

RECOMMENDATIONS

Not all the recommendations that follow are new. That is because the problems they address are old, elementary problems which have long required, but have not received, elementary solutions. In this field we do not need to re-invent the wheel: we need to use the wheel.

(155) We should fund a permanent national information campaign to stress the importance of education and training as a national issue and of well-trained Canadians as our most important resource, whether they be employers or employees.

(156) This national information campaign should also raise public awareness of the problems caused by illiteracy.

(157) We should fund a national Right to Read campaign to combat illiteracy. The campaign should be co-ordinated in conjunction with existing community-based literacy programs.

(158) We should fund the training of tutors who train illiterates.

(159) Unemployed, qualified teachers should be trained and employed as tutors for illiterate Canadians.

(160) Literacy programs should avoid the institutional approach of formal classroom work and be more closely linked to the reality of the learner.

(161) Because it is so difficult to forecast future job needs in a changing labour market, we should teach core skills in elementary and secondary schools to allow people to adapt to change. We should establish agreed, national/provincial exit exams to be taken at the end of elementary and secondary school to ensure that graduates have core skills including the ability to read, write and speak in their mother tongue and one other language; mathematics; science; reasoning and personal effectiveness (para. 7, above).

(162) We must teach young Canadians, as well as older people, that they will have to learn and re-learn, all their lives.* This can best be done through self-directed learning and application of this learning, followed by self criticism, with the teacher as a resource (OECD, paras. 50 to 52).

(163) Faculties of education must focus on the mastery of subject matter as well as techniques for classroom teaching. They must meet stiff standards of achievement.

(164) Colleges and universities should review their curricula, their staff and their standards of achievement to bring them more in line with current needs and reality.

(165) Federal government funds should be withdrawn from provinces which do not conform to agreed, high quality standards both in teaching and research.

(166) The provinces should have a major role to play in monitoring the quality of federal training programs. We should develop the means by which this monitoring, through federal/provincial consultation, can be effective, timely and open to public scrutiny.

(167) We should expand the role of community colleges as centres of life-long learning, community development and applied research.

(168) We should expand opportunities for professors and students to take educational leave to acquaint themselves with the needs of business. Similarly, those in business should have access to upgrading courses. Community-based forums for discussion and collaboration such as the Industry-Education Council of Hamilton-Wentworth seem an appropriate mechanism for increasing links between schools and the work place.

(169) We need to develop government-business-labour partnerships to promote comprehensive education and training, through apprenticeship, cooperative education and school-industry linkages. Such partnerships work successfully in Germany and Austria, in large part because of the clear-cut roles of each social partner (para. 46). Although the social

*Note: Ferrière, Adolphe, *L'école active — Spart a Ferriere*, 8^e édition, Suisse de la Chaux et Niestlé Neuchatel, 1969.