

(5) The education of people in the skills required by a modern economy.

It is on this last factor, and what is being done about it, that I propose to concentrate my remarks.

As educators, you are all aware of the role that education has played in promoting the success of our own technological revolutions, and of its importance in our continued expansion as a nation. But if education played, and is playing, an important part in the history of our own development, it plays an overwhelmingly crucial part in the development of the emerging world. The role of education in this latter process is twofold, for not only does it provide the tools for implementing change, but by so doing it shapes peoples' attitudes and provides the motive force for seeking progress.

The rapid growth of population which characterizes the developing countries has special implications for education in those countries. We all know of the strain which the post-war "baby boom" placed on our own educational systems. When one realizes that the developing countries must face an even higher birth rate than Canada has ever experienced, a birth rate which in some cases results in half the population being under the age of 20, we can perhaps get some idea of the magnitude of the problem facing educators in the developing countries....

RATE OF EXPANSION

In 1961-62, there were 48 teachers and educational advisers abroad under the auspices of the External Aid Office. Today there are 634. This represents close to a thirteenfold increase in the short space of six years. The number of foreign students studying in Canada under special aid scholarships and programmes is presently about 2,300, which represents almost a fourfold increase since 1961. Yet this rapid expansion of our educational assistance programmes is more than a simple absolute increase for, during the same period of time, the percentage of our total grant aid bilateral programmes budget spent on education has more than tripled.

At the risk of oversimplifying the complicated nature of foreign aid schemes, it can be said that the heart of a successful aid programme lies in the establishment of successful personal contacts with the peoples of the developing countries.

This is the challenge facing the Canadian educators that we send abroad. In talking to them, I have been impressed by their energy, their dedication, their sense of moral obligation, and their great desire to be of service to their fellow man. They feel that their contribution is the best way that they, as individuals, can do their part in promoting goodwill and understanding between nations, and they are confident that their personal and professional abilities will enable them to make a definite and lasting contribution to the building of the educational structures of the countries to which they are assigned....

NEED FOR SPECIALISTS

Up to this point, the teachers and advisers which Canada has sent to the field have been primarily concerned with assisting developing countries in their efforts to make some form of education uni-

versally accessible to their citizens. We have concentrated our efforts in supplying elementary and secondary school teacher trainers, and regular secondary school teachers, particularly in the fields of mathematics and the sciences. We have also been drawing increasingly on our reservoir of vocational and technical teachers, and in more recent years we have made greater efforts to supply and train personnel at the post-secondary levels.

The type of educational expertise and talent required in the emerging world is now becoming more highly specialized, and we have become increasingly aware that there are large sections of expertise within the Canadian educational community which have not yet been tapped. The developing countries are now looking for curriculum specialists, for audio-visual experts, and for people trained in school administration techniques. For the first time we are being asked to plumb the whole range of our educational resources for personnel and ideas.

As a result of these trends, the funds allocated for educational assistance during the next few years will be channelled into new and dynamic programmes and the range of our activities will become more diversified. The "twinning" arrangement which Canada has already begun to implement, whereby a Canadian university undertakes to set up a particular faculty at a university in one of the developing countries, will become a fairly common feature of our aid programmes. I anticipate that, increasingly, we shall be sending teams of specialists to certain developing countries to introduce subjects like "new math" into the curriculums. The construction of comprehensive academic or technical schools or colleges for school administrators, in which Canada undertakes not only to build the educational plant but also to staff it and train counterparts to replace the Canadian personnel, will become a normal pattern in our aid schemes.

POOLING OF EFFORTS

If we are to effectively mesh the multiplicity of Canadian educational resources to the development plans of the emerging nations, the involvement and co-operation of all segments of the Canadian educational community will be required. With this goal in mind, steps will be taken to cement the present, relatively *ad hoc* contacts between the External Aid Office and the various departments of education, organizations and agencies whose support is essential for the success of our aid endeavours. If we can establish an effective liaison between the External Aid Office and these interested governmental and other agencies, Canada will be able to undertake more truly constructive programmes of educational assistance.

At this crucial period in the "revolution for progress", Canada cannot afford to slacken its efforts to assist, and it will not. Our aid efforts will increase, and I am sure that with the wholehearted support of the Canadian people, our country's development assistance programmes will achieve a level of competence and sophistication that will see Canada labelled as a country that faced up to what is probably the greatest challenge of this era, the challenge of international development....