

Island Identity Project Report

May 2022

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1. Introduction

This report sets out the status of various workstreams within the Island Identity project, and how it is proposed that this project is carried forward in the next term of Government.

2. Background

The Chief Minister established an Island Identity Policy Development Board in October of 2019. The aim of the Policy Board was to develop an action plan that would:

- Promote Jersey's identity and international personality
- Lead to a stronger, more inclusive Island Identity
- Build on Jersey's heritage and culture
- Provide common focal points for our growing and increasingly diverse population
- Help the Island project its unique culture and varied talents as part of a positive international personality. It was specifically tasked to:
 - Interrogate the various strands of what it means to be 'Jersey', from both an internal and external perspective
 - Review how historical events have defined Jersey's culture
 - Examine issues around the way we perceive ourselves and barriers to cohesion
 - Identify opportunities to better define, coordinate and project a coherent and inclusive Island Identity through citizenship and public engagement
 - Work cooperatively with Ministers, Government departments, Policy Boards and States Members appreciating that the solutions will be cross-cutting and collaborative, encouraging their responsibility to advance the aims and objectives

It is critical that Government, stakeholders and the public work together towards a shared vision for the island.

Two reports have so far been published, the *Island Identity Interim Report* and the *Island Identity Consultation document*, containing research and planning of potential concepts and workstreams.

3. Workstreams complete or underway

To date, the project has:

- Established an Island Identity Policy Board, composed of a diverse and highly talented cross-section of society, which gathered evidence from over 50 sources
- Canvassed the opinions of hundreds of people through interviews, in writing and on social media
- Engaged the wider public through special media features including an engaging film, a conference, Parish Roadshows and a dedicated website
- Produced a 200-page report and 20-page summary document on how our unique constitution, heritage and culture can foster a sense of what it means to be 'Jersey', both domestically and internationally
- Produced dozens of actionable, cost-effective recommendations and offered Ministerial and Officer guidance to help government bodies, public and private organisations and individuals preserve and enhance what's best about Jersey, including Arms Length Organisations; Ports of Jersey; Visit Jersey; Arthouse Jersey and Jersey Heritage
- Engaged with minority groups focusing on their barriers and challenges to inclusivity through the Jersey Policy Forum
- Commissioned a series of children's books to highlight Jersey's history and areas of interest, distributing copies to each primary school
- Published the writing of much-needed Island related resources on a website for schools, civil servants, newcomers to the Island, businesses and ambassadors to learn about the island
- Began an exercise mapping existing resources to areas of the curriculum that will help teachers teach more about the Island with help from CYPES
- Ran a photography competition which has allowed islanders to engage with the project in a creative context as part of a wider engagement campaign
- Sponsored the work of Hautlieu students consider Identity as part of their final year projects
- Engaged with Parishes through roadshows at Parish Assemblies- showing film, and offering Parish representatives, officials and Parishioners support on how they can engage with island identity by making available the consultation document.
- Ensured that the work is continued in future departmental workstreams through inclusion in the Government Plan 2022-25
- Hosted an interactive event to explore and celebrate the domestic (how we see ourselves) and external (how others see us) narratives of Jersey's unique identity. Brought together people from across Jersey's diverse communities with government and external experts to set the scene for two workshop sessions over the course of an afternoon. The program featured displays of original art installations and performance(s) with bespoke soundscape to reflect and celebrate the diversity of Jersey's population
- Sponsored Jersey Youth Service to take a group to Crabbe for a residential stay with a programme focussed on the young people discussing and exploring the themes of the project, and how they can take forward themes of belonging, inclusivity and pride into their other activities
- Sponsored an ArtHouse Jersey piece – John Henry Falle's *The Complete History of Jersey* in just under 10 minutes which will add to the portfolio of island related educational resources

4. Consultants' reports – taking the Policy Development Board's recommendations forward

Following publication of the Policy Development Boards report and whilst recommendations were being actioned, further individual scoping work continued. The appended papers outline potential workstreams or projects suggestions and give a direction of travel and where there is potential for further activity in response to the opportunities of the Island Identity project. These papers may provide a course of action on how recommendations might be taken forward, though it is acknowledged that there might be considerations to take into account.

5. Ministerial Department commitments

Following engagement meetings with relevant departments, Ministers have committed to the following in relation to their policy areas:

Ministers for the Environment and Infrastructure have committed to revising the existing [Jersey Design Guide](#); and will be issuing new supplementary planning guidance related to the landscape/seascape character; and the specific character of St Helier. This will be based on the work that has been undertaken to inform the bridging Island Plan and specifically include the [Jersey Integrated Landscape and Seascape Character Assessment](#) and the [R St Helier Urban Character Appraisal Review 2021 WMUD.pdf \(gov.je\)](#): both pieces of work are critical to identify, define and help protect that which makes Jersey's landscapes, seascapes and townscape special and unique. The Bridging Island Plan (P.36/2021) considers the identity of spaces as crucial to their design.

Economic Development is taking the Corn Riots festival forward as an annual major cultural celebration. A 2022 event, to be known as The Corn Riots Harvest Festival, is being planned as a significant focal point in Jersey's cultural calendar, a draw for visitors and a vehicle for educating Islanders about our history, culture, heritage and identity.

The Arts Strategy recommends a full review of arts and cultural spaces in Jersey, including exhibition, gallery and performance spaces. Part of this review will include a serious consideration of how best to provide prestigious environments for the exhibition of Jersey's artistic works.

The identified opportunity, 'Support for Ports of Jersey to promote the whole Jersey identity, rather than just financial services, at the ports of entry' will be fully incorporated as part of the Airport Master Plan. The Island Identity project team is on the list of stakeholders for engagement once the project begins consultation. The aim is to redevelop the airport in a way the community is proud of and is distinctively 'Jersey'.

The Minister for External Relations amended the Government Plan to meet a recommendation of the Island Identity Policy Development Board to "re-establish External Relations as a separate department within the Government of Jersey." The relevant work is currently underway to formalise this.

The Operation and Transport directorate have committed to taking considerable care to ensure investments in our public realm enhance the built environment and support our island identity.

6. Proposed next steps

Work undertaken has demonstrated the importance of this project. It is felt that the groundwork has been completed in order for this project to be taken to the next level. Suggestions on how to elevate this work in terms of both public engagement and the continuation of implementing the recommendations. Government departments and Arms Length Organisations are now to take on the ideas in the report.

Within Government, it is suggested that:

- Professional PR/branding support is sought to further reach out to the community and bring professional expertise to advance the cohesive promotion, internally and externally, of the way the Island wishes to be perceived
- An Island Identity Champion be appointed, who can support and coordinate this work across government and ensure that all major policy discussions and changes to the law simultaneously advance the goal of nurturing and celebrating a cohesive and positive sense of national identity, both domestically and internationally
- Officer resource is allocated within teams to ensure identity is considered in activity and responsibility for which is embedded within relevant job descriptions
- Government should facilitate further forums for interested parties and stakeholders
- Island Identity goals continue to be used as a lens for policy making in order to achieve the objectives identified by the project:
 - Conserving what makes Jersey look and feel unique and expresses our distinctive character and identity
 - Improving public awareness of our constitution and history, including understanding ourselves as a country, or small Island nation
 - Nurturing a stronger sense of citizenship and engagement in public life
 - Addressing alienation and social exclusion, and ensuring all Islanders feel the belong in Jersey whatever their background
 - Expanding the international narrative about Jersey
 - Developing Jersey's distinct international personality, separate from that of the UK but with strong connections to Britain, France, other European countries and the Commonwealth
 - Celebrating and better promoting what we do well

It is suggested that the content and appendix of this report, combined with the previously published documents, are used as a lens for future decision making. It is hoped that under the next term of Government, Government will commit to the resourcing and actioning of the recommendations. It may be that the approaches suggested earlier in this document (section 4) are adopted in achieving the recommendations, however it is acknowledged that departments and individuals may have the means to further develop these ideas and opportunities in line with their activity.

It is suggested that future States Members commit to consider identity upstream in the formulation of future policy, ahead of drafting and lodging a proposition, and consider the impact of a proposition or amendment on the Island's Identity and international reputation of Jersey when voting on future propositions and amendments. It is acknowledged that identity is fluid and may change over time. Members therefore can make this consideration in the context of the day, and responsively to the issues that they feel are important.

Appendix 1:

Consultants' reports - taking the Policy Development Board's recommendations forward

a. Jersey University Concept

Summary

The Island Identity Summary report identified as one of the opportunities and ideas –

Commissioning of a rapid study of the Jersey University concept – in its widest sense, including a campus for a UK or other university.

There is no strong case for Jersey to have its own university, but significant scope for Jersey to be more ambitious and to expand the provision of higher education in a way that supports the Jersey identity, and particularly establishes Jersey as a centre of expertise in respect of aspects of island studies. Options that merit more detailed consideration include -

- Establishing a campus which, among other things, could be the home for a specialist centre of a leading university.
- Some joint branding and marketing of the “University-Jersey” concept involving Highlands, Digital Jersey, Institute of Law Jersey, Durrell and JICAS.
- Providing support for Jersey students to undertake master’s degrees in island studies, for example with the University of the Highland and Islands.
- Promotion of research into Jersey-related issues through bursaries, and advice and mentoring from relevant Jersey people.
- Establishing a “Jersey Studies” centre providing courses and support for research.
- Encouraging the commissioning of publications on aspects of Jersey history and culture that are currently not well covered.
- Increasing the accessibility of literature and research on Jersey.

