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NEW INITIATIVES
IN
ECONOMIC
ASSISTANCE

... AGRICULTURE
... HEALTH
... EDUCATION

AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C.

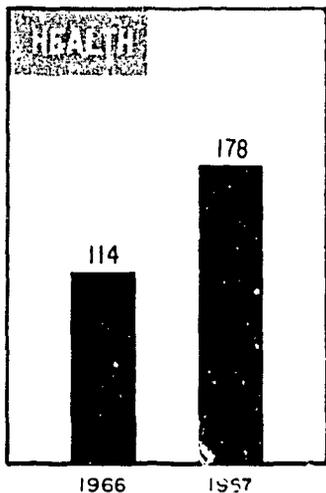
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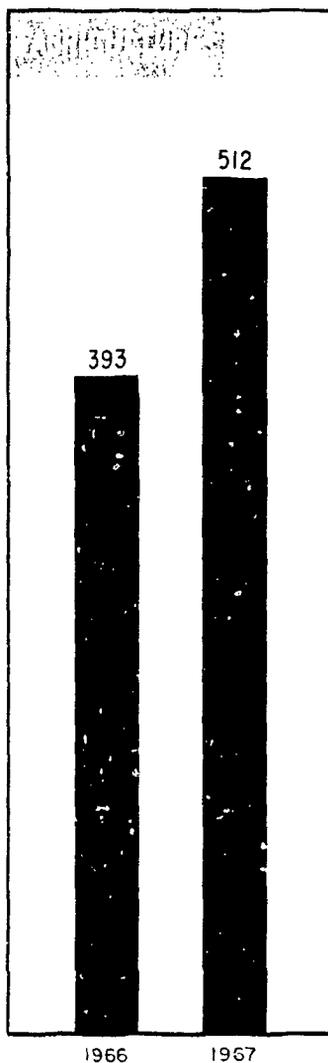
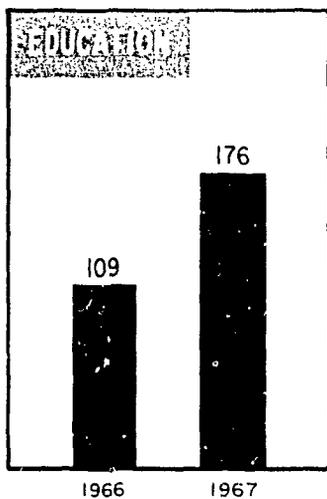
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NEW INITIATIVES..... IN ECONOMIC ASSISTANCE



PROPOSED COMMITMENTS UNDER
FOREIGN ASSISTANCE ACT
(FY 1966 and FY 1967
in Millions of Dollars)



NEW INITIATIVES IN ECONOMIC ASSISTANCE

To meet President Johnson's call for a "massive attack on hunger and disease and ignorance" in the less-developed areas of the world, AID will place new emphasis on its programs involving agriculture, health, and education.

In fiscal year 1967, AID plans to:

- Increase by one-third its fiscal year 1966 programs for agricultural development in the less-developed countries and closely link its economic assistance projects with the Food for Peace Program;
- Expand by 55 percent its health programs and launch a major drive to eliminate malaria in 15 countries and smallpox in 19 countries during the next decade;
- Nearly double its programs in the field of education with special emphasis on projects to provide more teachers, educational facilities, textbooks, and specialized training in the United States for foreign students.

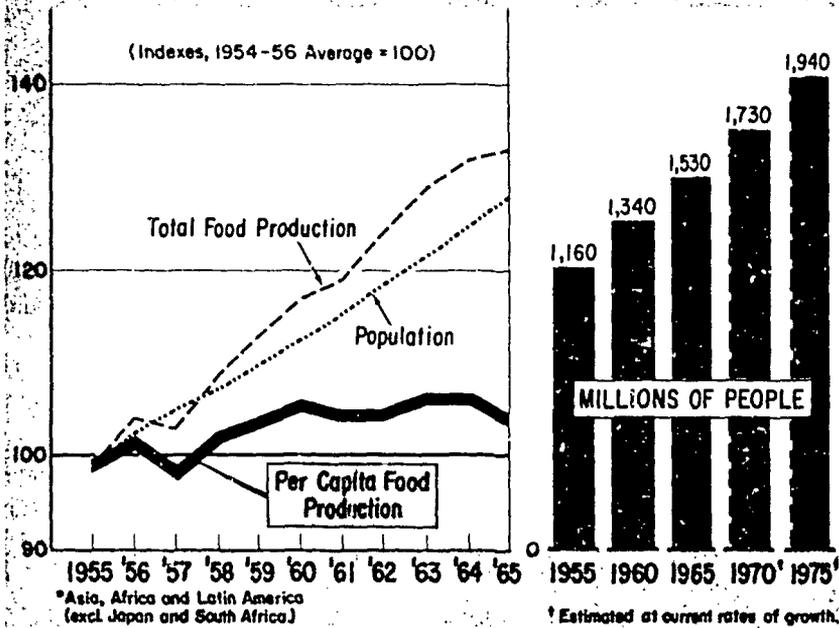
FOOD AND AGRICULTURE

In his 1965 farm message to the Congress, President Johnson said:

" . . . The disturbing downward trends in food output per person in both Asia and Latin America in recent years must be reversed. And these trends can be arrested and reversed only by a massive mobilization of resources in both the food-deficit countries and the advanced countries of the industrial West."

