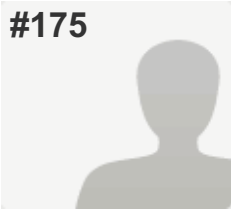


#175



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Tuesday, May 31, 2016 9:16:28 AM

Last Modified: Tuesday, May 31, 2016 11:31:32 AM

Time Spent: 02:15:04

IP Address: 89.101.231.195

PAGE 1: Please complete this consultation paper in respect of your area of interest and/or expertise

Q1: Name: Dermot Carey

Q2: Organisation: Construction Industry Federation

Q3: Email: dcarey@cif.ie

PAGE 2

Q4: 1(a) What improvements can be made within existing resources

In general the system as it is works well. Indeed the commitments and challenges set out in Chapter 10 of "A programme for a partnership Government" are welcomed by the Construction Industry Federation as a programme of work to improve and develop the education system.

We believe the commitments and programme set out in this document are valid and Government should strive to implement the programme of work set out. Our comments may not fit easily into the questions asked but we welcome the opportunity to comment and would seek to meet with the Minister in the near future to discuss our industry needs and how we can collaborate.

Q5: 1(b) What improvements can be made through new provision

CIF have worked with the IGC - Institute of Careers Guidance Counsellors over the past 2 years. It is clear that this service is under resourced in our schools and adequate one to one time is not available to students to understand their strengths and weaknesses and to identify careers in which they could flourish. Therefore, we believe a reinstatement of the resources in this area would be beneficial.

Also, we believe that less focus on terminal exams and better use of continuous assessment would benefit students

PAGE 3

Q6: 2. Comment on work currently being undertaken by the Department in your area of interest and/or expertise. (What are we doing well, what could we do better)?

We welcome the contact that we have had in this area.

A lot of good work has been done, with strained resources, to manage the Apprenticeship system and recently we have had very positive interventions with the ETBs. We would like to develop on this into the future.

Of concern to CIF is the fact that our members have no representation on either the Board of SOLAS or the Expert Skills Group for Future Skills Needs. We believe this hampers the development of skills and careers in the construction sector - a sector that can provide up to 50,000 jobs in the coming 3 - 4 years.

PAGE 4

Q7: 3. Are there opportunities (e.g. new areas of work) which the Department should consider when developing the 2016 - 2018 strategy which would advance the achievement of our mission, vision and objectives across the continuum of education and skills?

We believe that the continuous focus on achieving 3rd level qualifications needs to be addressed. Figures issued by the department indicate a high level of "drop outs" in year one of college.

Parity of esteem for other routes to careers needs to be addressed - e.g. Apprenticeships. The 2013 review envisaged a promotion campaign for Apprenticeships - we believe this should be addressed with some urgency. Our economy needs to skills at all levels and we must value these skills. Not everyone can or indeed wishes to have a 3rd level qualification but there needs to be clear routes to training for skills that they do want to develop and are needed by society and the economy.

To quote from the "A programme for a Partnership Government" - "... many of our children still fall through the cracks, and are in danger of being left behind"

PAGE 5

Q8: 4. How should success on achieving our strategies be measured.

Outcomes

PAGE 6

Q9: 5. Comment on any issues relating to the continuum of education and skills, in addition to your particular area of interest and/or expertise

Respondent skipped this question

PAGE 7

Q10: 6. Any other observations that you would suggest the Department should consider in the formulation of our strategy for education and skills 2016 - 2018

As advised, we have reviewed Chapter 10 of "A Programme for a Partnership Government" and believe the commitments made form a strong programme of work - we support the broad statement from his document that states;

"With this investment, we will pursue the principles of access, transparency and innovation"

PAGE 8: A Programme for a Partnership Government - Chapter 10: Education

Q11: 1(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Respondent skipped this question

Q12: 1(b) How should progress on Prioritising Early Years be measured?

Respondent skipped this question

Q13: 1(c) What would you consider to be the priority actions and outcomes in this area?

Adequate funding for early learning services is vital - commitments made to reduce teacher / student ratios should be prioritised

PAGE 9: A Programme for a Partnership Government - Chapter 10: Education

Q14: 2(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Respondent skipped this question

Q15: 2(b) How should progress on Tackling Disadvantaged be measured?

Respondent skipped this question

Q16: 2(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 10: A Programme for a Partnership Government - Chapter 10: Education

Q17: 3(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Respondent skipped this question

Q18: 3(b) How should progress on Diversity and Choice for Parents be measured?

Respondent skipped this question

Q19: 3(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 11: A Programme for a Partnership Government - Chapter 10: Education

Q20: 4(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

We welcome the statement under this heading that states "In promoting excellence and innovation, we will introduce greater flexibility in our schools and pursue measures to achieve this. This may include nurturing different ambitions through new subject choices , greater engagement with enterprise on future skills needs ..."

Q21: 4(b) How should progress on Promoting Excellence and Innovation in Schools be measured?

Outcomes

Q22: 4(c) What would you consider to be the priority actions and outcomes in this area?

We would consider that students emerging with skills that are in demand would mean that they would be highly employable - this is a good benchmark

PAGE 12: A Programme for a Partnership Government - Chapter 10: Education

Q23: 5(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

We welcome this approach

Q24: 5(b) How should progress on Promoting Creativity and Entrepreneurial Capacity in Students be measured?

Outcomes

Q25: 5(c) What would you consider to be the priority actions and outcomes in this area?

Our focus will always be on employability.

PAGE 13: A Programme for a Partnership Government - Chapter 10: Education

Q26: 6(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Respondent skipped this question

Q27: 6(b) How should progress on Making Better use of Educational Assets within Communities be measured?

Respondent skipped this question

Q28: 6(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 14: A Programme for a Partnership Government - Chapter 10: Education

Q29: 7(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Respondent skipped this question

Q30: 7(b) How should progress on Special Needs Education be measured?

Respondent skipped this question

Q31: 7(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 15: A Programme for a Partnership Government - Chapter 10: Education

Q32: 8(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

We broadly welcome the statements within the document - to make specific comments;

The proposal for introduction of "sandwich years" should be progressed

The support for Apprenticeships is welcome - CIF have recently launched a website to promote apprenticeships in the construction sector - www.apprentices.ie - we would like to talk to the Department about a broader website for apprentices in general.

Q33: 8(b) How should progress on Meeting the Skills Needs of the Future be measured?

Respondent skipped this question

Q34: 8(c) What would you consider to be the priority actions and outcomes in this area?

Promotion of apprenticeships and trade / craft skills that are in demand by industry