This paper is more of a scoping study, rather than comprehensive, if rapid, study.

Principles

It is suggested that Jersey needs to be more ambitious in respect of the provision of tertiary education and indeed this is essential if Jersey is to be well-equipped for the future. Any provision of tertiary education in Jersey should meet one or more of five needs –

- The demand for degree level education from Jersey residents who do not wish to leave Jersey to study.
- To increase the skill level in the working population. The Jersey economy needs to be strengthened and diversified, which requires skills and talent. Jersey is currently behind the pace in this respect.
- The requirements of Jersey businesses.
- Enhancing Jersey’s identity.
- Promoting Jersey as a centre for higher education in a small number of specialised areas.

It is also taken for granted that the vast majority of Jersey students seeking high education should do so in the UK – simply because Jersey is far too small to offer a reasonable range of undergraduate courses and also leaving Jersey to study is important in its own right for many students.

Even prior to the pandemic significant advances have been made in remote learning. These have been greatly enhanced as a result of the pandemic to the extent that many Jersey students have spent the best part of a year studying at an English university from Jersey. Opportunities therefore exist for more teaching in Jersey from universities in the UK and other countries.

Existing tertiary education in education

Currently six institutions in Jersey offer tertiary education.

Highlands College is a further education college, similar to those in the UK. It offers a wide range of vocational courses. Part of the College is branded as “University College Jersey (UCJ)”, described on its website as –

UCJ is the Higher Education Department at Highlands College. The UCJ team has been delivering degree level education to Jersey students for over 20 years, and the department has grown to accommodate more than 200 full and part time students from all ages and walks of life. Degrees are delivered in partnership with UK universities (Plymouth University and London South Bank University).

Degree courses offered are construction management, business and management, childhood studies, social sciences, social work and sport coaching and development. The social work course is specifically Jersey-orientated and more generally the courses meet the needs of the first two of the three principles.

BPPCI is part on the international education provider BPP. Before being acquired by BPP in 2018 it was the Jersey International Business School. It offers a range of courses leading to qualifications with one of the professional bodies in the financial services industry.

Digital Jersey offers a leadership programme including three degree level qualifications – Diploma in Digital Leadership, Diploma in Professional Digital Marketing and Diploma in Management and Leadership. This programme is particularly significant because it ties in with the promotion of digital technology businesses in Jersey.

The Jersey International Centre for Advanced Studies (JICAS) offers a degree in island biodiversity and conservation in conjunction with University of Exeter. Its website states that –

JICAS aims to create a suite of niche Postgraduate degrees focusing on islands and island communities. We recognise that Jersey is ideally placed to lead the way in meeting the challenges facing our world in the 21st century and through cross-discipline research, teaching and learning.

JICAS is clearly relevant to the third principle, that is enhancing Jersey’s identity in areas where it has a recognised specialism. It has plans to expand the range of courses it offers. It has also been commissioned by Jersey Heritage to prepare a Jersey history research framework.

Institute of Law Jersey offers a London University LLB law degree, an LLB - French Licence & M1 in conjunction with University Toulouse Capitole 1 and a Master’s in Jersey Law which it directly confers. It also offers a Jersey Graduate Diploma in Law, a Jersey Social Work Law Certificate

and a number of other courses. The Institute is the leading offshore centre for legal research and learning.

The Durrell Wildlife Conservation Trust, which has a global reputation in conservation training, offers a wide range of courses and programmes. 4,100 individuals from 137 countries have participated in Durrell courses and workshops.

Finally, it is worth noting that Jersey seems to perform relatively poorly in respect of secondary and higher education. The recent independent review on education funding commented –

Comparing the percentage of pupils who left KS4 and went on to take a Level 3 qualification (A-Level or equivalent), Jersey is found to also perform less well than the UK. In 2016, 61.4% of pupils went on to Level 3 study, including pupils who studied for AS levels, compared to 71.2% of pupils in the UK.

The 2011 census showed that 34% of the working population had degree level education. The figure was just 30% for those born in Jersey, similar to the proportion for those born in Poland, while it was over 40% for those born elsewhere in the British Isles. The proportion of the Jersey-born population in Jersey with tertiary education is significantly below international norms. This may partly reflect the many Jersey-born students who after graduating from university do not return to the Island. Further research is needed to establish the true position and why graduates choose not to return.

Is a fully fledged Jersey University possible?

At one level the answer to this question is yes – because Jersey is free to define anything as a university and it could enact legislation which would allow, for example, Highlands to be called a university in its own right and to award degrees. However, for such a move to have any credibility would require considerable expense and disruption.

In order for a fully-fledged university to be created Jersey would need to enact legislation providing for a university or universities to be established and to govern the awarding of degrees. A regulator would need to be established matching what the Office for Students and Research England does in England. The standards would have to be such as to be accepted internationally.

Even if Jersey was, for illustration, part of the UK it would probably be too small to have its own university, meeting the standards that all English universities have to meet. There are 130 universities and university colleges in the UK, in round terms one to every 500,000 people. The population/university ratio is even higher in France. In Germany, which has a large number of universities, the ratio is nearer 200,000. Malta, with a population of 500,000, has its own university. Iceland, with a population of 400,000, has its own university, but unlike Jersey it is a fully independent state and a long way from anywhere else. The Faroe Islands, with a population of just 50,000, also has its own university. The territory has a similar constitution to Jersey in that it is a self-governing nation within the Kingdom of Denmark. However, it is a very long way from Denmark (it is closer to Britain, Ireland and Norway) and far less connected to Denmark than Jersey is to Britain. It has 1,000 students – suggesting that most young people from the Faroe islands who go on to higher education do so at the local university rather than in Denmark.

At first sight it would be very difficult to make a compelling case even to justify a more comprehensive study into the merits of a “University of Jersey”.

The possibility of a higher education campus in Jersey

A more realistic option than a fully-fledged “University of Jersey” is to seek to attract a leading University to establish a specialist centre in the Island in a subject relevant to Jersey, such as sustainability or island studies, and which would attract students from outside Jersey to spend time in the Island, particularly for postgraduate studies. The idea has been floated of seeking to persuade a world-class university to set up a campus in Jersey, on the model of the branches of the Sorbonne and New York University in Abu Dhabi. However, the financial contribution that Jersey would have to make is such that the concept is not financially viable.

Realistically, unless there were significant financial inducements only a small number of universities might be interested in such a concept. An obvious one is the University of Exeter which already has some links with the Island as the awarding body for the degree offered by JICAS and which is the destination for a significant number of Jersey students. The University provides a good model in that it has a number of specialised centres based in relatively small Cornish locations. The Centre for Ecology and Conservation and the Institute of Cornish Studies are both based in Penryn, which together with nearby Falmouth has a population of just 43,000. It is understood that the previous Vice Chancellor of Exeter University was happy to discuss the option of a Jersey campus for the university, indicating that the concept is worth exploring.

Such a centre would certainly help put Jersey on the map in respect of higher education and could enhance its reputation in a number of areas for which Jersey already has some expertise. Students would be attracted to the Island, particularly if a UK university was involved. The students perhaps could subsequently be advocates for Jersey if their experience is a good one. They may also prove to be a useful source of labour for the hospitality industry.

Such a specialist centre would require an appropriate campus, including residential facilities. Highlands, much of which is now rather “tired”, is the obvious place for such a campus. Highlands College it is now also the home of JICAS and the Institute of Law. It is in fact developing plans for a significant campus, including residential facilities, which it is intended could be used by a wide range of institutions for a variety of different courses. This could be the base for a specialist centre established by a British university.

In addition to a central campus a much smaller “field school” at another location in the Island would be helpful, and could help to attract students and established academics to the Island for short visits.

Immigration rules might need to be modified if there is a wish to attract students to the Island.

Promoting the “University-Jersey” concept

Highlands, Digital Jersey, the Institute of Law Jersey, Durrell and JICAS are all Jersey-run institutions, which between them offer a good range of degree level courses, some of which have direct relevance to issues in which Jersey can claim some speciality – marine biodiversity, law and digital technology. There would seem to be scope for some joint branding and marketing, particularly if further links can be established with other universities.

Promoting island study degrees

There is merit in encouraging Jersey students to take courses in island studies and also seeking to influence the content of such courses so as to have greater content relating to Jersey. One possible partner for this would be the University of the Highlands and Islands. Its website states –

We are the only university based in the Highlands and Islands of Scotland and we're a little different - we offer you the choice of studying at one of our 13 colleges and research centres, over 70 local learning centres, or online from wherever you are.