In fiscal year 1967, AID proposes to invest nearly \$455 million directly in programs to speed agricultural growth in the less-developed world. This represents an increase of nearly one-third over fiscal year 1966 and more than half again as much as fiscal year 1965. It will permit a greater mobilization of U.S. technology and resources to meet the needs of many developing countries. AID will also contribute \$57 million in voluntary contributions for agricultural development to the UN Development Program, FAO's World Food Program, and the development of the Indus Basin.

FOOD and POPULATION GROWTH in the Less Developed Countries*



In addition, the weight of the entire AID program and of food aid available under the Food for Peace Program will be used as leverage to hasten the massive mobilization of resources needed in the food-deficit countries.

The need for action is clear. Food output in the less-developed countries has been rising—but not as rapidly as the demand for food. With populations increasing at a rate of 2½ percent to 3 percent a year, food output per person has barely been able to keep pace, and in some countries it has actually declined.

Food Demand Is Rising

But population growth is just one side of the problem. Food demand is also rising because personal incomes are rising for many in the less-developed countries. People who have long lived on subsistence diets are spending their first added income on more and better quality food.

Even with extraordinary progress in the family planning efforts of the developing countries, the prospect is for a rapid rise in food demand that will continue through the next two decades at the very least—and a food gap of massive proportions unless output can be drastically raised.

The less-developed countries now have a food deficit of 16 million tons of grain annually, met by imports from the developed countries. This

deficit can be expected to grow to 42 million tons by 1975, and 88 million tons by 1985, if food output continues to increase only at the present rate, population grows at the rate projected by the UN, and only a modest increase in food consumption occurs over present minimum levels.

The 42 million ton food gap expected by 1975 is larger than the entire current U.S. wheat crop. The 88 million ton gap by 1985 would exceed U.S. grain production capacity (even assuming return of all reserve acres to production) by nearly 13 million tons, or about the level of U.S. food aid grain shipments today.

It is plain that if a food shortage of disastrous size is to be averted there must be a rapid increase in the ability of the less-developed countries to produce their own food.

It is equally plain that a rapid increase in food output is possible, if food and rural development are given the attention and the priority they deserve.

Agriculture has made rapid strides in many developing countries over the past decade. Experience has demonstrated the kinds of assistance, the kinds of national investments, and the kinds of national policies that can produce a rapid growth in food production.

Food Output Has Been Growing

Agriculture in the less-developed countries is not stagnant. For the past ten years food output has been growing steadily.

At AID's request, U.S. Department of Agriculture experts studied farm progress from 1948 through 1963 in 26 developing countries—countries that receive three-fourths of AID assistance and account for 75 percent of the people in the AID-assisted countries of Asia, Africa, and Latin America.

The study showed that rates of increase in crop output failed to exceed population growth rates in only five of the 26 countries: Nigeria, Egypt, Pakistan, Tunisia, and Jordan. Twelve of the 26 countries sustained increases of more than four percent annually, an agricultural growth rate greater than that achieved by the developed countries over any comparable period of time. And in the most recent five-year period, Pakistan has also moved toward a much higher agricultural growth rate.

From this record, the study concluded that it was feasible for many more countries to achieve growth rates as high as the leading 12, and that it was both practical and possible for most developing countries to increase food output sufficiently over the next 10 to 20 years not only to meet their own consumption needs, but to achieve a surplus for export or investment.

Achievement of this goal involves more than simple increase in the volume of agricultural investment by the developing countries and in the volume of agricultural aid from the developed world. A rapid rise in food output depends on a whole complex of factors, from the quality of farm research and extension services and the availability of transport and

fertilizer, to the impact of national policies on the incentive of farmers to produce more.

Factors in Agricultural Progress

Progress begins with people with the skills needed to carry out a development program. Since the beginning of AID assistance in Asia, Africa, and Latin America, the training of local agricultural professionals has been a keystone of technical assistance activities.

All of the 1,300 AID-financed agricultural experts now at work in the less-developed countries give priority to the training of local counterparts. Whether the AID expert's specific task is to help establish farm research facilities, assist in the development of irrigation systems, work on farm marketing bottlenecks, or advise on the distribution and use of fertilizer, his primary mission is to help local counterparts learn to do the job themselves and to train local staffs to help them.

