

continue to be required to fill temporary needs. In Canada, this field is largely handled by the Canadian University Service Overseas (CUSO), the work of which is discussed in a later section (paragraphs 138 to 145).

70. One field of expert assistance which has been repeatedly stressed in testimony is the broad area of administration, both governmental and corporate. Here, many witnesses felt, Canadian skills could be used to full and immediate advantage in expediting development priorities. It should be made as easy as possible for Canadian officials (in all specialties and at all levels) to be seconded for temporary service on advisory or operational assignments in developing countries. Canadian private enterprises should be strongly encouraged to follow similar policies.

71. Here again, however, the Subcommittee believes that this help should be directed to the cultivation of indigenous capabilities rather than substituting for them and creating patterns of continuing dependence. One specific area where Canadian help might be of particular benefit from the outset would be in the improved marketing of the exports of low-income countries in developed countries.

72. In general, it seems particularly important that programmes of technical assistance be planned on a long-range basis, rather than being vulnerable to disruptive year-to-year fluctuations. This will enable the host country to take full advantage of the assistance offered and, through coordination, make the best use of all the expertise made available from all sources. This coordination, among the technical assistance programmes of different donors, itself presents problems on occasion. The dangers of duplication and waste are clear—all donor agencies must recognize the need for close coordination with the host government.

73. The second broad aspect of the technical assistance programme is the flow of students from developing countries to Canadian universities, technical schools, or special industrial courses. This too, is undergoing basic changes. Many developing countries have now developed extensive capabilities in university and technical education and can accommodate their own students and those of neighbouring countries. Increasingly, then, the need to utilize Canadian institutions will be restricted to a few advanced and highly-specialized fields. This is considered by the Subcommittee to be a healthy sign of progress. As well as reducing the "brain drain", home-country or third-country training ensures that students from developing countries learn under relevant conditions and help to build up the capabilities of their own national and regional educational institutions. The present CIDA policy of providing scholarships for third-country training is to be welcomed and should be implemented and expanded wherever possible.

74. Apart from the two-way flow of people, (experts and trainees), technical assistance is increasingly being recognized to have other important dimensions. The

transfer and adaptation of technology will necessarily involve a more equitable distribution of basic scientific research and development activity, and of its results.

75. This important need was the basis of the Canadian Government's decision to establish the International Development Research Centre. The legislation came before this Subcommittee and the Standing Committee in the middle of the Second Session, and the relevant testimony and reports may be found in Issue No. 13 of the Committee's *Proceedings* (dated February 1970). The Subcommittee has not heard further formal testimony on the work of the Centre, but Members have met informally with its President, Dr. Hopper, and have kept abreast of its operations. It seems clear that the Centre, under the guidance of its officers, and with the active participation of its eminent and expert Board of Governors, is well-launched on a programme of vitally relevant international cooperation for development. The Centre's initial priorities, announced on March 2nd, 1971, appear, to the Subcommittee, to reflect a practical, realistic approach to development needs and to the cooperative utilization (and enhancement) of the capabilities of institutions in the developing countries and in Canada. The Centre stresses the need for improved communication of development information—both the results of its own programmes and other existing knowledge. A substantial part of its resources will be directed to increasing the flow of information among different developing countries and to work with other bodies to promote better global adaptation and utilization of available development data.

76. A further point of importance about the International Development Research Centre is that this Canadian initiative has attracted a great deal of favourable international attention. A number of other governments apparently have demonstrated great interest in aspects of the Canadian approach, and some are said to be considering the establishment of similar institutions. These new channels (and a major redirection of existing efforts) will be fully necessary to begin to offset the present massive imbalance of research activity between developed and developing countries. Initiatives like the IDRC of course, must be viewed as supplementary to continuing direct support of educational and research institutions in developing countries.

77. Another recent and most welcome innovation in the Canadian programme of development cooperation is the provision of support for activities in the field of population and family planning. Soon after the basic policy was decided upon, the Canadian Government made substantial contributions (\$4,250,000. over two years) to two international agencies (the United Nations Fund for Population Activities, and the International Planned Parenthood Federation). It was also announced that CIDA would provide assistance under its bilateral programme in response to specific requests from developing countries. Population and health sciences have been selected as priority-areas by the IDRC, and CIDA has also been