It offers a postgraduate degree in Island Studies –

This master's programme is the only dedicated postgraduate program in island studies in Scotland. It focuses on the study of islands and their communities both in Scotland and internationally. Delivered by the Institute for Northern studies the MLitt Island Studies gives you the opportunity to explore the islands of the world

Island communities often culturally unique, yet by their nature they share many commonalities, sometimes referred to as “islandness”. As part of the degree you will undertake comparative and multidisciplinary study of the Scottish islands, however, island communities as diverse as the Baltic, the Faroe Islands, the Isle of Man, the Falklands and the Canadian islands will also be integral to your studies, particularly the critical appraisal of insular governments, tourism and autonomy.

It also offers a master's degree in coastal and marine societies and culture.

A second possible partner is the University of Prince Edward Island in Canada, which offers a master's degree in Island Studies.

A third possibility would be Exeter University, based on its existing degree course in Cornish Studies.

There are a number of ways in which promoting island studies could be taken forward –

- Highlands discussing with the University of the Highlands and Islands whether for example its BSc Social Sciences degree would be acceptable as a qualification to study for the postgraduate degree in island studies and considering what support might be available to Jersey-based students doing such a degree course partly from Jersey.
- Highlands or JICAS considering the option of a postgraduate course in Island Studies, perhaps concentrating on island economics and government, in conjunction with Exeter University, the University of the Highlands and Islands and possibly other universities. Such a course is now far more viable with the use of technology which allows academics from anywhere in the world to be part of the faculty.
- The Government of Jersey offering bursaries to students undertaking the master's programmes in island studies at the University of the Highlands and Islands.
- Exploratory discussions being held with the University of Prince Edward Island to see whether there is any scope for cooperation.

Establish a Jersey Studies centre

Knowledge of the special characteristics of Jersey within the Island is limited. There seem to be no courses on subjects specifically on aspects of Jersey – such as constitution and government, international relations, economy, public finances, history, geography and environment - and few resources to support meeting the Jersey-specific aspects of the Jersey school curriculum. If there is sufficient demand for such courses then a modest programme run by Highlands would do much

to promote the island identity. An obvious market for such courses would be States members and potential States members, civil servants and business people new to the Island, teachers and people who simply want to know more about the Island in which they live.

Option for increasing “island studies” – promotion of research into Jersey-related issues

There is scope significantly to increase the volume of academic research on Jersey-related issues independently of island-specific degree courses. Many Jersey students undertake research as part of master’s or doctor’s degree programmes and have significant discretion as to the subject of their research. It is quite probable that some such students would elect to undertake research on Jersey-related issues if they were given some support and encouragement. There are already examples of such research but they are few and far between. They include, for example, my 1971 thesis on the impact on Jersey of Britain joining the EEC, Caroline Vane’s history of the cider industry, Mark Patton’s study on Neolithic communities of the Channel Islands, Wendy Stevenson’s study of England and Normandy 1204-1259, which despite its name includes a valuable section on the Channel Islands, and Jaine Beswick’s research on “identity, language and belonging on Jersey”.

This “encouragement” could take several forms –

- Promotion of the concept by the Education Department particularly in literature about student grants.
- Bursaries to students doing research on Jersey-related subjects.
- Publication of such research on a relevant website.
- Use of the Société Jersiaise Millennium Research Fund, which currently totals £120,000, and from which few grants have been made over the last few years.
- Mentoring support from relevant government officials and business leaders in Jersey by giving their time and where appropriate access to resources. A co-ordinating group could usefully be established to provide such support including, for example, representatives from Highlands, Jersey Heritage, JICAS, the Greffe, the Chamber of Commerce, Jersey Finance and the Société Jersiaise.

The emphasis should be on master’s level research simply because this is done in a relatively short time frame, typically within one year, whereas PhD programmes typically run over more than three years and by their very nature are academic.

b. Anthem for Jersey

Summary

The issue of Jersey’s national anthem needs to be resolved by running, subject to the willingness of the two parties to participate, a competition between Island Home and Beautiful Jersey.

The Interim Report of the Board usefully summarised the present position –

An anthem for Jersey: Research has shown how music holds a unique potential to provide collective experiences of identity that can unite, enrich, and inspire communities, shaping the way they see themselves.

Research into music, language and identity in Jersey is revealing that singing in Jèrriais can bring people from all kinds of backgrounds together and offer them a way of engaging with 'Jerseyiness' that is welcoming, accessible, inclusive and socially positive. This could, in turn, contribute to longer-term social outcomes like community cohesion and sense of belonging.

After a competition in 2008 an anthem was chosen for Jersey entitled Island Home, composed by Gerard Le Feuvre. Despite the result of this competition the States Assembly have never debated the adoption of Island Home as our Anthem. It is therefore not considered an official anthem. At official occasions, Jersey has in the past used Island Home, as well as the unofficial anthem of the Normandy region Ma Normandie, and Beautiful Jersey. The Board acknowledges that Island Home has not yet become sufficiently lodged in the consciousness of the people of Jersey to legitimate its official adoption. To find an anthem that can engage Islanders, this process needs to be revisited.

The need for a firm decision

It is not acceptable that an Island proud to display its identity cannot even agree on an anthem. The position needs to be resolved quickly, and ideally in a way that engages the population, helps lodge the anthem “in the consciousness of the people of Jersey” and helps promote the Island identity.

It should be noted that Island Home appears on the gov.je website as the anthem for Jersey even though it has not been formally adopted. The websites CIA Worldfactbook, anthemworld and nationalanthemsinfo all list Island Home as the national anthem.

It should also be noted that Island Home was chosen by a panel of five judges despite a public vote in the selection event at the Opera House against it. This helps to explain why the anthem has not been accepted. It is also the case that a significant proportion of the population are not aware that Island Home is the Anthem and only a small fraction of the population know the words.

It is suggested that the Culture department should be charged with deciding on an anthem for Jersey in a way that they think fit, ideally engaging the population.

c. Re-adoption of Îles de la Manche

Summary

The expression Îles de la Manche is the historical name for the Channel Islands but Îles Anglo-Normandes reflects Jersey's heritage. Jersey can seek to promote Îles de la Manche and use the expression itself, but it is not within its gift formally to adopt the expression.

History and issues

Îles de la Manche translates as Channel Islands, whereas Îles anglo-normandes translates as Anglo Norman Islands.

It is understood that Îles de la Manche is indeed the traditional title. The French began using the expression Îles Anglo-Normandes and this now seems to be the generally accepted French translation, used for example by Condor Ferries and on maps in the French language.

The Channel Islands are not a single political unit and accordingly the title of the Channel Islands in French is not a matter for the Jersey Government. So there is no question of any “adoption” of

an official title. However, there is the question of common usage and it would be open to the Jersey Government to choose whatever expression it likes when describing the Channel Islands in French. Îles de la Manche is a clear literal translation and can therefore be used by the Jersey Government. It is a political matter as to whether this should be done.

However, the starting point is not that both expressions or no expression are used but rather that Îles Anglo-Normandes is universally used. So how would Jersey go about seeking to replace Îles Anglo-Normandes by Îles de la Manche in common usage?

Presumably it would first have to get agreement from Guernsey. There would then be the task of persuading commercial organisations like Manches-Isles and Condor Ferries to amend French versions of their literature as they currently use Îles Anglo-Normandes.

There would be a real problem in seeking to change the name of the Bureau des Îles Anglo-Normandes in Caen. The website of the Bureau states -

The Bureau des Îles Anglo-Normandes (BIAN) represents the Governments at Guernsey and Jersey in France. It has been operational since June 2014 and operates under the authority of Guernsey's Policy and Resources Committee and Jersey's Ministry for External Relations. It is responsible for ensuring the continuity of relations between the Islands and the French authorities, as well as promoting political, economic, cultural and educational exchanges.

Jersey's Minister for External Relations, Senator Philip Bailache, said "Our objective remains to further develop mutually beneficial links with our French neighbours and this new partnership will also help us build stronger relationships with government in Paris."

Seeking to change the name might seem to be a deliberately provocative gesture that would do nothing "to further develop mutually beneficial links with our French neighbours" given current tensions over fishing rights.

d. Use of Jèrriais

Summary

The Identity Summary report supports the use of Jèrriais and suggested assisting government, businesses, charities etc to use the language. However, it is already mandatory for Government to use Jèrriais but this is largely ignored by ministers, officials and departments.

The guidance needs to be revisited and if thought still appropriate then enforced, following which businesses, charities etc can be encouraged to follow.

The current position

On 12 February 2019 the States Assembly approved P.143/2018 – specifically that Jèrriais should be recognised as one of the official languages of the Assembly and that it should be adopted in the public sector.

The Government issued guidance on the use of Jèrriais on 16 September 2019. The intent was clear –

The Government of Jersey wishes to increase the awareness and visibility of Jèrriais as a language – aiming to promote a positive image of Jèrriais as an integral part of Jersey’s heritage, and fostering a sense of pride on our unique culture.

The action was also clear –

The public sector will enhance the visibility of Jèrriais in its corporate identity, demonstrating how the language is valued by the Government, by using Jèrriais in the branding of materials covered in this guidance wherever reasonably practicable.