As part of this continuing program of manpower development, AID usually brings 1,500 foreign agricultural professionals to the United States each year for advanced or specialized training.

The AID agricultural training mission involves many facets. In fiscal year 1965, for instance, there were 200,000 students enrolled in agricultural schools and colleges which AID has helped to establish in 41 Asian, African, and Latin American countries. These institutions are providing much of the trained manpower on which the expansion of agricultural research and extension services depends in the less-developed countries.

The Role of American Land Grant Colleges

American land grant colleges and universities, under contract with AID, are playing a central role in the creation of agricultural training institutions and of centers for practical research in the less-developed countries.

These efforts, to cite two examples, have resulted in these accomplishments:

- A hardy strain of corn originally developed in Guatemala by an Iowa State University team now provides one of Thailand's largest export crops;
- In South India, University of Tennessee professors proved conclusively that fertilizer and a few simple changes in cultivation could produce ten times the existing yields of "ragi," a type of millet on which 10 to 15 million people depend for food.

It takes effective extension services to get research results translated into action on a country's farms. In the Mymensingh district of East Pakistan, the AID agricultural advisor and his Pakistani counterpart found that while

model farms were useful for research, demonstrations worked best when conducted by farmers themselves on their own small scattered plots of land. To the farmers of Mymensingh, line-sowing, the use of fertilizer, small pump irrigation, and other innovations were worth copying only if they worked for a neighbor whose farm and whose means were on the same small scale as their own.

AID has helped multiply the reach of extension services through farmers' associations in Taiwan, farm cooperatives in Iran, farmers' clubs in Thailand and Nigeria, and "4-H" type clubs in more than 40 of the less-developed countries.

Agricultural Credit Programs

Even know-how is not enough if farmers cannot afford new seeds, the cost of irrigation water, or the investment in a season's supply of fertilizer. Making credit available is difficult in countries where land titles are often clouded, and the potential borrowers are already in debt to village money-lenders.

In Taiwan, farmers' associations worked as the source of credit to the country's 700,000 farmer-owners, with 70 percent of the loan capital coming from member deposits, the 30 percent balance from a government revolving fund financed by AID. In Korea, Iran, Tunisia, and many other countries, farmer cooperatives are working to channel credit for farm improvements.

In Mexico, a major break-through has been made through a supervised agricultural credit program supported jointly by AID, the World Bank, and the Mexican Government, and operating through private banks throughout the country. To date, AID has provided \$40 million in development loans; the World Bank, \$25 million; and the Mexican Government, the balance for a portfolio expected to reach the peso equivalent of \$100 million by the end of 1966.

Private banks—with 90 percent of their risk insured by government programs—have begun for the first time to loan money to farmers for productive purposes: land improvements, fertilizer, purchase of live-stock and the like. A total of 72 private banks in 28 Mexican states are now cooperating in the program, and the peso equivalent of \$52 million has been loaned to 12,722 farmer-borrowers.

Transportation Is A Major Need

Transportation is required to bring tools, seeds, and fertilizer to farmers, and carry harvests back to cash markets. In 1965, Thailand earned the equivalent of \$70 million in foreign exchange from corn exports alone. A third of the country's corn crop now comes from a new agricultural area opened by the 90-mile, AID-financed Friendship Highway, which enables produce to reach Bangkok markets in a few hours by truck.

Primitive marketing systems can seriously hamper agricultural investment. In Bolivia, rice output lagged for years despite high demand in La Paz markets and an obvious potential for greater output in rice-growing areas connected by highway to the markets. An AID study showed that, although prices were high in La Paz markets, the truckers who brought rice in the producing areas provided irregular service and paid very low prices. The farmers had no alternative outlet, and little incentive to grow more than their own need. To meet this challenge, AID helped form a producer-marketing committee which rented warehouses, and offered to buy rice at a stated, higher price. The truckers promptly raised their offering prices too, and the farmers responded; rice production climbed from a yearly average of 18,000 tons in the early 1950's to over 40,000 tons by the early 1960's.

Increasing Rice Production In Pakistan

The remarkable growth in rice output in East Pakistan—the most impoverished wing of the country and one of the worlds' most crowded areas—demonstrates the complex of activities that can produce rapid farm progress even under severe handicaps.

Since 1962, AID has cooperated with Pakistan's Ministry of Agriculture to raise rice output in a crowded delta area with a history of shortages. AID helped finance imports of American fertilizer and pesticides and train 6,000 agricultural extension workers and the senior staff of the East Pakistan Agriculture Department, including training in the United States for most of the 36 Department directors and deputy directors.

