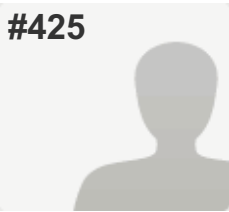


#425



**INCOMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Wednesday, June 08, 2016 1:07:09 PM

**Last Modified:** Wednesday, June 08, 2016 2:02:38 PM

**Time Spent:** 00:55:28

**IP Address:** 89.101.242.93

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

**Q1: Name:** Kim Leonard

**Q2: Organisation:** Restaurants Association of Ireland

**Q3: Email:** info@rai.ie

**PAGE 2**

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

To make full use kitchen facilities in schools. The Restaurants Association of Ireland would like to see that Home Economics be made compulsory at Junior Certificate level. We would also like to see the roll-out of a national programme in all schools regarding diet and nutrition. Children should be given the knowledge at a young age as to what they are consuming.

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

Increase food knowledge of children from a young age making them aware of the ingredients contained in what they are consuming. The overall aim is to reduce rising obesity rates in Ireland and to ensure children learn what is healthy and what is not.

**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)?**

Whilst Home Economics is a choice at both junior and senior level, we would like to see it being made compulsory for junior certificate level. Cooking and customer service skills are lifelong skills and we believe that there should also be a transition year programme that focuses on these two core skills. Many students spend their summers, mid-terms working in hospitality establishments but have no basic skills in this area.

It is great to see that in early childhood years, healthy eating policy are instilled in creches through the tutors and parents. This should be rolled out to all levels of schools. We believe it should also be the policy of the department to ban all vending machines in schools. All new school builds should be equipped with kitchens and canteens. Hospitality is one of the largest employers in the country with over 200,000 people working in the industry. A focus by the department in promoting this area through career guidance would be most welcome. There are many opportunities for progression in the industry with a defined career and good salaries whether it be in restaurants, hotels, or tourism businesses. The Association would be happy to assist the department in this regard.

**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?**

As outlined in previous answers, the Restaurants Association of Ireland would like to see that Home Economics be made compulsory at junior cycle level. Teaching early childhood about food would also be a key objective. As found by the Expert Future Skills Group on hospitality report (November 2015) there is a major shortage of chefs in Ireland, some 5,000 per year are needed between now and 2020. A focus on hospitality as a career path with a clearly defined road-map for the industry would enable the skills needs of the future to be met as well as promote entrepreneurship amongst students. Restaurant members of the Association would like to partner up with schools in their areas to help achieve this.

---

PAGE 5

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

Success will be measured by obesity numbers subsiding in the years to come as well as measuring those who go on to study culinary arts, hotel management etc and then by looking at the numbers working in the industry,

---

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**

We would just like to emphasise our desire to see

- Focus on food education at early childhood
- Home Economics to be made compulsory for Junior Cycle
- Clear road-map and career path progression to be circulated to career guidance counsellors in schools.

---

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?**

*Respondent skipped this question*

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).	<i>Respondent skipped this question</i>
Q15: 2(b) How should progress on Tackling Disadvantaged be measured?	<i>Respondent skipped this question</i>
Q16: 2(c) What would you consider to be the priority actions and outcomes in this area?	<i>Respondent skipped this question</i>

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).	<i>Respondent skipped this question</i>
Q18: 3(b) How should progress on Diversity and Choice for Parents be measured?	<i>Respondent skipped this question</i>
Q19: 3(c) What would you consider to be the priority actions and outcomes in this area?	<i>Respondent skipped this question</i>

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).	<i>Respondent skipped this question</i>
Q21: 4(b) How should progress on Promoting Excellence and Innovation in Schools be measured?	<i>Respondent skipped this question</i>
Q22: 4(c) What would you consider to be the priority actions and outcomes in this area?	<i>Respondent skipped this question</i>

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).	<i>Respondent skipped this question</i>
Q24: 5(b) How should progress on Promoting Creativity and Entrepreneurial Capacity in Students be measured?	<i>Respondent skipped this question</i>

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

*Respondent skipped this question*

---

**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).**

*Respondent skipped this question*

**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?**

*Respondent skipped this question*