

DISCUSSION
PAPER

YUKON TRAINING STRATEGY

Y U K O N • 2 0 0 0

Training for the Future

FOR DISCUSSION AT THE
YUKON ECONOMIC DEVELOPMENT STRATEGY
FALL CONFERENCE
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Educated and trained people are the chief, and in the long run, the only agents of development. The unutilized talents of the people constitute the chief present waste and the chief future hope of developing [territories].

United Nations

PREFACE

This booklet has been produced to encourage discussion about job training in the Yukon. The Yukon Government plans to consult with interest groups such as the Yukon Post-Secondary Education Advisory Council, Community Learning Centre Advisory Committees, the Apprentice Advisory Board, Trades Committees, the Yukon Federation of Labour, the Chambers of Commerce and the Council for Yukon Indians.

The Government also welcomes the opportunity to consult other private and public sector organizations or individuals who wish to participate in this discussion. The Department contact for those interested in contributing comments, ideas or proposals in response to this discussion paper is:

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PART I: INTRODUCTION

A Message from the Minister

This year, Yukoners will participate in several bold new initiatives. These initiatives will carry us into the coming decade with a design for the Yukon, and with a clear sense of direction to help implement that design. Central to creating and determining a plan for our future is the Yukon 2000 Development Strategy. Through Yukon 2000 Yukon people will help define a strategy to create a secure economy and stable society in the Yukon.

Training and education must be the cornerstone of any realistic development strategy for the Yukon. This point was emphasized by the 70 participants from business, labour, government and the Native communities who took part in the Yukon 2000 workshop that took place last June in Faro. A Training Strategy, as a key component of Yukon 2000, will provide a strong foundation to support economic and social development that can benefit us all.

Also of importance to the development of a Yukon Training Strategy will be the Joint Commission on Indian Education and Training. Both the Yukon Government and the Council for Yukon Indians expect the Commission to recommend ways to increase participation of the Yukon's Indian people in educational and training opportunities.

A responsive Training Strategy will have its root in the local requirements of Yukon residents, and will complement community economic and social development through supporting community economic planning initiatives that are underway throughout the Yukon.

The challenge in preparing a Training Strategy is to define a course that responds to the economic and social requirements of our times, and that is equitable in access and opportunity for all Yukon people. And - at its base - a Training Strategy must aim to maximize benefits while working within the realities of limited budgets and resources. Both the public and the private sector operate with economic constraints, and therefore any initiatives for implementation of the Training Strategy must be sensitive to these financial limitations.

This discussion paper has opened the challenge to all members of the Yukon public - to come forward with ideas and information to support a dynamic, realistic Yukon Training Strategy.

I look forward to the results of this discussion with great enthusiasm and with high expectations.

Piers McDonald

Minister of Education

August, 1986

2. Training Today: Strengths and Weaknesses

The starting point for any discussion of education and training in the Yukon is an examination of the strengths and weaknesses of the current system and the identification of any unmet needs.

The existing strengths are the foundation on which a training strategy for the future will be built. These strengths include:

- * The record of commitment to adult education in the Yukon. This commitment is apparent in the extension of Community Learning Centres to eleven communities in the territory - no small achievement in an area as large and as sparsely populated as the Yukon.
- * The dedication and enthusiasm of Yukon instructors, especially those working in isolated settlements.
- * A well developed program offering apprenticeship training and journeyman certification in twenty-eight occupations.
- * The strong tradition of community involvement in the public training system, as shown by voluntary participation in CLC Advisory Committees, the Post-Secondary Education Advisory Council, the Apprentice Advisory Board, Trades Committees and Program Advisory committees.

- * Yukon College - which not only enables many Yukoners to remain in the territory, but also serves as a strong foundation for future developments in post-secondary education.
- * The high degree of specialized teaching skills and expertise assembled by the Yukon Department of Education and Yukon College.

These strengths provide the base for meeting new community needs and new economic conditions, and new needs will arise as the Yukon workforce is equipped and trained to participate in an increasingly diversified economy.

Many of the new challenges which will be created by this diversification are foreshadowed by existing gaps in today's labour force. Studies have pointed out:

- * More than 20 per cent of adult Yukoners do not read well enough to hold a job which requires technological literacy.
- * A chronic shortage of entrepreneurs and well-qualified middle managers hampers the growth of the private and public sectors - particularly in rural communities, in tourism and in small business. It is notable that women and Indian people are under-represented in these areas.

