

would describe as a cultural model of development. In this phase of our understanding of the development process, I believe the emphasis will be on the effect that development has on people's lifestyle and attitudes, on their levels of health and education, on their ability to shape their lives and their relationship with their environment. We will need to break new ground in understanding people, their behaviour and their ideas, and the planners and experts involved in our co-operation efforts will need to be much better prepared. As we work toward forms of co-operation that answer more profoundly the cultural needs of developing societies, education will certainly be, in many senses, the key factor. Our aid program will need, urgently, the help and the expertise of Canada's educational sector.

**Development
education**

I could go on indefinitely on the themes of Third World culture and education as a vital part of world progress, because my mind and my heart both tell me they are at the core of human experience, past, present and future. But instead I shall take just a few more minutes of your time to look at the other side of the educational coin, the place that world development has, or should have, in our own education system.

Development is a new theme, or issue, or subject in world affairs. It is most of what is happening to people in the second half of our century. If our education is to have the global dimension that gives coherence to all its other elements, it surely cannot ignore the Third World. Educational progress will be an illusion if our young grow up ignorant of how three-quarters of their species live.

There are powerful reasons for putting more emphasis on this new and difficult field of knowledge. Our young people are growing up in a world in which only one person in 200 is a Canadian. Their lives will be shaped increasingly by the growing interdependence that links what happens here ever more closely to what happens in parts of the world that we used to think of as remote and obscure — in Vietnam, for example, or Iran. They will need to understand the whole picture if they are to make sense of the flow of events, and to make wise decisions.

We in CIDA have some access to the biggest, most dramatic story happening in our generation — world development, the struggle of most people to gain a better life. We appreciate that education, in Canada, is a provincial responsibility. That is why we have been scrupulous about respecting provincial jurisdiction and have suppressed the strong desire to plunge into what we consider to be urgently needed work — for we know that another important aspect of development education is that, in the long run, it alone can ensure that there is enough public understanding and support to sustain a continued, substantial and enlightened Canadian program of development assistance.

The systematic introduction of world development into the curriculum of Canada's schools is, I believe, at least a decade overdue, and we are lagging behind what has been done in several European nations. Fine efforts have been made, it is true, by individual educators, by community groups and by non-governmental agencies. Progress has been achieved in the curriculum area in some provinces, aided by general interest among educators, by the leadership shown by some senior officials and certain universities, and by the visible presence of the Third World in Canadian class-