

structure in Canada is not so highly organized, governments should offer opportunities for business and educational institutions to collaborate in the areas of education and training and in research and development activities.

(170) Training programs should be composed of classroom-plus-on-the-job training in order to provide relevant, work-related skills as well as the core skills listed in para. 7 above.

(171) We need an agreed, national/provincial system of certification for trades, occupations and professions as recommended by the Special Senate Committee on Youth (*Youth: A Plan of Action*, p. 105, February, 1986).

(172) Follow-up studies of co-operative education should determine the success of students in finding jobs, as well as the level of pay and duration of employment. Such a study should also cover other training and re-training programs.

(173) We should examine the advisability of funding training and re-training programs on the basis of their placement success rate at completion, in order to maintain a commitment to employment.

(174) The federal government should provide opportunities and encouragement for business to develop training and employment equity programs.

(175) In order to provide equal opportunities for women in the labour market and in training for traditional and non-traditional jobs, we must provide affordable, quality child care and reasonable travel allowances. Similar special consideration must be given to the handicapped and the employment disadvantaged.

(176) Training for Native Canadians should be designed and administered in collaboration with aboriginal peoples so that it reflects their reality and their needs.

(177) Because of the increase in the number of Canadians working part-time rather than full time,

wages and benefits for such part-time workers should be equal per hour to what they would receive for similar full-time work. This will make more attractive the choice of opting out of full-time work so as to train or re-train. We recognize that this may place financial burdens on many employers. The Wallace Commission report (*Part-time work in Canada*) has studied this problem and contains recommendations for solutions we believe should be re-examined.

(178) The federal government's *Canadian Jobs Strategy* (CJS) should be revised in view of criticism that its participation requirements are too restrictive. In particular, we should change the limitations with respect to the length of time one must remain unemployed before qualifying for assistance. The level of training allowances and kinds of training available should be re-examined.

(179) The CJS shift to private sector training risks ignoring the broader needs of trainees. Quality of training should be monitored by an independent, non-profit body which evaluates the programs, on the basis of agreed national standards of achievement. Possible models for this monitoring role would be the Council of Ministers of Education, the Association of Universities and Colleges of Canada and the Canada Labour Market and Productivity Centre.

(180) The role of colleges and community-based groups in providing training of high quality should not be diminished by shifting emphasis to the private sector.

(181) The CJS should moderate its emphasis on private sector training in regions with a poorly developed private sector.

(182) Because full-time jobs are not increasing fast enough to absorb all who want to work, and because education and training increase the productivity of the workforce, UI and welfare benefits should be used to help fund a job-creation-plus-training scheme (para. 130 above and the Economic Study, para. 227, below.)