

must achieve, for Canada to get a full return on its education dollars.

(146) Industry and labour can best define what kind of standards must be attained in vocational training. Governments can facilitate the development of these standards.

(147) Decentralizing training to fit our federal political system and to meet local needs of employers as well as employees need not preclude agreed, nationally recognized, provincially certified standards of scholastic and vocational achievement.

(148) As they move from poorer to richer regions of Canada, it would help people find a job if they had training leading to nationally recognized, provincially certified skills.

(149) Graduates of vocational, technical and cooperative education courses seem to find a job more easily because the schools offering these courses have curricula that meet the needs of employers.

(150) We need to change the perception of vocational education as being less valuable than academic education. Until those with vocational educations are

seen by the public as being "successful" (well paid, highly regarded), vocational education will continue to be perceived as being less valuable than academic education.

(151) Although education and training may increase the productivity of a society, they do not in themselves create jobs. However, education and training appreciably increase one's chances in competing for what jobs there are.

(152) The whole process of training and re-training including moving to new jobs, accepting and adopting new technology, takes place much more smoothly when there are more jobs available.

(153) Job-creation-plus-training schemes would, therefore, help Canada to accept constant technological progress.

(154) To have equal chances for employment and training, women need adequate child care, travel allowances and training programs designed for them. Native people, the handicapped and the employment disadvantaged also require help tailored to their special needs.