- * Many good jobs go to transients because of a shortage of local skilled workers.
- * Indian youth do not participate in job training in the same proportion as non-Indians; women do not participate in the same proportion as men.

Although these gaps appear in the workforce, the solutions will be found in a renewed effort to educate and train people for productive lives. The Yukon Government is committed to closing these gaps - and doing so in a way which equips the territory to develop a more diversified economy which is accessible to all its residents.

3. Commitments to the Future

The Yukon Government holds three fundamental beliefs which provide a framework for discussion on training for the future:

- * The Yukon must diversify its economy to provide stability and increased security to communities, families and individuals. This diversification means new training programs to develop new skills.
- * Job training must be accessible to all Yukon residents.

- * In a democracy citizens should be given the opportunity to participate in decisions which affect their lives.

The possibilities described on the following pages are built on this framework, but are by no means the final word - or even the only word. The government is looking for public participation in evaluating these ideas, improving them and adding more suggestions.

Some of the proposals outlined in this paper suggest new programs; others could lead to changes in the structure of the education system. All of them should be evaluated by one basic criterion: their potential to allow the people of the Yukon to work together and build better lives as they move towards the year 2000.

PART II: EXPANDED LOCAL OPPORTUNITIES

Introduction

Local opportunities for education and training are the keys to equip Yukon residents for the future.

- * The opportunity to participate in retraining, upgrading and adult education in the local community allows local residents who cannot (or are unlikely to) leave home to improve their job skills.
- * The opportunity to plan and develop training programs in the local community provides local employers and community leaders with a local economic tool which can respond to local economic needs.

Discussion Issues:

1. Distance Education: An End To Isolation
2. Local Community Learning Centres, Local Job Training
3. Local Decisions, Local Development

1. Distance Education: An End To Isolation

Distance education includes the use of mail, television, radio, telephone and satellite-linked computers to teach students who live in remote communities. The newest technology, which enables

students to communicate by computer and satellite directly with teachers across Canada, has the potential to reduce geographic isolation drastically and, eventually, to revolutionize education in the Yukon.

Distance education has always been an option in the North. Originally it consisted of a bush pilot dropping off textbooks one week and picking up student assignments the next. Today it continues as correspondence courses using Canada Post. The process has provided a good education to many rural Yukoners, but it has its limitations.

These limitations are particularly severe with students who need encouragement and in courses which require an immediate response to student questions - courses such as mathematics or mechanics.

The future of distance education will add leading-edge technology to the traditional textbooks and mail-in assignments. These innovations will allow individualized instruction and immediate response to students' work. The material could be delivered to homes, schools, community centres or work sites.

Educators and community leaders in the Yukon caution that distance education technology cannot replace successfully the human touch in teaching. Personal tutoring will continue to be an important element in Yukon rural education. However, it certainly can be

used to upgrade the training available in small, isolated Yukon communities. For example, a rural settlement could be offered a trades course which combined distance-education video with a "shop instructor" drawn from the local labour force. This instructor need not be a professional educator.

This arrangement would allow local residents to benefit from expert teaching in the videos and from hands-on experience supervised by the "shop instructor" - all without leaving the community or without flying in an outside instructor. A similar arrangement would permit employers to train workers on the jobsite on a part-time basis, perhaps as a joint training venture with the Yukon Government.

In designing and developing distance education programs the needs of the students must remain the first consideration. Technology must serve the population - the Yukon cannot afford to invest in a communications system simply because it is innovative or exciting.

Distance education can possibly provide the Yukon with a powerful new training tool, but not without trade-offs. Hardware, software and program development are expensive, and any investment in distance education would need to be balanced against other possible uses for the training dollar - uses such as new classrooms, new training equipment, more student aid or more instructors. This expense suggests some benefit in sharing hardware among government departments and between government and the private sector.

The Yukon Government is seeking alternatives in distance education which are suited to the real needs of rural Yukon. It is examining the benefits and costs of creating the capability to provide distance training to remote schools, Community Learning Centres, municipal governments and businesses.

2. Local Community Learning Centres, Local Training

Many adults in rural Yukon communities cannot leave home for extended periods of job training. Family obligations, existing jobs or the need to farm, fish, trap or hunt cut off these Yukoners from training opportunities in Whitehorse or the south.

