Strongly disagree	Neither agree nor disagree	Strongly agree	How much do you agree or disagree with the statements below?
	It's important to provide training opportunities to all staff in the business				
	All farm and agricultural contractor employers would benefit from leadership training				
	Most learning takes place on the job				
Training	General employees			Please indicate what cluster of roles you think should be a priority for training in the sector as a whole.	
	Sales and customer service				
	Supervisors				
	Skilled trades, e.g. ?????				
	Professional and technical occupations				
	Managers, directors and senior officials, e.g. nursery general manager, green space manager, contracts manager				
	Others				
Training modes	Other forms of training (for example association events, study tours, etc)			When training your employees, what mode of training would be your preference?	
	Online Training				
	External training only, i.e. through a college or other training provider				
	On-the-job training only				
	Mix of these				
Training modes	Internal training adequate			Is external training undertaken by your employees? If not, please indicate the reasons why external training is not undertaken by selecting from the list below.	
	Staff already sufficiently trained				
	External training too expensive				
	External training too time-consuming				
	Not enough external training available locally				
	Concerns about the quality of external training				
	External training too bureaucratic				
	Other				
Funding usage	Always			Is your company accessing funding for external training? Yes/No? If not, why not?	
	Sometimes				
	Never				
	Don't know				
	No				

Employing apprentices	Yes	Are you an employer who has ever employed an apprentice?	
	No		
Employing apprentices reasoning	Apprentices are important for business and workforce development	If yes, what is the main reason why you employ apprentices?	
	Apprentices improve the quality of training provided		
	Apprentices provide young people with employment opportunities		
	Other (please state)		
Recommend apprentices	Yes	Would you recommend apprentices within your industry?	
	No		
Apprenticeships hiring	Past three years	How many apprentices have you taken on within your business in the last three years? How many apprentices do you predict you will take on in the next three years?	
	Next three years		
Apprenticeship recruitment	1 2 3 4 5 6 7 8 9 10	On a scale of 1-10 (1 very easy and 10 extremely difficult), how would you describe the process of recruiting apprentices?	
Barriers to finding/recruiting apprentices	Lack of Government support / incentives	What would you say are the barriers to finding/recruiting apprentices?	
	Apprentices lack the right attitude or behaviours		
	Insufficient supply of apprentices		
	Apprentices lack sufficient practical skills or knowledge		
	Apprentices not showing interest in the sector		
	Lack of suitable off-the job training provision for apprentices		
Apprenticeship Levy	Financial support	If you could be provided an incentive to employing an apprentice, what would be most effective?	
	Mentoring support		
	Peer apprentice community/social support		
	Further training support once apprentice qualified		
	Other (please state)		

Please describe the process of your education and training. Was it on island? What were the benefits of studying the way you did? Barriers?

Do you have any further comments to make or any other matters to raise, that are not covered in the above survey?

Yes No

Please elaborate.

Age	16-30										What is your age?
	31-50										
	51-64										
	65+										
Primary activity	Dairy										What is the primary activity of your business?
	Potato										
	Mixed (e.g. livestock and arable)										
	Arable										
	Livestock										
	Vegetable Growing Other (please state)										
Business size	Less than five employees										Including you, how many employees do you currently employ? (on average over the last year)
	5-15 employees										
	15+ employees										
Hours	0-35 hours per week										How many hours a week do you currently work? (on average over the last year)
	36-50 hours per week										
	51-70 hours per week										
	70+ hours per week										
Mindset	When I leave work, I can stop thinking about work and I am able to relax and prepare for the next day.										Which statement describes your mindset when you are not on the farm?
	I am unable to switch off from work but my work brings me joy so I don't mind.										
	I make sure I set aside some time to relax but I struggle to switch off from work and I want to.										
	I cannot switch off from work because I am highly stressed. I know I need to introduce some strategies to help with me getting more of a work life balance.										
Future plans	Increase/Invest in business										What are your business intentions for the next five years?
	Stay the same										
	Scale back my business										
	Exit the industry										
Training	Yes										Would you welcome more industry events that provide an opportunity for the industry to get together?
	No										
Training Topics	Technical Subjects										If you answered, 'YES', what would you like the training to be focussed upon?
	Business matters										
	Experience Sharing/ Social										
	All of the above										
Future of Farming	1	2	3	4	5	6	7	8	9	10	On a scale of 1-10, how positive are you for the future of the agricultural industry?
	Highly concerned									Extremely Positive	

An introduction to Horticulture and what it offers by Wills Baker

What is horticulture?

Horticulture, like gardening is the process of cultivating plants ie. Growing and looking after said plants. It is an art as well as a science. Gardening normally refers to hobbyists or home gardeners while horticulture is usually applied to professionals who earn a living from their work. Taking on Horticulture opposed to just gardening is like going from making amateur rockets in your back garden to working on rockets that go to space. They're equally as fun but the quality and development of knowledge can take you just that bit further. A horticulturalist gets to do all the same aspects/roles as a gardener but can also pursue more specific roles in what he or she finds most interesting; be it plant propagation, medicinal research/practices, designing of gardens, landscaping, forestry (tree surgeon); to mention a few.