The guidance specifically provides for Jèrriais to be used on –

- Government letterheads, business cards, e-mail signatures and powerpoint presentations.
- Signage on Government of Jersey sites, but not road signs.
- Logos on printed material.
- The Government of Jersey website – but only to increase the prominence of Jèrriais.

The guidance is mandatory for Government Departments, Government-funded schools and Highlands and agencies such as Skills Jersey and the London Office. In respect of other public sectors bodies (eg the courts and Government-owned businesses) it is for the bodies to decide but there is encouragement to them to follow the guidance.

Proposed action

The present position of guidance on the use of Jèrriais being ignored is unsatisfactory and needs to be addressed. If the guidance is still thought appropriate, then it should be reissued and enforced. When Jèrriais is used throughout the public sector as required by the guidance that would be the appropriate time to encourage private sector institutions to follow suit.

It might be noted that this is not the only example of poor branding within the government, suggesting a systemic problem rather than one specific to the use of Jèrriais. In addition to the point already made on use of “States of Jersey” there does seem to be a standard e-mail signature, but it is widely ignored.

e. Citizenship Test

Summary

There is no scope to reduce the Standard British citizenship test so if there is a wish to increase the Jersey proportion of the overall test this must mean a longer publication on Jersey and a longer test.

However, taking the Jersey test does not yield any additional benefits, so making it more onerous is questionable. The current Jersey Supplement needs updating. A proposed new Supplement has been drafted, drawing on other papers prepared as part of the project.

The current situation

In order to qualify for British citizenship it is necessary to take a test based on a standard publication entitled Life in United Kingdom - a Guide for New Residents. This publication is about 150 pages and is well written and well-illustrated. It is probably the case that a potential British

citizen who has read and understood this publication will have a far better understanding of the United Kingdom than most British citizens who have lived in Britain all their lives.

If the test is taken in Jersey, then it is necessary also to take a second test based on the Jersey Supplement. This is a much shorter publication, around 20 pages, and again is well-written and covers similar ground to the main British publication, albeit more briefly and with much greater emphasis on history.

The cost of obtaining naturalisation is £1,250. There is no additional cost for the Jersey component. The application process is detailed and requires extensive documentation.

Scope to increase the Jersey proportion

There is no scope to reduce the Standard British citizenship test so if there is a wish to increase the Jersey proportion of the overall test this must mean a longer publication on Jersey and a longer test.

However, taking the Jersey test does not yield any benefits either in respect of British citizenship generally or in respect of rights in Jersey. For example, it does not confer any additional rights to live or to work. It is merely an additional test for those who wish to take the test in Jersey. The foreign nationals resident in Jersey who wish to become British citizens but who cannot be troubled with taking the Jersey-specific test can simply opt to take the test in United Kingdom. There is therefore a risk that however well-intentioned the Jersey component of the test is, it might actually serve as an obstacle to those seeking British citizenship or at least as an obstacle to taking the citizenship test in Jersey. However, there is no evidence that this is actually the case.

Customs and Immigration have provided statistics showing that around 100 people a year are naturalised as British citizens in Jersey. At first sight this figure seems low – about 0.1% of the Jersey population whereas the equivalent UK figure is about 0.3%. However, it is not possible to draw conclusions from this without a great deal of additional research.

Action taken

The current Jersey Supplement is in some respects, particularly in relation to the European Union, out of date, its presentation is no more than basic, and it concentrates heavily on history, which accounts for two thirds of the total content. Customs and Immigration has accepted an offer of a suggested redraft which takes account of the work of the Identity Project. This has now been provided and is appended. In sending the paper to Customs and Immigration the following points were made -

- The draft is about 14,300 words, 60% longer than the current version. However, it can easily cut the length to whatever is thought appropriate.
- The balance of content has changed considerably. Nearly 6,000 words (66%) of the present Supplement is on history. The draft has about 4,300 words (30%) on history and draws heavily on the original. The other sections are all between 900 and 2,000 words.
- The content basically comprises a cut-down version of papers on various aspects of Jersey which are being prepared for the Island identity website.
- The content covers all the questions in the current test. It might be appropriate to have a completely new set of questions. At the least it would be sensible to future-proof the questions, for example by taking out any reference to senators.

f. School Curriculum

Jersey features well in the history and geography curriculums. The current PSHE curriculum is very wide and issues relating to identity and citizenship are a small part. The section on the political system is unsatisfactory. Teachers do not have the material to teach the curriculum adequately.

Short term priorities should be –

- Continue work to “Jersify” the current curriculum as far as possible.
- Secure resources to support teaching of Jersey-specific geography.
- Revise the PSHE curriculum on identity and citizenship to bring it up to date and secure the necessary support material.
- Institute a programme to develop a comprehensive range of reading books about Jersey for children of all ages.

Separately from the issue of the curriculum it has become clear that there is a need for a website containing comprehensive information on all aspects of Jersey. Such a website would automatically be an important resource for teachers particularly in respect of teaching the PSHE curriculum, but its content could also be such that it would also be invaluable for the teaching of geography and history. There is no reason why such a website could not be up and running in start for the start of the new school year in September.

The current Jersey curriculum

The current Jersey curriculum is aligned with the English curriculum, which is essential given that exams are set by the English examining boards.

The history and geography curriculums have a distinct Jersey orientation. The curriculum requires that “every school must offer a curriculum which is balanced and broadly based, and which:

- provides an entitlement for children and young people of compulsory school age to learn about local history, geography and culture
- ensures that children and young people cannot only achieve recognised qualifications but also understand and learn from Jersey’s culture and benefit from a vocational programme aligned to the Island’s economy and economic needs.”

The geography curriculum is generally Jersey-orientated and includes a specific provision –

Wherever possible use should be made of local examples to illustrate the human and physical geography of the Island. Examples are given at the end of the Programme of Study

Similarly, the history content is Jersey-orientated, although with a strong emphasis on a few points – ancient history and the Battle of Jersey for example.

The curriculum includes “PSHE including citizenship”. PSHE stands for personal, social and health education and is therefore wide-ranging. The current document is dated 2016 and is eight pages long. There are three sections: health and well-being, relationships and living in the wider world. This third section is relevant to identity issue.

One of the stated aims of the Jersey curriculum for citizenship is to ensure that all pupils:

acquire a sound knowledge and understanding of how the States of Jersey is governed, its political system and how citizens participate actively in its democratic systems of government

It is stated that pupils should be taught at key stages 3 (11-14) and 4 (14-16) -

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and wider economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment, how personal financial choices can affect oneself and others and about rights and responsibilities as consumers
5. the development of the political system of democratic government in Jersey and the United Kingdom, including the roles of citizens, the States Chamber, the Island’s Relationship with the monarch, the operation of the States Chamber, including voting and elections, and the role of politicians, including Senators, Deputies, Constables and non-elected States members.

The subject content for Key Stages 1 and 2 does not mention Jersey. The subject content for Key Stages 3 and 4 is set out in full below –

Key Stage 3

Teaching should develop pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in Jersey and the United Kingdom, including the roles of citizens, the States Chamber, and the Island’s Relationship with the monarch
- the operation of the States Chamber, including voting and elections, and
- the role of politicians, including Senators, Deputies, Constables and non- elected States members
- the precious liberties enjoyed by the citizens of Jersey
- the nature of rules and laws and the justice system, including the role of the police and
- the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in
- which citizens work together to improve their communities, including opportunities to

- participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk.

Key Stage 4

Teaching should build on the Key Stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- parliamentary democracy and the key elements of the constitution of the Island of Jersey, including the power of government, the role of citizens and the States in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond Jersey and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond Jersey
- local, regional and international governance and Jersey's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in Jersey, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in Jersey and the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

The Welsh and French analogies

The analogies of the Welsh Curriculum Cymreig and French citizenship teaching are probably not appropriate. France and Wales have their own education systems and qualifications; Jersey does not have its own qualifications and has to work within the requirements of the English examining boards. However, once the immediate priorities have been addressed there should be scope to consider how the Jersey-specific component of the curriculum can be further increased and the curriculum developed further taking account of practice in France, Wales and other countries.

Priority 1 - Continue work to "Jersify" the current curriculum as far as possible

It is evident from discussions with the Children, Young People, Education and Skills (CYPES) that there is an intention to "Jersify" teaching within the current curriculum as far as possible and significant progress has been made in this respect. A visit to one primary school confirmed this. However, it is recognised that resources are limited and work in this area has to be balanced against other priorities, not least raising standards generally.

It is understood that the history curriculum is currently being revised. I have fed into this work the short paper I have prepared on the history of Jersey. The great work of Jersey Heritage needs to be recognised in this context, particularly through visits to schools and arranging for schools to visit heritage sites.

Priority 2 - Secure resources to support teaching of Jersey-specific geography

While there are adequate resources to support the teaching of history relevant to Jersey the same is not true of geography. There is for example no text on the geography of Jersey.

During the course of the project, I became aware of a paper prepared as part of the work in developing the Bridging Island Plan. This paper Jersey integrated landscape and seascape character assessment in practice provides an excellent resource that can support the teaching of geography. However this paper does not cover the town area to a significant extent but a second paper St Helier Urban Character Appraisal prepared as part of the Bridging Island Plan does this.

