

(19) The value of these jobs in terms of social needs is often disregarded.

(20) The broader question is what kind of fundamental training strategy is needed. A strong infrastructure is necessary and should put more emphasis on personal development.

(21) In Canada and elsewhere, government has made too much of a commitment to reactive rather than proactive training: the gate is shut after the horse has bolted.

(22) Germany and Sweden have national, proactive strategies which train more people than currently needed.

(23) Problem-solving and self-directed learning are essential elements in any education/training program and should be taught from primary school on.

(24) The mechanism of changing approaches is something that has not been extensively studied.

(25) We must determine the important technologies, such as: (a) materials; (b) energy production and conservation; (c) biochemistry and genetics; (d) information. There is no doubt that new technologies can increase quality of life. People need to be able to manage and control it and to be able to recognize possible adverse social consequences.

(26) Information technology is a current fashion with limited intrinsic merit but with the power to help develop other technologies.

(27) The implications of technology for schools are huge: when to introduce it; what to introduce; how to use it and so on. This will entail major changes in pedagogical methods such as self-directed learning and problem-solving. This is essential to the continuous process of technological development which mainly happens on a small scale throughout the economy.

(28) Training can be provided by the government, by enterprises or by individuals.

(29) Although individuals have a right and a responsibility to decide what type of training they want, their interests cannot be aligned so easily with those of enterprises and the economy.

(30) On the other hand, if enterprises had more responsibility, the idea of a longer view with future needs in mind comes into play.

(31) There has been less investment in professional training on the part of business. This could be because:

(a) the government has always taken care of training;

(b) business doesn't see the benefits of training or re-training for its long-term development.

(32) There is a change in attitude toward the idea that if an enterprise takes an interest in training, employees have more reason to stay making the input on the part of business worth the money and effort.

(33) There is a limit to reducing unemployment rapidly: a long-term strategy is more effective.

(34) Distinctions between manufacturing and services are becoming blurred.

(35) The process of long-term restructuring entails shifts in resources from sectors where productivity is low to those where it is high.

(36) Growth in services is the most evident trend but manufacturing remains the prime engine of growth.

(37) Those enterprises with long-term plans, which look for new products, new markets, and which seek diversification are those which can generate growth.

(38) In Europe, unemployment is higher and more persistent: some people claim this is due to union structure and higher unemployment benefit coverage.

(39) A move to more deregulated economies and labour markets is an act of faith: we do not know what the repercussions will be.

(40) The responsibility for the financing of training is that of enterprises, governments and individuals.

(41) Financing can be achieved by giving grants or loans to individuals, by reducing public expenditures to have more funds available for training or by reducing the expenditures of enterprises for the same reason.

(42) Many enterprises argue that there is too great an emphasis on the role of the private sector in training.

(43) A massive commitment to training (as in Germany and Austria) takes large numbers out of the