

the adult population of Canada which is considered to be functionally illiterate. Their under-employment can be directly attributed to this fact. It has been established that the unemployment rate among those who have not completed primary school is six times higher than among high school graduates.<sup>3</sup>

The cost of Basic Training for Skill Development (BTSD) accounts for about one-third of the cost of all institutional training, well over \$100 million. This form of training is offered in community colleges on a continuous entry basis. It provides basic instruction through grades 1 to 12 in mathematics, science and communication skills. It is viewed as a preparation for further skill training courses for which there are achievement grade entrance requirements or to assist workers to meet employers' education requirements. Welfare agencies also refer trainees to these courses.

For some clients who face what the Division describes as "special barriers that prevent them from participating in the labour force", (9:39) Basic Training for Skill Development includes two specialized activities, Basic Job Readiness Training and Work Adjustment Training which were developed as part of the concerted effort within CMCs to find employment for clients who are identified as having serious problems in getting and keeping employment. Approximately 1,500 training places were assigned to these two forms of BTSD in 1973-74. Basic Job Readiness combines training to remedy lack of educational qualifications with in-depth counselling to overcome personal problems inhibiting successful placement in employment. Some of this counselling is done within the CMC with available resources. Work Adjustment Training is purchased from experienced outside agencies. This flexible approach which uses outside expertise in a direct but limited way to extend facilities existing within the CMC is commendable.

Essentially the development and continuation of the Basic Training for Skill Development courses involves the federal government in financing a program of academic up-grading for adult drop-outs of the provincial school systems. The Minister discussed with the Committee the reasons why his department had assumed the cost of BTSD. He agreed that the need for it could be interpreted as a failure on the part of the provincial education systems, but underlined the fact that his department could not for this reason refuse to give adults this kind of training.

The fact is they do exist. What happened to them in the past, or whether it is their fault or the fault of the educational system, does not enter into it. They are now on our doorstep ... requiring employment, requiring income from employment and their skills are such, by virtue of having dropped out, or whatever the reason, that they cannot get jobs unless they get this job readiness training. (26:14)

The need for educational upgrading to open employment to a significant portion of the work force cannot be ignored by the Division. But the persistence of this need on the present scale indicates that the division of federal and provincial responsibility for adult literacy programs should be re-examined.

<sup>3</sup> Ibid; page 121.