It would be a relatively simple matter for the relevant content of these two publications to be turned into a comprehensive publication on the geography of Jersey which would be invaluable for teachers. This matter has been raised with the CYPES and also with relevant part of government Strategic Policy, Performance and Population.

The Head of Geography at a secondary school has made an alternative suggestion –

A book would be useful but more useful would be a digital text or online resource.

It would need sections, but it is often the resources like data, maps, photos, and some example tasks which teachers would use to help them plan the curriculum.

It would also enable the schools to upload examples of projects and fieldwork they have done so that schools could share good practice.

Data like population figures and news events like Fort Regent and hospital plans could be kept up to date.

There must be someone in education who could investigate whether there is a Team channel/Facebook page for sharing across schools already. There may be informal sites already used by the Junior schools especially.

This point supports the need for a comprehensive website covering all aspects of Jersey relevant to schools, training of civil servants and people who wish to know more about the Island generally.

Priority 3 - Revise the PSHE curriculum on identity and citizenship to bring it up to date and secure the necessary support material.

At Key Stage 3 pupils will be taught, among other things –

the operation of the States Chamber, including voting and elections, and the role of politicians, including Senators, Deputies, Constables and non- elected States members

and

the precious liberties enjoyed by the citizens of Jersey

It is also clear that in practice there is very little teaching of the identity and citizenship parts of the curriculum simply because it is not regarded as a priority and there is very little supporting material.

Priority 4 - Institute a programme to develop a comprehensive range of reading books about Jersey for children of all ages

In the course of a number of discussions with schools and parents it has become apparent that there are almost no books for children on Jersey or on anything relevant to Jersey (cows, castles, the sea etc). The one exception is a book prepared as part of the 75th anniversary of the Liberation What's in your pocket Peg – a story of life in Occupied Jersey, written by Penny Byrne. This is excellent – but it just one publication.

At first sight this seems very odd and unacceptable regardless of the identity project. I have raised the issue with the Chief Librarian and CYPES following which there was a useful meeting between us and the Chief Librarian and CYPES agreed to meet subsequently. A reasonable range of books for children on Jersey will require funding but it is thought that this is an area that would attract sponsorship.

Priority 5 – a website that provides support material for teachers

As part of the identity project, it has already been suggested that there is a need for website providing comprehensive information on all aspects of Jersey. Discussions in respect of the curriculum confirm the need for such a website, which should become a resource for teachers. For example, the website would contain links to the two publications mentioned in the section of geography and an expanded section on population.

g. Citizenship ceremonies

There is no strong case for “citizenship ceremonies”. This partly because there is no such thing as Jersey citizenship. Having ceremonies to mark the removal of discrimination is unusual. However, it is worth considering combining the Jersey component of the British citizenship test with the attainment of permanent residential qualifications for citizenship ceremonies.

The concept of citizenship

The starting point has to be that there is no such thing in law as Jersey citizenship. Most people living in Jersey are British citizens and their rights as British citizens are laid down clearly in United Kingdom law. It is not open to Jersey to introduce a separate form of legal citizenship.

However, this does not mean that people who would regard themselves first and foremost as being Jersey people cannot describe themselves as such in the same way as people from Scotland call themselves Scottish, people from Wales called themselves Welsh and people from Cornwall themselves Cornish. These expressions are all meaningful but have no legal basis.

A key point about citizenship is that it cannot be lost exception extreme circumstances, for example committing a serious crime or acting in a manner that is prejudicial to the security of the state.

Scope for developing the citizenship concept in Jersey

At first sight the concept of having a ceremony to mark a milestone for migrants in receipt of residential qualifications has little going for it. Some might regard this simply as the removal of the discrimination and in any event receiving residential qualifications is not the sort of occasion that one would wish to mark with a ceremony, unlike obtaining British citizenship.

The starting point in Jersey, taking citizenship in its wide context, is that there is not a single definition. Rather there are four classes of citizens in Jersey in respect of right of permanent residence –

- Class 1 - those born in Jersey who have lived in Jersey for a combined period of 10 years who have a permanent right to live in Jersey.
- Class 2 - those not born in Jersey but who have lived in Jersey for a continuous period of 10 years who have a permanent right to live in Jersey. However people in this group lose their status if they live away from Jersey for more than five years unless they can live in Jersey for a continuous period of 30 years.
- Class 3 - people not born in Jersey but with Jersey parents who arrive in Jersey before they are 20 who live in Jersey for a combined period of 10 years before the age of 40 who have the permanent right to live in Jersey
- Class 4 - those who were not born in Jersey but moved here before they were 16 who must live in Jersey for continuous period of 10 years and then have a permanent right to live in Jersey.

It is immediately apparent how it would be difficult to have any sort of ceremony to mark the granting of residential qualifications. People only seek the formal status when they need it so there might for example be many people living in the Island who are entitled to have entitled status but have not yet chosen to seek it. Equally there are numerous people living outside Jersey who have entitled status.

There is a particular problem with the class 2 citizens who risk losing their status by being away from the island for five years.

One issue for consideration by the government and the States Assembly is whether to offer “Jersey citizenship” – ie entitled status - to people in classes 2, particularly, 3 and 4 to people willing to take the Jersey citizenship part of the British citizenship test in exchange for a reduction in the qualifying requirements. For example, entitled status could be offered to anyone who has lived in Jersey for a combined, rather than continuous, period of ten years and who has passed the Jersey component of the citizenship test.

h. Ports of Jersey

The current position

Ports of Jersey is not seeking to promote the financial services industry but rather, in pursuit of its financial objectives, to attract advertising revenue, and the financial services industry is the obvious target market. The advertising is not of the industry but rather of individual financial services and supporting businesses.

The 2019 Ports of Jersey Annual Report does give a figure for advertising income. It shows income from concessions (including advertising?) of £5.7 million out of total income of £48.7

million. As a result of Covid, in 2020 the income fell to £1.8 million out of total income of £30.1 million.

Ports of Jersey recognises its important role in promoting the Jersey Identity. The first sentence of the CEO review in the 2019 annual report said –

We have a critical role to play for our island. Our gateways are the first and last impressions a visitor to Jersey carries with them.

Ports of Jersey plays a significant role in promoting community events. It helps deliver two of the Island's largest community events, the Barclays Jersey Boat Show and the International Air Display. It also hosted the world Super League Triathlon event at the Elizabeth Marina and provided financial support to the Jersey Marathon, the Festival of Words, Go Wild Gorillas and the Battle of Flowers.

The issue

The objective of most travellers, and certainly all business travellers, is to get through airports as fast as possible. The Jersey Airport scores well in this respect. However the “customer journey” from the arrival gate to the taxi rank gives the clear impression is that Jersey is a tax haven, with numerous huge advertisements for financial services and legal businesses. The arrivals hall is also barren with nothing to interest passengers (other than financial service advertisements) in what can be a long wait for luggage.

There is a very clear divergence between what the Policy Development Board is seeking and current practice at the Airport.

The issue at the Harbour is rather different and relates more to the infrastructure, but again it is not a good advertisement for Jersey.

Options

It is unlikely that on its own volition Ports of Jersey would be willing to forego the advertising income, which leaves two possibilities if there is a wish to change the position -

- The Government of Jersey pays for the advertising that it considers desirable or reduces the return it requires from Ports.
- The financial services industry is persuaded to change advertising to sponsorship so that attractive illustrations and videos of the Island can be displayed.

The arrivals hall might also benefit from some enlivening with videos and displays from Jersey Heritage.

It is understood that a major development of the Airport is being planned but consideration might also be given in the short term to using signage on the arrivals building and the Jersey flag to indicate that people have arrived in Jersey, an island with a distinct identity.

i. Flags and ensigns

Issue

Jersey's separate identity is not well reflected in the design and use of flags and ensigns. If there is a wish to strengthen and promote Jersey's separate identity then this needs to be remedied. The groundwork has largely been done; all that is now needed is for the appropriate authorities to take a few simple steps to address the issues, which are administrative rather than political.

The flag

The Jersey flag is composed of a red saltire on a white field. In the upper quadrant the badge of Jersey surmounted by a yellow Plantagenet crown. The flag was adopted by the States on 12 June 1979, approved by Royal Warrant issued by the Queen on 10 December 1980 and first officially hoisted on 7 April 1981. The flag has thus been decreed by the Sovereign for use in Jersey as the Island's flag.

Until 1981 the flag was simply a red saltire. Wikipedia describes the process that led to the inclusion of the coat of arms –

The move to a new flag was begun in 1977 with Queen Elizabeth's Silver Jubilee. It was felt by many in Jersey that the flag was insufficiently distinctive to represent the island, that there was too much confusion with the cross of St. Patrick as an Irish symbol, and that the red saltire had been taken as one of the international maritime signal flags

Others, though, wanted to keep the traditional red saltire that had been used since time immemorial. A third influential body of opinion campaigned for the adoption of a banner of the three leopards, leopard being the heraldic term for a lion passant guardant), the island's heraldic device. The current flag can, therefore, be seen as a compromise between the various strands of opinion. Although the flag is flown in Jersey, the three leopards are much more widely used as a national symbol by the authorities and civil population alike.

