

As far as assistance is concerned, you are aware of the increased effort we have made in this field during the past few years. In the space of 15 years, our total resources available to that end were increased from the amount that in 1951 constituted our initial contribution under the Colombo Plan to nearly \$200 million for the current year. This figure represents an increase of 50 per cent on last year's appropriations. If a large amount of these funds continues to be allotted to basic equipment, it is because in certain countries, particularly those of Asia, the revolution in the field of education is progressing well. Where the basic human resources already exist, we must contribute to the development of the economic structure by supplying the necessary funds for the creation of dams, power plants, transport, etc. In semi-industrialized countries, contributions in the form of commodities prove to be the most useful. But in Africa, where the most obvious deficiency is in the sector of education, our assistance is directed for the greater part toward that field of activity. Africa is chiefly in need of teachers, physicians and administrators. Education is the only instrument that can ensure security and progress for Africa; it is the only force capable of creating a politically and economically sound Africa.

Because of its Commonwealth membership, our country was first concerned with helping its African associates within this great partnership of nations. But it also behoved Canada to institute a special co-operative scheme for the French-speaking countries of Africa. The bilingual and bicultural character of our country required it. This programme was launched in April 1961. Because of its particular nature, a consultative committee was established at the initial stage in order to prepare recommendations concerning the use of available funds. This committee includes representatives of various national or Quebec organizations whose activity is in the field of education, as well as representatives of the Federal Government and of the government of the Province of Quebec. It was quite natural that, in a country where education is under provincial jurisdiction, such a co-operative programme should be the result of a joint effort by the federal and provincial authorities, each respecting the prerogatives of the other. As an example, the Quebec Department of Education, which established to that end a liaison office, will be responsible in co-operation with the External Aid Office - for recruiting the 60 or so teachers who will serve in Africa in 1965-66. Another example of co-operation is the standing committee, made up of representatives of French-speaking universities and of members of the External Aid Office, that is responsible for organizing summer courses for French-speaking African students and providing opportunities for training in industry that will complement their theoretical studies.

During its first three years of operation, the programme for French-speaking Africa was limited to an amount of \$300,000 a year. Last autumn, however, in the context of an expansion of all our aid programmes, this amount was raised to \$4 million, out of which \$500,000 were contributed to the United Nations fund for civil operations in the Congo. This thirteenfold increase in the sum allotted in previous years shows clearly the importance we attach to this programme.