

the Special Commonwealth Africa Aid Programme and the programme for which this Conference is responsible, detailed negotiations with all the governments and authorities concerned are taking place to determine the best possible allocation of the available funds.

I have spoken so far in terms of expenditures. I should also like to describe some of our more important experiences with the actual operation of our programmes. The number of Canadian teachers and teacher trainers who have served in Commonwealth countries has increased fivefold in the last four years, and in 1964 will reach a total of 214. Over and above this, it is anticipated that there will be 30 Canadian university professors serving in Commonwealth countries next year. In the same four-year period, the number of training programmes arranged in Canada has moved steadily upward, from 711 in 1960-61 to over double this figure in the current year. We have assisted with the building and equipping of schools and teacher-training centres, and we have helped with the establishment and development of university faculties.

Some of the Canadian university professors have been assigned on the basis of individual contracts and others have been sent out as members of a team under a general contractual arrangement with a particular university. This brings important advantages both to the Canadian universities and to the developing countries. On the one hand, it provides a flexible method of administration; on the other, it lays the basis of important continuing links between Canadian universities and universities in the developing countries.

This kind of arrangement is, in fact, an illustration of the composite type of project we have emphasized in educational aid. These projects involve an attack on several fronts, by providing buildings, equipment, and Canadian teaching staff abroad and related training facilities in Canada. In appropriate circumstances such projects have the maximum favourable impact on local education facilities and are, as a result, particularly welcomed by the developing countries.

I know that the problems of training have occupied a good deal of attention during the deliberations of this Conference so far, and I should like to refer to the Canadian experience in this particular field. Our basic objective is, wherever possible, to assist training institutions in the students' home countries. We have done this either by strengthening existing facilities or helping to establish new ones. We shall, of course, continue to provide training in Canada for students from the developing countries until local facilities are able to meet local needs. In our programmes we have placed particular emphasis on group training. Although individual programmes will doubtless continue to be required, our experience has been that group programmes in many cases meet the students' needs more effectively. We have, as a result, undertaken in various institutions across Canada group training programmes in various fields, including public administration, co-operatives development and labour-leader training.