However, unlike most flags there is no agreed specification sheet for the Jersey flag, establishing its dimensions and the details of its design which hitherto have been left to the fancy of commercial flag makers, who for the most inexpensive, and therefore popular, versions are in distant Taiwan. For a design based on a saltire the lack of an official specification makes a material difference. When the proportions of the flag are 1:2 the saltire appears strong and broad. When they are 3:5 it becomes more upright. Any number of versions of the shield are also in use.

Protocol on flying flags

The Bailiff's Office has responsibility for protocol in respect of flags. The current guidance makes clear that the Jersey flag is the appropriate flag for Islanders to fly not the Union Jack.

The Union flag may also be flown, although it is to be noted that, where both the Jersey flag and the Union flag are flown, precedence should generally be given to the Jersey flag which the Sovereign has expressly decreed to be the Island's flag. On certain occasions when it is desired to underline the links between the Bailiwick and the United Kingdom (e.g. Liberation Day and Remembrance Sunday) it is customary to fly the Union flag as well as the Jersey flag

This seems appropriate given that Jersey is a nation. However, the reality is that official buildings in Jersey have paired flag poles which are mostly left bare, and where the Jersey flag is only ever to be seen flying alongside the Union flag. The impression is thus given that, in the view of the Government of Jersey, the Island's flag has some local or municipal value but if things are to be done properly then the Union flag must be flown also. This misunderstands the intention behind

the Royal Warrant governing the Jersey flag granted in 1981. It is also characteristic of the Government of Jersey's indifferent approach to managing the symbols of the island's identity.

Also, the list of dates on which the flag should be flown includes anniversaries of events that no one in Jersey would regard as being relevant to Jersey, eg birthdays of the Countess of Wessex and the Duchess of Cornwall. Indeed, the only Jersey date is Liberation Day. In reality the days in Jersey are exactly the same as UK days with the exception of Liberation day and of St Andrew's, St David's and St George's Days. The most recent guidance from the Bailiff's Office referred to flying the flag for "local" occasions and for "national" occasions, such as the birthday of the Duke of Cambridge. The terminology could usefully be amended.

Ensigns

The issue of Jersey's civil and government ensigns was discussed at a meeting of the self-styled Jersey Flag group in 2012, an informal group of private individuals who felt the States (as it then was) was not handling this matter well. There are no specification sheets in issue and the blue and red ensigns are different, the latter having a Plantagenet Crown above the shield while the former, owing to a decision of the then Minister, does not. Even if that decision was taken out of respect for tradition (the defaced blue ensign having been granted official approval at the beginning of the 20th Century) the result is an inconsistency of approach no commercial organisation would allow for its branding. There is no Jersey civil air ensign at present and indeed the UK's civil air ensign has largely fallen out of use. There is no good reason for Jersey to follow that example and the 2012 meeting agreed that it was a good concept which should be progressed. This idea has not been followed up.

Action required

The Jersey Flag Group considered many of these issues in detail. The Island as a maritime community has an active flag flying culture: far more Island homes have flag poles than are to be seen in the UK or France. Finalising the design of the Jersey flag and promoting its use in the emblems of Island bodies (as is done in Guernsey by the bus company and St John Ambulance, to name but two) or, say, on Jersey registration plates would be an "easy win" if the Government was keen to promote a sense of national identity, while adding colour and distinctiveness to the island scene.

The various issues highlighted in this brief paper can all be easily addressed by administrative means. All that is required is for the relevant organisations to get on with it. However, it is not clear where responsibility lies for this, which in itself speaks volumes. It also explains why Jersey's handling of such matters seems disappointingly poor. The Bailiff takes responsibility for issuing guidance on when flags should be flown. Presumably he is not responsible for ensuring a standard specification and for taking forward work on the ensigns. There is a wealth of local expertise willing to assist. It just needs someone in the Government to take the matter seriously and deliver the simple official initiatives needed to consolidate and promote this element of the Island's national identity.

j. The role of honorary consuls

The Island Identity Summary Report included in its ideas and opportunities: *“Conducting a review into the role and effectiveness of the Honorary Consuls”*.

Such a review would be inappropriate as this is not a matter for Jersey. Honorary consuls represent the countries that appoint them, not Jersey, which has no authority to review the role and effectiveness of honorary consuls nor to seek to expand their role. These are matters for the countries that appoint the consuls and within that group of countries there will be considerable differences in what they want their consuls to do.

However, honorary consuls are important for promoting the Jersey identity concept –

- They have a good insight into attitudes of their nationals and issues relating to inclusion and identity.
- They can be a channel of communication to their nationals

It is probably the case that Jersey can be more effective in engaging with the honorary consuls, so as to systematically tap into their knowledge and expertise.

Honorary consuls – appointment and role

The basic role of honorary consuls is to support foreign nationals in a specific area. This work includes, for example, dealing with visa and passport issues and specific issues in the home country, for example social security benefits. They may also be involved in supporting cultural and other activities, assisting ambassadors and generally in helping their nationals maintain links with their home country. They are not paid and it is not their task to represent the jurisdiction in which they operate to the country appointing them.

There are huge differences both between countries and within the group of honorary consuls for a country as to their role. France, for example, has 24 honorary consuls in the British Isles, while Hungary and Russia have just one each and China has none. Many of the large countries have honorary consuls in Edinburgh, Cardiff and Belfast but most are in cities or regions where they have a significant concentration of nationals. Some seem to have no logic as there are few nationals in their area but may be more personal appointments to assist the ambassador. Honorary consuls are appointed under a formal agreement by the embassy in London for a particular area and appointments are approved by the Foreign, Commonwealth and Overseas Development Office.

As their names suggest honorary consuls are not paid. Most also are not nationals of the country appointing them but rather business or professional people in the area in which they operate.

The honorary consuls in Jersey, the other Crown Dependencies and the British Overseas Territories are appointed by embassies in London with the same procedure as applies for their consuls in the UK. The Government of Jersey has no role in their appointment.

According to the Jersey Government website there are currently honorary consuls in Jersey for Belgium, Estonia, France, Germany, Italy, the Netherlands, Poland, Portugal, Romania, Rwanda, Spain and Sweden. However, according to the FCDO listing there is no Netherlands honorary consul. The consuls for Belgium, Estonia, Portugal, Spain and Sweden have responsibilities for the whole of the Channel Islands. The largest concentrations of foreign nationals in Jersey are Portuguese and Polish, hence the honorary consuls for those countries.

Foreign nationals in Jersey

Foreign nationals are not required to register in Jersey so there is no precise way of knowing how many there are. Some are partners of “Jersey people” or of people who have come to Jersey to work while others have come to Jersey to work.

As a result of Britain’s departure from the European Union, nationals of the remaining EU countries living in the British Isles have had to apply for settled status if they wish to continue their residence. The numbers of those applying gives some additional information on the current make-up of the Jersey population. As at 30 June 2021 17,550 EU nationals had applied. Of this total 9,980 (57%) were Portuguese, 3,219 (18%) were Polish, 1,765 (10%) were Romanian and 606 (3%) were French. It should be noted that these figures represent nationality whereas the census records place of birth. However, the two sets of figures seem consistent with each other. The Customs and Immigration Service calculated that EU nationals accounted for 17% of the Jersey residential population, compared with proportions of 7% in Guernsey, 3% in the Isle of Man and 8% in the UK.

Relevance on the honorary consuls to the identity project

The paper has already made it clear that there is no scope for Jersey to expand the role of the honorary consuls still less to review their effectiveness. This is entirely a matter for the governments that have appointed them.

However the consuls are relevant to the identity project. They have a good knowledge of the issues facing the nationals of the countries that they represent and can be an important channel of communication.

It is not known what communication there is between the Government of Jersey and the honorary consuls although it is suspected that it is fairly limited and largely confined to transactional issues (passports, residential rights pensions etc). There is probably scope for the Government to put in place arrangements that enable the honorary consuls to discuss with officials more general issues and to have an early sight of and input into relevant policy or practice changes. How this should be done is a matter for the Government but any arrangements need to embrace a number of departments including External relations, Home Affairs, Health and Social Services, CYPES and Housing.

k. Emblem for Sports teams

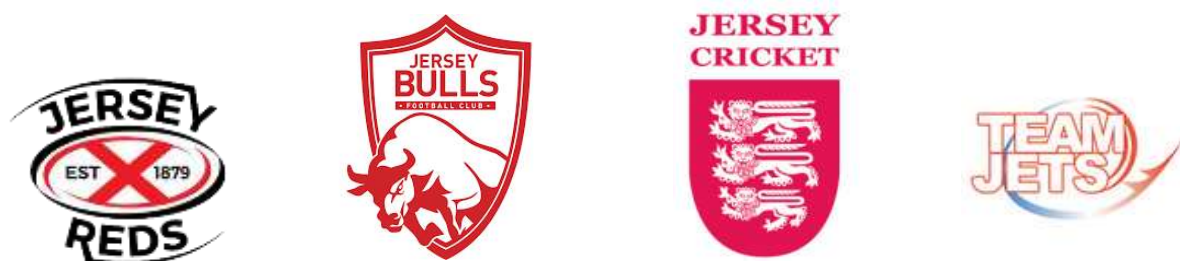
Summary

The sports teams each have their own logos most of which clearly identify Jersey and some of which use the coat of arms. It is not reasonable to expect them to change their brands. However, there is scope for a distinctive Jersey emblem to be designed to be used as part of the branding. The Government should ask all the teams if they would consider giving greater emphasis to the Jersey identity when redesigning logos and uniforms and to promoting Jersey in their communications.

