

by their university under a general contractual agreement between the university and the External Aid Office. Two such arrangements have already been entered into. The first of these was with the University of British Columbia in 1961 to establish courses in accounting and business administration in the Kuala Lumpur and Singapore divisions of the University of Malaya. A similar arrangement was entered into with the University of Toronto in 1963 to assist with the development of a Regional Engineering College at Mangalore in India. In most cases, those who are assigned to universities overseas are pioneering the establishment of new faculties. For example, during the coming year Canada will be helping to establish a Faculty of Education in the University of Lagos in Nigeria. In Rwanda, Canada is supporting the establishment of a national university at Butare.

Through a combination of capital and technical assistance, Canada has also been able to help in the construction, equipping and staffing of a number of educational institutions abroad. In Malaysia, for example, Canada has provided staff and equipment for a teacher-training college and has undertaken an extensive programme of supplying technical education equipment for schools throughout the country. In the Caribbean area, Canada has constructed a University Residence in Trinidad, is building four schools in the Leeward and Windward Islands and is supplying educational equipment to Jamaica. In Africa, Canada is building a trades-training centre in Ghana and a secondary school in Sierra Leone, helping to develop a technical college in Tanganyika, supplying handicraft-training equipment to Uganda, and providing audio-visual educational equipment to nine Francophone countries.

Some 73 Canadian technical advisers were serving in the developing countries under Canadian aid programmes as of March 31, 1964, in such fields as agriculture, fisheries, forestry and mineralogy. Most of them were helping to instruct local personnel to carry on their work, thereby helping to increase the supply of skilled and trained manpower that is a vital need in all the developing countries.

Technical assistance also includes bringing students to Canada for training, and in this respect, too, there has been a substantial increase in the Canadian effort in recent years. During the past three calendar years the number of persons trained in Canada with aid funds has doubled, climbing from 711 in 1960 to 1423 in 1963. The fields of training range from accountancy to zoology.²

The largest part of Canadian project assistance has been in the form of basic power and transportation projects where Canadian funds are used both to provide for the services of Canadian engineering or other professional firms and to supply equipment or goods produced in Canada. Project assistance may also be in the form of feasibility studies or surveys of resources where Canadian services only are required, or, alternatively, it may relate simply to the provision of Canadian-manufactured items such as locomotives, road vehicles or educational equipment.³

As described in the following sections, the projects vary from very large to very small. At the one extreme Canada is continuing with Phase Three of the massive Kundah hydro-electric project in South India, where the total Canadian contribution will be in the neighbourhood of \$43 million. Particularly in recent years, however, Canada has been undertaking a number of less spectacular but equally

2 Tables B and D illustrate the expansion of Canada's technical assistance activities.

3 The amounts allocated to various types of assistance are set out in Table A.