

regional co-operation, and offering support for non-formal education. Meanwhile, we have also rethought the whole field, to take into account the massiveness of need, the relative scarcity of resources, and the prior claim of the world's poorest countries and peoples.

I believe that the future of our involvement in Third World education lies in non-traditional directions. We must guard against the subtle temptation to impose our own values and systems on their emerging concepts of education, because by doing that we could cause a great deal of harm, in terms of both cost and culture. We could lead them into ruinously expensive attempts to replicate Western structures, in which each school built would consume so much of the meagre educational budget that it would in reality deny education to thousands of people. And we could substitute the powerful values of our Western culture for the indigenous values of the people who must live their own kind of development, thus undermining their cultural integrity. We must not underestimate our own capacity for causing havoc. "Soap and education," said Mark Twain, "are not as sudden as a massacre, but they are more deadly in the long run."

We should not seek to give education to anyone, but with sensitivity we can enter into helpful association with them as they work out the kinds of education that will meet their true needs as they see them. We can make available our full range of learning resources to help the developing countries carry out several essential efforts — planning that emphasizes the full range of learning opportunities, not only schooling; curriculum development based on the reality of life in the country concerned and on the idea of learning as a life-long process; and creation of a basic education system that can realistically be made available to most of the people and that will give them at least the minimum base needed for participation in their society and for further learning opportunities.

These are the directions that I think Canada's educational assistance to the developing countries will likely take in the 1980s. The opportunity to help create new types of education that will enhance the lives of millions of underprivileged people is obviously an exciting one to those who are interested in education.

I will offer just a few more thoughts on my first main theme, the role of education in world progress.

**Education key  
to development**

I believe that we are at the beginning of a renewed emphasis on education as a key factor in development. Analysis by the World Bank has given fresh evidence that social investments, such as in education, often yield higher rates of return than those in sectors thought to be more directly related to economic growth. Canada's own choice of priorities in world development, by emphasizing social development and help for the poorest, have prepared the ground for new initiatives in educational co-operation. And my personal reading of the over-all trend in development co-operation is that, on the basis of what we have learned over 30 years, we have left behind the early, simplistic economic model of development; have progressed through a decade of growing insight into a social model of development; and are moving further in this direction towards a deeper and more complete understanding that I

---