Yukon College has established a network of Community Learning Centres (CLC) in small communities to improve the local training available to rural residents. The centres offer academic upgrading and a small selection of vocational courses, with considerable variation from one community to the next. Classes are often part time to enable those with existing jobs or other obligations to participate.

The current Yukon Government continues to support these Community Learning Centres and recently opened a new one in Old Crow with plans for another at Haines Junction/Burwash this year. An additional mobile training unit also is planned for the current year. The government views the centres as one means of enhancing economic and social opportunities in rural communities.

The government continually seeks ways to upgrade and enhance Community Learning Centres. One possibility now being considered is increased use of distance education technology. Although this approach is expensive to set up, the system is not tied to a particular course or set of courses. Once in place, distance learning equipment can deliver an enormous variety of courses. It is, in effect, an investment in flexibility.

Another approach involves a systematic effort to use outside community resources for CLC programs. Highway Department garages, community health nurses, municipal or band equipment, and facilities operated by private industry or crown corporations could all be used to stretch the CLC training dollar and to provide more and better training for the local community.

This sharing of resources already takes place to a certain extent. However it is often ad hoc and is not comprehensive. The suggestion here is to develop a systematic inventory of existing resources and to seek a standing commitment to share them for training. This effort could begin with other Yukon Government departments, followed by an approach to federal and municipal governments, band councils, crown corporations and private business operating within the territory. The sharing could extend beyond facilities and equipment to include the skills and expertise of people working with each of these organizations.

This sharing arrangement would work both ways. All of these "partners" would be encouraged to examine new ways of using the existing training resources of Yukon College and the local Community Learning Centre.

The Yukon possesses a small population and a developing economy. The territory can't afford not to share facilities. Sharing scarce resources is a northern tradition, and one which can continue to serve the region well even in the age of satellites and computers.

The government is seeking means of enhancing the effectiveness of local Community Learning Centres. It is evaluating distance education and a greater sharing of existing facilities and expertise within the communities.

3. Local Decisions, Local Development

Community Learning Centres were created to extend the training services of Yukon College into rural communities. Local learning centre co-ordinators are employed by (and report to) the college, and the final program decisions are made by staff at Yukon College and the Department of Education.

Naturally enough, these decisions reflect the goals of the college and department - goals which have been carefully developed to serve the entire territory. This approach is only fair in a territorial service such as the college. However, there may be times when these territory-wide goals differ from the priorities in

a particular community. This situation may arise in spite of even the best intentions to be sensitive to local economic conditions and local training needs.

In this situation the community has to rely entirely on powers of persuasion to defend its priorities. Generally this approach leads to consensus, as centre co-ordinators and college staff have a mandate to respond to community needs. However, when persuasion and discussion fail, the community has no real power to insist on its local priorities. The ultimate and sole authority for Community Learning Centre decisions rests at Yukon College in Whitehorse.

This potential for divergence between community priorities and centralized priorities has been built into the structure of the system, and its resolution lies in adjusting that structure. The government will consider suggestions for such an adjustment provided such suggestions maintain recognized and accredited standards, continue the delivery of expertise and resources from the college to local communities, do not cost extra money and, at the same time, increase the ability of the local community to develop training programs shaped by local economic conditions.

One suggestion for achieving this is to reallocate funds for the local co-ordinator from the college to the local community. The co-ordinator would continue in the same role, but would ultimately be responsible to the local CLC Advisory Committee rather than to the college administration. This shift would give the local

community an advocate within the system when differing priorities develop.

A similar effect could be achieved by reallocating a portion of the anticipated local CLC training budget from the college to the local community. This shift would allow the local committee to pursue training options which otherwise might not be ratified by the college administration. Most of the time this should be unnecessary - however, it does provide the community with an alternative when faced with training needs which do not coincide with the priorities of the college.

This shift of responsibility and decision-making to local communities will work only if local community leaders are prepared and equipped to accept this change. Some communities may choose to leave things as they are. Others, which prefer more autonomy, may benefit from a transition period. This transition could include a pilot project and some local leadership training, measures which would enhance the prospects for successful devolution.

The government is examining methods of increasing the responsiveness of local Community Learning Centres to local decisions about economic development and training. It is considering shifting some of the decision-making for staffing and program funds from Yukon College to the local community to achieve this goal. Yukon College would continue to work closely with local communities and to provide the expertise and skills it has in the past.

