

(6) The aim of Quebec's Ministry of Manpower is to help companies formulate realistic training plans (para. 3 above).

(7) The *Commissions de formation professionnelle* [vocational training commissions] have been coordinating these activities since 1985; they train the trainers and provide training tailored to fit a company's needs. This training is accredited by the CEGEPs. It is made possible by the *Canadian Jobs Strategy's* "Innovations" program.

(8) There is no province-wide general accreditation system for trades.

(9) A system of national standards would be too centralized. It would be more effective to institute testing of selected groups to determine their knowledge of French, mathematics and so on, after leaving school.

(10) Available data on the deplorable state of basic knowledge among young people is appalling enough to prod schools into providing better instruction, without imposing universal exams.

(11) Vocational training must safeguard existing jobs while stimulating productivity: to do this it must encourage and promote basic training.

(12) Many attempts have been made, and many dollars spent, to eliminate illiteracy in Quebec; a standard exam has even been administered at the secondary level to evaluate the level of knowledge of French.

(13) The federal *Canadian Jobs Strategy* is reducing subsidies for training programs; this is a major problem.

(14) In addition, the Unemployment Insurance Act penalizes anyone who participates in a training program other than a federal program; this creates problems of accessibility.

(15) The concrete benefits of training can be quantified over the long term.

(16) The attitudes of employers and management with respect to these benefits must be changed; employers must be made to see that training increases productivity.

(17) It is important to offer training and literacy programs in the workplace, as Frontier College does.

(18) The *Canadian Jobs Strategy* is based on a philosophy which, unfortunately, does not allow the provinces to develop programs that meet their own needs.

(19) It would be better to have federal *objectives* rather than federal programs, to allow for adaption to local situations.

#### Recommendations

- We need research into the nature of learning, re-learning and motivation.
- We should provide more individualized training in the workplace.
- We should motivate workers to re-train and motivate employers to provide re-training, by giving the employers grants to re-train their workers and giving the workers job vouchers that reduce their cost to the employer.
- We should improve workers' "employability".
- We should formulate a system allowing teachers to spend time working in the private sector.

#### **Interview with Mr. Ramoff, Mr. François and Mrs. Ornon Ministère des Affaires sociales et de l'emploi (social affairs and employment) Paris, France January 27, 1987**

(1) The principal challenge to the system, in general, is social adjustment. The school system is addressing this problem with much difficulty.

(2) The problem of large pools of unskilled labour affects business.

(3) The concept of institutional training is more rigid in France than in Japan.

(4) The high unemployment rate in 1980-81 forced the French to look at the problems of school and institutional training. They realized that the workplace can be a good school.

(5) In 1980, the "Loi sur l'alternance" (Co-operative Education Act) led to positive changes as the government became more aware of educational needs. Employers and labour unions were not completely happy with this new regulation.