Existing practice

Sports teams make an investment in logos and deciding to design and use a new logo has significant cost, familiarity and reputation implications. It is therefore helpful to note existing practice.

Four sports have been identified which have “national teams” although three of them compete in English leagues and only one, cricket, in international competitions.



- Jersey Reds rugby has a logo incorporating a version of the Jersey flag with the word Jersey above and reds below.
- Jersey Bulls football has a logo with (not surprisingly) a bull and the word Jersey being in small print.
- It should be noted that Jersey Bulls is not the Island’s national team. The national team uses the coat of arms as its logo.
- Jersey Cricket uses the coat of arms with the words “Jersey Cricket” above. The logo is used in gold on the track suits as well as cricket shirts.
- Team Jets represents Jersey in the England Netball Premier League. Its lists the States of Jersey” as one of its sponsors. There is nothing to indicate that the team has anything to do with Jersey either through its logo or on its uniform.

Of the four Jersey Cricket clearly makes greatest use of the Jersey emblem, Jersey Reds features the flag and the name Jersey prominently, Jersey Bulls gives little indication of a Jersey connection and Team Jets could represent anywhere.

The Commonwealth Games logo is of particular significance where the Island competes against other Commonwealth countries in a number of sports in a large international event. Jersey’s logo incorporates the island and the flag,

Practices in other jurisdictions

Generally, there is no common practice. The England cricket and football teams both have three lions (in blue rather than red) as their emblems, while the rugby union team has a red rose and the rugby league team a lion’s head. The emblem of the Scottish football team includes a single dragon while the rugby team emblem is based on a thistle. The Welsh rugby emblem is three ostrich feathers while the football emblem is a dragon. The Guernsey football emblem has two strange looking animal heads, the cricket team has three lions and the rugby team has two crossed swords.

Is the idea of designing a Jersey emblem to be used by all sports teams workable?

The simple answer to this question is “no”. Designing a new emblem would take time, would no doubt be highly controversial and each of the clubs is free to make its own decisions on logos and uniforms. There would be no chance of the clubs agreeing to the cost of adopting a new logo. The practice of other jurisdictions, where there is no uniformity, supports this.

However, this does not mean that teams representing Jersey, which already do so much to promote the Island identity, should not be asked to do more to promote the Jersey identity.

One option would be the design of a distinctive Jersey emblem, which could be used on its own or as an addition to existing branding. A possible design for such an emblem would be a stylised map of Jersey inside of which is the Jersey flag with the word “Jersey” underneath.

Options

Sports teams could be asked by the Government, and reminded when they are given grants of the request, to consider what greater contribution they could make to promoting the Jersey identity by

- Taking account of the new emblem, and where possible incorporating it, in logos and uniforms when these are redesigned.
- Featuring the word “Jersey” prominently – with a particular request to Jersey Bulls to have Jersey in the same type size as Bulls.
- A specific request to Team Jets to take an early opportunity to amend its branding so that Jersey features prominently.
- Using products easily identifiable as being from Jersey in gifts they give to visiting teams or when representing Jersey away from the Island.
- Ensuring that Jersey is mentioned prominently and favourably in any welcoming and thank you speeches.

I. Ambassador Packs

One of the opportunities and ideas identified in the draft report is -

“Ambassador Packs”: Promotional packs providing information on Jersey and handouts for visiting dignitaries, travelling sports people, politicians, civil servants, JOA volunteers, business representatives, Arm’s Length Organisations etc

General Points on gifts to Travellers

- Business travellers in particular travel light and any gift other than one which is lightweight, small in size and of some value to the recipient may well be left in the hotel room or binned. This particularly applies to gifts given in the early part a long visit. Coffee table books, of which there is often a surplus, are particularly likely to be abandoned.
- Most gifts that are appreciated have little to do with either the donor organisation or the country concerned.
- By far the most effective gift that Jersey has given has been a small bag of new potatoes which meets all of the tests for a good gift as well as being very cheap for Jersey
- Gifts should be seen as a useful but very minor part of creating the right impression for a visitor. The efficiency of the airport, for which the government has responsibility, is far more important. Similarly, the impression that visitors get from a country, for example from taxi drivers, hospitality establishments and the people generally, is of critical significance. Surly or overcharging taxi drivers and restaurants cannot be compensated for by giving a nice pen.
- Similarly, the way that people in a jurisdiction speak about that jurisdiction both in respect of knowledge and attachment is of vital importance in creating the right impression.

Some suggestions

Those who receive visitors to Jersey, whether local sports teams, businesses or hospitality venues, should be encouraged by their trade organisations and directly by government to promote a positive, but realistic, image of Jersey and the Jersey identity. They can be helped in this respect by having the proposed basic information document on the Island in readily accessible form.

One possibility that might usefully be considered by government and by businesses is offering “goodie bags” to be collected at the airport as well as being physically given containing specific Jersey products (eg black butter, fudge, cider, salted caramel, new potatoes (when in season)) and just a few short publications. Goodie bags could be of different values. The Maison de Jersey would be a possible partner for such an initiative.

J. Jersey Diaspora

Summary

The Jersey diaspora can play an important role in promoting the Jersey Identity and helping the Island generally.

For this to happen –

- A website is needed that is the source of all information about Jersey. This is primarily needed for domestic reasons and is in hand.
- The diaspora must be identified – primarily by using social media – in particular LinkedIn, twitter and the Jersey Beans living overseas Facebook group, and then kept in the Jersey loop by occasional electronic communications.
- The growing interest in family history should be harnessed to encourage people to trace their Jersey ancestry, and famous people with Jersey ancestors (eg John Kerry) and Jersey people who have achieved prominence outside the Island should be identified.
- The concept of an informal international group of “Global Friends of Jersey” merits exploring.

But nothing will happen unless there is a political decision to use the diaspora to help promote and support the Island and the work is adequately resourced.

How the diaspora can help to promote the Jersey identity

Jersey people living outside the Island can play an important role in promoting the Island’s identity, well reflected in the comment in the Policy Board’s Consultation Summary –

There is a large reserve of goodwill towards Jersey among the Island’s diaspora and those who have lived or worked here, which can be nurtured and utilised.

It is worth noting here a number of countries for whom the diaspora are important. There are strong Scottish and Irish diaspora in many parts of the world, the Irish diaspora in the USA being particularly important politically. By contrast, people from England tend not to have nearly the same affiliation towards their home country when they are abroad. New Zealand is another nation which has a strong diaspora and there is an active New Zealand Society UK.

In Jersey there are significant Polish and Madeiran diaspora who celebrate their national days, probably more so in the case of Madeira as Madeirans retain strong links with their original home.

How big and where is the Jersey diaspora?

There is no way of producing precise statistics on the number of people who may be counted as part of the diaspora and where they are, and arguably precise statistics would not be of much help. There are some true Jersey people living outside the Island who have no interest in the Island and conversely some people with only tenuous connections to the Island, perhaps through ancestors, who feel a strong affinity towards Jersey.

Existing activity with the Jersey diaspora

It is fair to say that there have been only modest attempts to communicate with, let alone engage, the Jersey diaspora to help promote the Island and here it must be remembered that by any standards the Jersey diaspora is quite small.

Within Government, responsibility for the diaspora seems to rest with the Jersey Government Office in London. This has a website page called “Always Jersey”. The page includes the following –

The London Office leads on the Government of Jersey’s engagement with the Jersey diaspora community across the United Kingdom and beyond. It aims to keep those with Jersey links informed of developments on the Island and to provide a range of professional, social and cultural networking opportunities.

If you are interested in becoming a member of this community or would like further information, please go to our LinkedIn and Facebook pages, or you can follow us on Twitter. You can also get in touch by emailing jlo@london.gov.je

In March 2021 the London Office conducted a survey with three objectives –

- To guide future engagement with the Jersey community in the UK
- To expand links and contacts with the Jersey diaspora in the UK and globally
- To obtain a better understanding of the types of engagement that work most effectively to engage the global Jersey diaspora community and where there may be areas for improvement.

However, only 52 people responded to the survey – 23 in London, 20 in other parts of England, two in the UAE and one in each of seven other countries.

The report on the survey had the following conclusions –

- Breadth of respondents in the UK and globally with a strong connection to Jersey endorses JLO's present approach to diaspora engagement
- Success in further building a diaspora network having acquired 13 new contacts from the survey
- Focus on organising a range of tailored and targeted events at a minimum on a quarterly basis
- Ensure events and campaigns have effective coverage on social media channels supplemented by local media and advertising.