4. Community Learning Co-ordinators: A Yukon Model

The possibility of increased distance education at Community Learning Centres, increased use of other community resources in community training and increased involvement of Community Learning Centres in local economic development suggest a unique role for Community Learning Centre co-ordinators. This role would be specific to the unique needs and conditions of the Yukon.

Yukon rural instructors already deal with a distinct combination of community conditions. These include geographic isolation, ties between local learning centres and the central college and the need to reconcile technological and traditional cultures. The innovations to community learning discussed in this paper would add to this distinctiveness - and create a job description which is not duplicated outside the Yukon.

Distance education can provide expert instruction from afar to local communities. However useful this instruction, it will succeed in the Yukon only if a local instructor works one-on-one with students to keep them involved and motivated and to support the link between student and expert tutor at the other end of the phone line (or video line). In this instance the Community Learning Centre co-ordinator would operate as an expert in learning skills rather than an expert in the topic being studied. (The co-ordinator would continue to provide direct instruction in basic literacy, mathematics, life skills and other areas.)

The local co-ordinator would also become much more of an administrator, working with community leaders to identify new training needs and then assembling the required combination of distance education courses, local instructors and local facilities to provide that training. The co-ordinator would organize the course and coach the students, but often leave the primary instruction to those who are experts, either from a distance or within the local community. The co-ordinator would continue to fulfill the traditional educator's responsibility of delivering the highest quality of instruction, but would be able to draw upon a greatly expanded network of local and distant resources while doing so.

The model which emerges is one of an educator who must work well in isolation, who must possess the skills to link local needs to central resources, to bridge cultural gaps, to participate in community development, to plan and organize special courses using a combination of local resources and distance education, to provide one-on-one coaching to students and to provide basic classroom training in literacy and lifeskills to local students.

This model for a Yukon community learning instructor is a direct response to Yukon realities, not to models which have worked elsewhere. Special training may be required, and certainly a special type of person will be needed. The development of such a staff would not occur overnight and would require careful planning and individual incentives if it is to succeed.

Current conditions and future developments in community training
suggest a distinct Yukon model for community learning
co-ordinators.

PART III: YUKON COLLEGE - EVOLUTION AND DEVOLUTION

Introduction

A stronger, more flexible Yukon College will create increased opportunities for all Yukon residents.

- * A Yukon College which works closely with industry, labour, municipalities, band councils and community groups will maintain and improve its responsiveness to current job opportunities.
- * A Yukon College which can move quickly to create new training programs will enable Yukon workers to take advantage of new opportunities and new technologies.

Discussion Issues

1. Yukon College: Institutes for Economic Development
2. Yukon College: Leadership and Autonomy

1. Yukon College: Institutes for Economic Development

The Yukon Government has identified a clear need for special training programs in the mining sector, in renewable resources and in tourism. Similar needs may emerge in other sectors as the territorial economy changes.

The training needs of each sector are unique. They are constantly changing in response to new opportunities, new technologies and new market conditions. The challenge which this creates for Yukon College and the Yukon Government is two-fold:

1. Remaining aware of the special training needs of each of these sectors and
2. Remaining up-to-date on changes in training needs caused by new economic conditions or new technology.

This challenge could be met by establishing special offices to co-ordinate training for each of these sectors. Such offices - or training institutes - could be affiliated with Yukon College and have strong formal links with industry and with local economic development initiatives. A training co-ordinator at each institute would work with industry to develop a "package" of training courses for that sector.

Courses in each package would be purchased under contract from Yukon College, from a southern institution or offered at the job-site. Many trainees could attend more than one location as they progressed through their course package. The key is that the training package could reflect actual requirements for actual jobs and - because of the direct involvement of employers in the training institutes - would be updated as job requirements changed.

This approach allows the development of specialized training which is current, which allocates training funds in an efficient manner, and which creates a close link between those who initiate economic development and those who provide the training.

This proposal illustrates how the Yukon can continue to benefit from its long tradition of sharing resources. The territorial economy is too small-scale to afford parallel training systems - one in the private sector, one at Yukon College. Training dollars are scarce - but by sharing facilities and expertise government and industry can work together to the benefit of everyone.

Funding for these institutes could be determined on a case-by-case basis. Full government funding might be appropriate for institutes representing emerging industries or industries afflicted by an economic downturn. On the other hand, industries which are experiencing healthy profits and stable markets might be expected to share the cost of their respective training institutes.

