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develop in the work place the skills they need to find a job.

The start option opens the door to innovation by such key players as school boards, youth services agencies and Indian bands. All are working toward the same goal: preventing students from dropping out. We cannot ignore the public awareness aspect. When I say public I am referring specifically to employers, teachers, parents, community groups and students—in short, everyone who is involved directly or indirectly with the dropout problem.

The members of this House are probably familiar with the advertising campaign that was carried out earlier this spring in connection with the stay in school initiative. Why did we launch the campaign? Because our studies opened our eyes to the very real fact that Canadians for the most part were unaware of the dropout problem and its consequences.

We know public awareness did grow as a result of the television and newspaper advertisements. We have made a number of other information efforts to complement the public awareness campaign. A newsletter on the stay in school initiative is to be distributed six times a year and, in co-operation with Health and Welfare Canada, a rock group has begun a national tour of 170 schools in 35 cities. At each stop, the band will try to use music to convince students not to use drugs and to stay in school.

[*Translation*]

Mr. Speaker, our efforts to assist young people were not forgotten when we developed the Labour Force Development Strategy. Funds under the Labour Force Development Strategy have been used to revitalize the Co-operative Education option.

The experts we consulted all agree that this option is an ideal way to introduce young people to the job market. Accordingly, we have made a commitment to increase federal funding for Co-operative Education. The increased funding will enable us to focus more on high school students, as they are the ones most likely to drop out. As with other components of the START option and the Stay-in-School Initiative, Co-operative Education is essentially a joint venture, supported as it is by local school boards. Co-op education reflects perfectly one of our main objectives: helping young people make informed career choices.

[*English*]

Mr. Speaker, I would like to talk about two other initiatives we have undertaken, namely, federal-provincial youth strategies adapted to the needs of New Brunswick and Newfoundland. More than \$27 million have been allocated to these strategies. The strategies will be in effect until 1993 and are designed to eliminate the regional disparities that put young people in these two provinces at a disadvantage. We want young people in New Brunswick and Newfoundland to have as much of a chance as other young Canadians to obtain entry level jobs.

Federal and provincial departments, social service agencies and other partners have agreed to work together to better serve young people and give renewed hope to otherwise promising youth in New Brunswick and Newfoundland.

You will note that our youth initiatives are constantly evolving. The programs we have already set up are doing what they were intended to do, but needless to say, we hope to go much further.

[*Translation*]

Perhaps the member for Welland—St. Catharines-Thorold has forgotten the parts of the Throne Speech that dealt with youth issues. I will gladly refresh his memory.

In its Speech from the Throne, the government stated that economic prosperity is first and foremost a question of human resources and that it is therefore important to reach a national consensus on education and training. The Minister of Employment and Immigration has said so time and again, Mr. Speaker. No attempt will be made to encroach on the provinces' jurisdiction over education. However, it has been our experience that our system of education has not produced the desired results and that the provinces and federal government would do well to work together to achieve Canada-wide goals, Mr. Speaker.

Ensuring that, by year 2000, 90 per cent of Canadians obtain a high school diploma or the equivalent before the age of 25 would probably be a realistic goal. We further propose that measures be taken to double the number of post-secondary graduates in mathematics, science and engineering. Our ultimate goal is to have everyone consider the need to make a learning culture part of our way of thinking, Mr. Speaker. Of course, we believe that it is truly possible to raise the calibre and relevance of education in Canada, but once again,