The report concluded with three suggested actions -

- Develop a Jersey diaspora contact database
- Review and decide on diaspora engagement proposals to be implemented in 2021

- Create an events calendar for Jersey diaspora engagements (including those organised by the Jersey Society in London) to be shared on the JLO's social media channels, website and with existing contacts.

However, the very small sample size and seeming lack of follow up on social media cast doubt on the value of this exercise.

There is a Jersey Society in London. Its website page states –

Founded in 1896, the Jersey Society in London is a membership association for people interested in Jersey life—past, present and future. The Society is run by an elected Council, chaired by Nicholas Paines. Originally intended for people living in and around London, today's members come from all over the world.

The Society currently has around 150 members, most in London and the Home Counties, although 37 are in Jersey. The Society runs a series of events and publishes a twice-yearly Bulletin.

Another relevant organisation is the Channel Islands Family History Society, which despite its name is largely concerned with Jersey family history. It is a valuable resource for those seeking information on their Jersey ancestry. A recent virtual meeting had participants from Australia, New Zealand, the USA and the UK as well as Jersey.

In practice by far the largest network of Jersey diaspora is a Facebook group Jersey Beans living overseas, which has 2,600 members although some of those live in Jersey. This is a very active group with many posts every week.

Jerripedia also has an extensive international following and is a primary source of information on Jersey history as a basic resource for family historians. It has an average of 1,000 daily page views and its Facebook Group has 2,000 members.

Overview of options to make greater use of the diaspora

It seems fairly obvious that if there is a wish to promote the Jersey identity outside of the Island then firstly much more needs to be done and secondly the diaspora can play a valuable role in this respect. It is also clear that currently very limited resources are devoted to engaging with the diaspora, evidenced by the limited Always Jersey campaign.

There are several inter-related ideas that merit consideration -

- Ensuring ready access to material about Jersey, again emphasising the need for a website which is about Jersey rather than the transactional government website
- Harnessing the massively increased interest in family history to encourage people around the world to trace their Jersey ancestors and helping them do so
- Identifying Jersey people who have achieved prominence in other countries
- The ambassador concept specifically raised in the Policy Development Board report
- Commissioning or encouraging specific papers on and for the Jersey diaspora
- Developing a database of diaspora and building up a network of “global friends of Jersey”
- Creating the right organisational structure and utilising existing channels, in particular the Jersey Beans living overseas Facebook group.

These points are now considered in detail.

Access to material on Jersey

As a separate part of the project, material is being assembled for a website which will be about Jersey, providing essential information on the Island for people wishing to study or simply to know about it. While the primary market for this website will be within the Island, for example as essential training for civil servants and for use in schools, it will also be of use to people living outside Jersey who for whatever reason simply want to know more about the Island. At present, the websites Wikipedia and Jerripedia are the sources that people use.

Harnessing the family history boom

A growth industry in the last few years has been family history research, perhaps partly stimulated by the pandemic which has encouraged people to find new interests. Family history research has been hugely helped by the Internet, exemplified by the website Ancestry which is now the principal source of family history information. Unfortunately the Jersey records are fairly sparse compared with those in other jurisdictions, particularly France, and until fairly recently they were also not easily accessible. This has now been remedied by the excellent work of the Jersey Archive in conjunction with Ancestry. The availability of Jersey census information online has also been invaluable to family historians.

To some extent the simple availability of information will have increased the ability of descendants of Jersey people to know more about their family history, but if the Island is keen to promote its identity it can take positive steps to encourage such research. The obvious way to do so would be to encourage the writing of short articles in the genealogy magazines in areas where there is a concentration of people of Jersey descent, particularly the UK, Canada, New Zealand, Australia and the USA. I have drafted such an article for publication by the New Zealand Society of Genealogists, on the back of my book Jersey Migration to New Zealand in the 1870s. It would also be helpful for articles to be placed in the excellent journals of the genealogical associations in Brittany and Normandy, to encourage some people in those areas to seek to trace Jersey relatives and generally to strengthen links with those parts of France that have a strong connection with Jersey. I have written such an article Breton immigrants to Jersey, which has been published by the Genealogical Association of the Côtes d'Armor.

There could also be a positive attempt to identify and make contact with prominent people of Jersey descent in other countries. In some cases the names themselves should be sufficient to seek to establish links. Recent examples include John Poindexter, National Security Adviser in the Reagan Administration, and US Congressman John LeBoutillier.

Other names are not so obvious. Currently a leading figure in the Biden administration is John Kerry, the President's Special Envoy on Climate Change and Secretary of State under President Obama. John Kerry is directly descended from a Jerseyman John Cabot, other descendants of whom include many prominent Americans. Appended is a short article I have written on this which will be published in the Bulletin of the Jersey Society in London.

Identifying people from Jersey who have achieved prominence in other countries

In addition to the diaspora many people from Jersey have achieved prominence in other countries mainly on behalf of the British government. Work needs to be done to identify such people and to publicise their work. Examples include –

- Sir John Le Couteur, who was prominent in Jersey as a States member and agricultural scientist, but who previously played a significant role in the 1812 War against the USA
- Robert McCabe, a British civil servant who served with distinction in north east India at the end of the 19th Century
- Holders of the Victoria Cross
- Sir Godfray Le Quesne, an eminent lawyer who also served as Chairman of the British Monopolies and Mergers Commission
- John Helier Vautier, who played a major role in the development of Napier in New Zealand
- More recently, Sarah Pallett, born in Jersey and with strong links to the Island, elected as a New Zealand MP in 2020.

This would seem to be a suitable project for one or more Jersey students, with the help of the Société Jersiaise.

The Jersey Ambassador Concept

It is first helpful to be clear on what is meant by ambassador. In relation to governments, ambassadors are official representatives in another jurisdiction suitably accredited as diplomats and who have authority to speak for the country appointing them. As Jersey is not a fully independent state it cannot, and does not purport to have, ambassadors.

The term ambassador also has a wider meaning as a person who speaks for a particular organisation or brand but without any formal status. The term has recently been widened such that in effect it almost covers sponsorship, so for example rugby players are “ambassadors for Range Rover” which simply means they are paid by Range Rover to promote its brand.

It is not clear what the Jersey Ambassadors initiative in the Gulf is as there is no reference to it on the government website. However, it is understood that this involved the appointment of a local marketing company with little knowledge of Jersey. It is also understood that the arrangement has been discontinued.

The other Jersey Ambassadors programme is a series of videos on the Visit Jersey website featuring local people. Currently there are 14 including a cross-channel swimmer, naturalist, restaurateur and driftwood artist. They are not targeted at particular countries. In terms of promoting the Jersey Identity, there is scope to expand the programme run by Visit Jersey. However, this would not assist in engaging with the diaspora.

Developing a database of diaspora and building up a network of “global friends of Jersey”

The survey conducted by the London office had as one of its conclusions “Develop a Jersey diaspora contact database”. Given the wish to promote the Jersey identity and the obvious willingness of many of the diaspora to become involved, the obvious starting point is to have such a database. Notwithstanding the conclusion of the London Office survey no such database exists nor is there any evidence of one being created. This would seem to be a priority. It should not be too difficult to organise, building on the experience of other organisations, for example schools and universities, that have sought to establish a contact list. The Jersey Beans Living Overseas Facebook Group is the starting point for such a database, and there are many people in Jersey who can identify diaspora who would like to keep in touch with the Island.

Within that diaspora, there is scope to develop an informal “Global Friends of Jersey” concept, identifying influential people in a number of countries who have an affinity for Jersey, who can be used as a sounding board and assist with intelligence and contacts. Many other organisations use this concept, and it can work very well. It avoids having a formal relationship which can be fraught with difficulty.

Organisation structure and communication channels

A policy decision has to be taken on whether there is a wish to use the diaspora more extensively to promote the Jersey identity and more generally to assist the Island through their contacts and experience. If there is then the Government will need to decide where this sits and how it should be resourced.

More extensive engagement must involve greater use of social media, in particular LinkedIn, Twitter and Facebook, including using the Jersey Beans living overseas group. With administrative and other support, there is scope to expand the work of the Jersey Society in London so that it does truly become the “International Jersey Society”.

One useful innovation would be a regular electronic Jersey Diaspora Bulletin, containing news about the Island, features on prominent members of the diaspora or places with links to Jersey and details of events. Many universities and schools do this, although they start with the advantage of having a distinct group of alumni.

Conclusion

The Jersey diaspora can play an important role in promoting the Jersey Identity and helping the Island generally.

For this to happen –

- The diaspora must be identified – primarily by using social media – in particular LinkedIn and the Jersey Beans living overseas Facebook group, and then kept in the Jersey loop by occasional electronic communications.
- The growing interest in family history should be harnessed to encourage people to trace their Jersey ancestry, and famous people with Jersey ancestors (eg John Kerry) and Jersey people who have achieved prominence outside the Island should be identified.
- The concept of an informal international group of “Global Friends of Jersey” merits exploring.

Crucially, a political decision must be made to use the diaspora to help promote and support the Island and the work is adequately resourced.