The Yukon Government is examining the benefits of creating three special training institutes in mining, renewable resources and tourism. These institutes could affiliate with Yukon College, and co-ordinate training in their economic sector at a variety of locations and with a variety of programs.

2. Yukon College: Leadership and Autonomy

Yukon College is operated directly by the territorial government's Department of Education. Like other branches of government, the college is ultimately responsible to Cabinet which in turn is responsible to the territorial legislature.

In our system of government, this means that the College must compete to share an agenda with all the other legitimate concerns of Cabinet. This has been the case since 1963, when the College was established as the Yukon Vocational and Technical Training Centre. While this arrangement has been adequate in the past, emerging needs for training and new labour market trends indicate it is time to re-evaluate the structure.

At the time the Training Centre was opened, training needs in the territory were predictable from one year to the next. The cash economy at that time was based largely on mining, and the computer age had not yet begun. Training needs were straightforward and the need for new skills could be anticipated and planned for well in advance.

Those days are gone forever.

The Yukon Government is now encouraging the diversification of the economy. A diversified economy offers new opportunities for development by entrepreneurs, by Bands, by communities and by government.

These new opportunities will create a continued demand for new skills - and new training programs.

Some of these demands could require Yukon College to change core curriculum, others could require development of customized training delivered under contract to a client institution.

All of these possibilities represent activity which is much more complex than the straightforward situation which existed when what is now the College began in 1963. The College will be faced with decision-making and administrative tasks which were unnecessary in the past.

The time has come to consider establishing an independent Board of Governors to operate the College - a board whose agenda is fully dedicated to the College. Under such an arrangement the government would continue to set standards, to provide funds to the college and to define the College mandate. The College would continue to be a public institution - however it would exist as a separate legal entity with its own constitution, its own budget, and its own directors representing all sectors of Yukon society.

Although this autonomy would be a milestone in the growth and evolution of Yukon College, it is not unprecedented. Most community colleges in Canada already operate with a similar type of autonomy. These examples will provide several models for the required enabling legislation in the Yukon.

The Yukon Government recognizes that the decision making structure which has served Yukon College well in the past may not be adequate for an increasingly complex future, and that the College may now be ready for autonomy under a Board of Governors representing all sectors of Yukon society.

PART IV: SPECIAL PROGRAMS FOR SPECIAL NEEDS

Introduction

A thorough discussion on training in the Yukon must look beyond existing institutions such as Community Learning Centres and Yukon College and examine other issues in the labour market. Unemployed youth, women, the handicapped and native people all have special training needs as do those who face a major career change. These needs cut across all our existing institutions and may suggest a requirement for some new ones.

Discussion Issues

1. Career Planning for Career Choices
2. Women and Job Training: Overcoming the Barriers
3. Working and Learning: Training Outside the Classroom

1. Career Planning for Career Choices

Many people in the Yukon lack the knowledge to make informed career decisions. Unemployed young people, natives, women entering the labour force, single parents, workers dislocated by new technology, and rural residents all need practical, detailed information on jobs and training. Many also need counselling and coaching to help them recognize and deal with social and cultural barriers to employment. At the present time it is often difficult, if not impossible, for many people to locate such assistance.

Some career counselling is provided by Canada Employment and by Yukon College, but staff is limited and access restricted. Even this restricted service is not available in rural areas. Many rural Community Learning Centres do have small career libraries, but counselling is rarely available.

The importance of career counselling goes beyond simply providing information. It serves as a "point of entry" to many people who have been cut off from the labour market. A career path which may be self-evident to someone who is well established may seem a complete mystery to someone unfamiliar with the job market. Counselling can unravel such mysteries, and make personal career planning much less intimidating.

In addition to career information, counselling can also provide individuals with emotional support to develop self-confidence, help deal with social and cultural barriers, teach job-search skills and inform clients about financial aid programs. Special counselling could also address the unique needs of women, natives, the young and other groups who are under represented in the labour force. Rural school children also need such counselling to help make realistic choices about careers.

Career counselling is useless if it is not accessible. A store front office in Whitehorse and a mobile career office for rural communities could be helpful in making such a service available to those who most need it.

Many individuals cannot benefit fully from career counselling unless this service is linked to lifestyle counselling and other advice. Others may require a structured career preparation course before making use of individual counselling.