In pursuing gardening or horticulture the benefits to self and other selves are astounding. In doing a service to the world by just caring and growing plants, you develop love of the world and of yourself. You help nature, nature helps you. It's a beautiful symbiotic relationship with many benefits. In a time when people need love and care both physically and mentally, it's so important to embrace the love of nature and accept it for what it is. After all we are nature and nature is us, it comes and goes but always remains.

Why I chose the path of horticulture

To be perfectly honest i didn't know what horticulture was. I was in for a very big surprise. Like going through the wardrobe into Narnia it opened a whole world i didn't even know existed outside of my naive brain. All I knew at that stage in my life was that i hated school and the mundane system of a 9-5 job i didn't want to do to pay for life i didn't want to live. I loved nature and would often go to the woods to escape society and be at peace for a while. I had studied philosophy outside of school which gave me a greater understanding of the life I was in. (Both very good and very bad understandings, but understandings none the less) It wasn't until I saw the advertisement for the gardening apprenticeship at trinity manor that i first started to think that gardening was a good path to go down. It then suddenly clicked a few months later that everything i had done up to that point in my life had led me to this route in life. I was becoming friends with nature for the first time in my life and only scraping the surface of what it could offer me. I became a lot happier, a lot less stressed about small hurdles in life and a lot more loving of myself and of others.



SIC2007	SIC2007 Description	Dec-13	Jun -14	Dec-14	Jun-15	Dec-15	Jun-16	Dec-16	Jun-17	Dec-17	Jun-18	Dec-18	Jun-19	Dec-19	Jun-20	Dec-20	Jun-21	Dec-21	Jun-22	Dec-22
01100	Growing of non-perennial crops	710	1250	710	1130	640	1010	670	1010	570	960	590	920	550	740	600	730	510	730	450
01200 and 01300	Growing of non-perennial crops; Plants propagation	30	60	30	50	30	50	30	50	30	40	30	40	30	30	40	50	50	60	70
01400	Animal production	100	110	100	100	100	100	100	100	100	100	90	90	90	100	90	100	100	90	90
01500	Mixed farming	70	100	70	110	60	100	60	90	50	90	60	60	50	80	70	80	60	100	90
01600, unspecified 01, 01700, and 0200	Support activities to agriculture and post-harvest crop activities; Unspecified agriculture; Hunting, trapping and related service activities; Forestry and logging	50	60	60	60	60	70	60	60	70	70	70	60	80	80	80	90	90	80	90
03100	Fishing	40	30	30	30	30	40	30	30	30	40	30	30	30	40	40	40	40	40	40
03200	Aquaculture	40	40	40	50	50	50	40	50	50	60	60	60	60	60	60	50	60	50	60
Div 01, 02, and 03	Agriculture and fishing sector	1040	1650	1030	1530	970	1410	990	1380	900	1350	930	1270	900	1120	980	1130	910	1160	900

The Cultivate Scheme of Discovery will provide young people an opportunity to learn about our local agri-food industry in a fun and interactive way. The Scheme of Discovery is designed to help students understand the links between what they eat and the environment around them, as a way of highlighting the relevance that food and farming plays in their daily lives, helping to improve their connectedness with the natural world.

The Scheme of Discovery aims to build on, and collaborate with, the many excellent initiatives under way in Jersey at present to integrate agri-food into the school curriculum and to drive a greater interest in the sector as a career option.

The Cultivate Scheme of Discovery (made up of seven lessons) is aimed at KS3 students and can be taught in Geography lessons over a half term (preferably the Spring or Summer term where food and farming is clearly visible around them). Alternatively, each lesson can be taught as stand-alone lessons for a classroom or form time activity.

The Pearl in the Channel

Where is Jersey?

Why is Jersey special?

What is the landscape of Jersey?

Jersey's Farming Heritage

What is the story of Jersey's farming heritage?

How has Jersey's landscape been shaped by farming?

Sustainable Farming in Jersey

What does our rural culture represent?

Why is it important?

How does the Cultivate programme 'Cultivate Young Minds'?

The Cultivate Programme

What does our rural culture represent?

Why is it important?

How does the Cultivate programme 'Cultivate Young Minds'?

Eat the Seasons

What is meant by 'seasonal foods'?

What are the benefits of consuming seasonal foods?

What seasonal produce can be grown, reared and caught in Jersey?

Food Provenance

Food from an animal case study - The Jersey Cow and Jersey Dairy

Food from a plant case study - The Jersey Royal

Dairy for Development

How is the Jersey cow giving families in Rwanda (an LIC) a sustainable route out of poverty?

Discover more...




Meet **'BEECO'** the bee,
your virtual tutor



If you are a teacher who would like to use our local Cultivate Scheme of Discovery to explore and develop a 'sense of place' with your students, please email: jess@royaljersey.co.uk where you can discuss this further with Jess McGovern (Head of Education and Development)



 Heritage Community Co-operation Stewardship Resilience Understanding Respect Imagination

RJA&HS
Cultivate
programme

Royal Jersey Showground,
La Route de la Trinité,
Trinity, Jersey JE3 5JP

T: 01534 866555

E: jess@royaljersey.co.uk

W: royaljersey.co.uk