

A number of institutions offer academic upgrading designed to raise trainees' general level of education in one or a series of subjects. Courses may be taken to qualify for admission to higher academic studies or vocational training. However, completion of levels corresponding to the final grades of secondary school does not give high school graduation status.

Rather than attend an educational institution, individuals may acquire training related to a specific trade or occupation as they work. On-the-job training is organized instruction offered in a production environment.

Apprenticeship programs combine on-the-job training with classroom instruction. Persons contract with an employer to learn a skilled trade and eventually reach journeyman status. Apprentices may be registered with a provincial or territorial labour or manpower department. The department sets standards for journeyman qualification: minimum age, educational levels for admission, minimum wages, duration of apprenticeship and the ratio of apprentices to journeymen. Non-registered apprentices enter into a private agreement with an employer, perhaps in association with a labour union. They are not subject to regulations established by the provincial department for that trade.

In co-operation with the provinces, the federal government has introduced standard interprovincial examinations to promote the mobility of journeymen. Those who pass examinations in certain apprenticeable trades have an interprovincial seal attached to their certificate, allowing them to work in any province.

Business and industrial establishments train new employees, retrain experienced workers or upgrade their qualifications. Publicly supported, in full or in part, or entirely financed by the company, training can be on-the-job, classroom instruction, or a combination of the two.

In 1985, the federal Department of Employment and Immigration inaugurated the Canadian Jobs Strategy, a co-operative effort with the provinces, business, labour and community groups for training and skill development. The strategy consists of six programs, four of which focus specifically on training. These programs are designed to help: workers whose jobs are threatened by changing technology and economic conditions; women and young people entering the labour market; the long-term unemployed; and employers who need workers with specialized training.

The federal Vocational Rehabilitation for Disabled Persons Act facilitates trades training

for the handicapped. The federal government reimburses the provinces for 50% of costs for programs that enable disabled people to support themselves fully or partially. The provinces provide training directly in community colleges and trade schools or purchase it from the private sector or voluntary agencies.

#### 4.3.4 Continuing education

Continuing or adult education is adapted to the needs of people not in the regular system. Out-of-school adults (15 and older) are able to pursue accreditation or to advance their personal interests. Continuing education is given by school boards, provincial departments of education, community colleges and universities. Programs are also conducted or sponsored by non-profit organizations, professional associations, government departments, business and industry. Instruction is not centred exclusively around institutions; it is also available by correspondence course, from travelling libraries, and over radio and television.

**History.** School boards and provincial departments of education have offered evening classes for adults since the turn of the century. Rapid development occurred after World War II.

At the postsecondary level, extension programs have been part of some universities for many years. Agricultural extension education was provided in Alberta and Saskatchewan; at St. Francis Xavier University in Nova Scotia, fishermen's co-operatives were organized. Besides these practical and vocational programs, other cultural and recreational services were developed by several urban universities in Central Canada. Some courses were for academic credit, others were not. Many were offered only on campus, others in external centres as well.

In 1983, an estimated 3.2 million adults took at least one adult education course. More than half of these students attended an educational institution, but employers and voluntary organizations also figured prominently as providers of continuing education.

**Courses.** Continuing education programs offer both credit and non-credit courses. Credit courses sponsored by school boards and departments of education may be applied toward a high school diploma. Credits in academic or vocational subjects can be acquired through evening classes or correspondence study. Postsecondary credit courses count toward a degree, diploma or certificate.

Non-credit courses for personal enrichment or leisure teach hobby skills (for example, arts