

special aid emphasis in the Little Seven, Barbados and British Honduras. A later section of this report will contain a number of observations on the planning of the programmes in these areas.

4. *Support of Caribbean Integration*

Early in this report the Committee recommended Canadian support for regional integration projects in the Caribbean, but cautioned that they can only progress at the pace agreed upon by the area governments themselves.

The Committee endorses Canada's policy of providing separate support to the University of the West Indies, an institution, with a highly impressive record which continues to serve the whole area. The Canadian role in supporting the Regional Development Bank is also a very useful and important one. The Bank should serve to harmonize and co-ordinate regional development and thus effectively promote eventual economic integration. Inevitably, however, frictions will develop in the Bank's operations. It is therefore important that the institution not become, or even appear to become, overly dependent on outside resources and thus jeopardize its base of concerted local support.

5. *General Types of Assistance*

The nature of Canadian assistance to the larger and more developed countries seems generally well-suited to their requirements at their present level of development. The only aspect of the present programme on which the Committee wishes to make specific comments here is educational assistance. In addition to its contributions to the University of the West Indies, CIDA has concentrated on the provision of technical and vocational school equipment and buildings and teacher and student exchanges (with particular attention to teacher-training).

Education, particularly in technical and commercial fields, continues to be one of the region's main problem areas. The shortage of teachers, aggravated by emigration to countries like Canada, is a persistent problem. The stress on teacher-training in the Canadian programme, with particular attention to the staffing needs of new technical and vocational schools, is thus helping to fill an important gap.

The Committee has been concerned by the relationship between educational assistance and the "brain-drain" from the area. In this connection, the Minister of Manpower and Immigration indicated that a very high proportion of students brought to Canada from developing countries are now returning to work in their home countries. The Committee was also heartened by the measures now being used by CIDA to avoid aggravating the "brain-drain". The initiation of in-area scholarships; general encouragement of third-country training; and the granting of exchange scholarships only in fields not offered at the University of the West Indies—all of these are valuable methods of alleviating one of the area's most serious concerns.