A career counselling centre becomes more practical if sponsorship can be shared. There are a number of organizations in the Territory which have a natural interest in such a service - including the Yukon Department of Education, the Department of Human Resources, other Yukon Government departments, Canada Employment Centres, Bands, municipal government, and private industry.

Career counselling could provide individuals with an entry point (or re-entry point) to training programs and jobs. Career counselling services for adults in the Yukon are underdeveloped, a deficiency which could be addressed by a joint effort of various government and private interests.

2. Women and Job Training: Overcoming the Barriers

Many women in the Yukon are faced with unfair barriers to job training and career development. Removing all these barriers will require changes throughout our society - in business, in politics, in families and in individuals. Old stereotypes need to be replaced with equality of opportunity.

The training system in the Yukon could make adjustments to remove some of the barriers facing women today. Many women cannot take advantage of vocational training at Yukon College because family responsibilities prevent them from attending full-time classes. Many courses are not scheduled to allow part-time study, and Yukon training allowances are paid only to full-time students.

Another training barrier faced by many women is a lack of adequate daycare. Even part time training can create tremendous difficulties for women who must constantly arrange ad hoc daycare. This applies particularly to women whose husbands work during class hours and to women who are single parents.

Transportation is another factor limiting the ability of women to take job training. Women earn less money than men (40% less on average), and this restricts their ability to buy a car. This fact is particularly limiting for women in rural areas. Even in Whitehorse, public transit schedules and routes could be reviewed to assess their adequacy for Yukon College students.

Other possibilities for reducing the barriers faced by women include the provision of student and family housing at Yukon College; the introduction of bridging programs, academic upgrading, lifeskills, and career information and planning at local Community Learning Centres; the training of greater numbers of certified child care workers; and the development of a more flexible system of financial aid for students.

Yukon College has already begun an earnest effort to equalize training opportunities for women. On-site child care is planned for the new college facility, a full time Early Childhood Education program will train child care workers and the College is examining ways of expanding part time training opportunities.

The government acknowledges that many women face formidable barriers to job training. Many of these barriers are beyond redress by the education system - however the government is pleased that Yukon College has begun to address this issue in some of the areas within its jurisdiction. Yukon College will be encouraged to expand this effort to better accommodate women, and the government will seek other means of reducing barriers.

3. Working and Learning: Training Outside the Classroom

Work experience is a powerful and effective means of job training. Governments and many private employers have formal on-the-job training programs to prepare people for new jobs. Small businesses and self employment provide individuals with an ongoing opportunity to increase skills by learning through experience.

However useful this training-on-the-job may be to the Yukon, it falls short of its full potential in two areas:

- 1) It provides training only for those who are already employed.
Groups which have a difficult time entering the labour force

are not in a position to benefit from training-by-experience. In the Yukon these groups include youth, women, Indians and the handicapped.

- 2) There continues to be a shortage of entrepreneurs and skilled people in certain occupations such as middle management and small business management. On-the-job training is not producing enough people with these skills.

The solution to both these problems may lie in special funding for designated training positions. These positions could be temporary training jobs, lasting only 12 to 24 months. This mechanism is already being used successfully to meet other economic and social needs in the Yukon.

The territorial government operates an In-House Apprentice Training Program to train Yukon residents as certified journeymen. The government pays the wages of twenty apprentices as they work towards certification in various Yukon Government departments. It also operates a similar program to train Fourth Class Engineers. Similarly the federal government funds on-the-job training for Yukon Indians in the public and private sectors. On-the-job training has a proven track record of producing skilled workers.

This same mechanism could be used to provide Yukon Indians, unemployed women, youths and handicapped Yukoners with marketable entry-level job skills. Individuals from these groups could be

hired to work in a public or private sector job which will teach them these skills. The program could operate in conjunction with an accredited cross-cultural education program.

The same approach could also be used under a separate program to equip experienced workers to take a step up the job ladder and become competent managers or entrepreneurs - skills which are desperately needed if the Yukon economy is to mature and diversify.

The government is considering expanding its program of training in the private and public sector to provide entry level training for high-unemployment groups such as women, Indians, youths and the handicapped, and to provide management upgrading for those who already possess some job experience. The former would create more equality in the labour market, while the latter would add needed management skills to the Yukon labour pool.