

labour force: every year of training reduces the labour force by two and one-half per cent.

(44) Although unions argue that vocational trainees receive low wages and are cheap labour, two days a week are spent in school, not working.

(45) In Germany enterprises can deduct training costs from after-tax profits.

(46) An apprentice produces approximately one quarter the value of the training expenditure of the enterprise.

(47) The most effective training seems to be that which focuses on the overall aim of a particular enterprise and which consequently brings the personnel into the overall management.

(48) While Japan emphasizes increases in productivity as a reason for training, elsewhere effectiveness is stressed.

(49) There is a movement toward measuring competence using absolute standards. This has implications for the possibility of reducing the cost of choosing the wrong employees, as long as firms do their own testing.

(50) New Zealand is currently working on a variety of initiatives in the training field focusing on experiential and self-directed learning with the teacher as a resource.

(51) Socialization skills are learned through on-the-job training and working. The internalization of responsibility by an individual allows him/her to adapt to changing circumstances.

(52) Although training can be seen as instruction, increasingly it is the type of process in which people learn what they need to learn, then apply it. The ability to self-criticize, learn and adapt is crucial.

(53) The implications for primary school training and education are enormous.

(54) Strategies must discriminate between short-term measures to ease unemployment and long-term approaches aimed at training for a future labour market. Innovative ways of combining the two are necessary.

(55) When examining examples of other countries, it is important to consider the transfer of principles, not of systems. Successful principles seem to be those

which focus on the continuing education and motivation of adults to learn new skills.

(56) Sweden continually trains its workers upwards and spends a larger percentage of its GNP on recurrent education than any other country using decentralized methods.

(57) Finland will increase the government expenditure on training by 15% per year for five years. Education and training policy is a vital link in the overall strategy.

(58) Motivation for enterprises to offer more training can come from:

- (a) recognition of the value of training to the enterprise;
- (b) fiscal inducement;
- (c) collective bargaining.

**Interview with Gilles Paquet  
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(1) People want access to the highest possible level of welfare.

(2) Exports, subsidies to business or taxation won't solve the unemployment problem.

(3) It is vital to recognize the balkanized nature of the labour market when considering approaches to unemployment.

(4) In fact, we must think of many policies rather than a single policy to address groups based on age, mother tongue, location, etc.

(5) Germany and Japan have had tremendous growth because their institutional rigidities were wiped out in World War II. They have made a fresh start with excellent economic results.

(6) How can we ensure that in a small open economy we can live knowing that it is dependent on international markets and is balkanized with internal barriers to trade?

(7) The supply-side view of today maintains that a large portion of unemployment is due to rigidities.