
countries has been initiated and run successfully outside the bounds of our official aid program, though often with CIDA's support and admiration. The 200-plus Canadian voluntary agencies and non-governmental institutions committed to international development are doing a remarkable job, carrying out several grassroots education projects each year, many of them highly innovative. One that has attracted attention recently is the Developing Countries' Farm Radio Network, sponsored by Massey Ferguson and the University of Guelph with financial help from CIDA. Through it George Atkins, a former CBC farm commentator, gathers practical farming tips and sends tapes to hundreds of radio stations in most of the developing countries to add to extension programs and enrich farmers' knowledge.

Project overseas

Among the hundreds of other examples that could be given, I would like to single out the work sponsored by the Canadian Teachers' Federation (CTF). Since the beginning in 1962 in Nigeria, Project Overseas has given several hundred Canadian teachers first-hand knowledge of the developing countries. Through Project Overseas and a variety of other initiatives, the CTF has contributed significantly to improving both the professionalism of teaching in Africa, Asia and the Caribbean, and to Canadian understanding of the wider world. CIDA is proud to have played a supporting role, and I certainly hope that this creative co-operation will continue and will yield still more new ideas and fresh approaches in the years ahead.

Universities' role

I would also like to note with pleasure that Canada's universities and colleges have a long record of support for and active participation in Canada's international development efforts, both as contractors carrying out many projects for CIDA, and as independent actors initiating their own projects. So major in fact is the role being played by a growing number of universities and colleges that it was a factor in our recent restructuring of CIDA's Non-Governmental Organizations program, so that more attention could be paid to this sector.

Canadians, then, have made and are making important contributions to educational progress in the world, through many channels. But it is an uphill path, and experience is always changing our perceptions of the goal and how to reach it. One of the many lessons we have learned about international development is that there are better ways of helping than trying to reproduce our systems in 100 Third World countries. The developing countries are now asking for specialized types of assistance, and in the educational field Canada has responded by changing to a more effective, concentrated kind of help. This means, of course, less chance for the average Canadian classroom teacher to make a personal contribution through overseas service on a CIDA assignment. But it is a change we should welcome, because it reflects a growing ability of the developing countries to meet their own needs, to educate their own people.

The future

Where do we go from here? What lies ahead? Clearly, we still need intelligent experimentation and innovation about what people learn, and how, and why. The result should be better education in the developing countries, and maybe in our own country as well. To meet the problems we have identified in this field, CIDA has done two main things in the past few years. As already mentioned, we have modified the kind of educational aid Canada provides, shifting the emphasis to teacher training, relating our help to manpower needs, supporting third-country training, encouraging