In the ten years between 1955 and 1965, the average production of rice in East Pakistan rose from 7.4 million tons to 11.5 million tons. Average production per acre nearly doubled, from 787 pounds per acre to 1,340. The use of improved seed is credited with 12 percent of the increase, and regular spraying with pesticides with another five percent. Other major factors included: a tripling in the use of fertilizer (from 30,000 tons to 90,000); a six-fold increase in irrigation (30,000 to 185,000 acres), largely through use of low-level pumps shared by a few farmers; development of an effective extension service which gained the confidence of the farmers; government subsidy of fertilizer prices (roughly 50 percent of the purchase price, plus the cost of transport to inland depots); and a grass-roots public works program run by local union councils and financed by U.S.-granted local currency which built thousands of miles of farm-to-market roads.

The New AID Emphasis on Food and Agriculture

AID's starting point in expanding assistance to agriculture is to make country performance in developing food resources a priority condition of self-help in agreements covering program loans or substantial AID country assistance agreements. This policy recognizes the fact that lagging food

output and the drain of depressed rural economies in many countries threatens the gain of rapid progress in other sectors.

Self-help means investing an adequate share of the country's own national budget in food production; providing funds adequate to support better, larger research and extension services; and to build or create the external supports farmers need to produce more. Many things farmers need do not take foreign exchange—rural road systems, country warehouses, and storage centers, for example, can all be built with local labor, local materials, and local currency. Many countries have found it necessary to subsidize the initial inputs farmers need to begin producing more, such things as fertilizer, pesticides, and improved seed.

If these investments do not require foreign exchange, they do take local funds and the urgency of the problem suggests that a number of countries may have to increase their own investments in food output at the cost of other, sometimes more glamorous, projects.

New Policies In the Less Developed Countries

Self-help also means a willingness to adopt national policies that encourage food output and to abandon policies that are clearly depressing production on the farms. In some countries, controls on farm prices designed to hold food costs in line for city workers have removed any incentive for farmers to invest in growing more for cash sale.

Other countries have found that when fertilizer distribution was opened to private enterprise, customer-oriented salesmen did a better job of promoting its use in the countryside than was ever done by government monopolies or understaffed extension services. In many Latin American countries, the slow pace of land reform and the prevalence of absentee owners leaves thousands of acres still without farmer-owners to manage the development of the land's full potential.

The most hopeful side of the world food outlook is the developing countries' own belated, but serious, concern over the problem. This concern is demonstrated by important changes already occurring in national policies and investment patterns. For example:

- India has in the past year reversed its prior policies by establishing a production-incentive price support program for grains, by radically increasing the share of agriculture in its Fourth Five-Year Plan, and by opening fertilizer distribution to competitive private enterprise.

- In Latin America, 14 countries have now instituted land reform programs, and the pace at which farmers are actually getting land titles is increasing steadily.

- Nigeria has increased the volume of agricultural credit available to its farmers by 20 percent a year for the last ten years.

- In the newly independent African countries the number of students graduating from agricultural schools of all types has about trebled during the last five years as part of the establishment of basic farm extension and research services.

AID assistance in fiscal year 1967 will be provided in five major areas of concern common to most of the food-deficit countries: farm market policies, agricultural institutions, research, water, and fertilizer.

Farm Market Policies: Agriculture is the largest private sector in the less-developed world, where progress depends on the decisions of hundreds of millions of independent farmers. No farmer is going to decide to break with old traditions or invest in new tools and improvements unless it is clearly rational for him to do so. Credit must be available to make investment possible; he must be able to obtain things he needs when he needs them; he must have an opportunity to sell what he produces for a profit; and there must be consumer goods available to buy with his added income.

AID will finance the services of more American experts to help other countries with the complex job of creating the network of practical policies needed for farm progress. In providing this kind of assistance, the Agency will rely heavily on the resources of American land grant universities and the U.S. Department of Agriculture, financed by contracts and interagency agreements.

Agricultural Institutions: AID will increase the flow of assistance available to help less-developed countries create or expand extension systems, cooperative and farm credit associations, agricultural training schools, marketing outlets and rural transport systems. The major costs involved are nearly all local costs, but AID can provide important technical assistance, some capital help, and general support through local currencies generated through Food for Peace sales.

Increased assistance in this field will involve a substantial increase in the number of AID-financed technicians serving abroad in agricultural development. The Agency will seek the added technicians primarily through contracts with American land grant universities and colleges, cooperative and farm marketing associations, and by reimbursed cost agreements with other federal agencies such as the Department of Agriculture. By contracting with these other institutions, AID expects not only to get the best qualified experts for each job but also to make full use of the experience of the universities, the cooperative and farm associations, and other specialized federal agencies in planning and organizing the job to be done.

Research Programs: American agricultural abundance is based in large part on the improved seeds, fertilizers, pesticides, and production methods

made available through basic and applied research carried on by the Department of Agriculture, the land grant universities, and private industries in the United States. Our farmers can plant, grow, and harvest their crops with confidence born of having dependable and authoritative guidance to avoid almost every hazard to production that can be controlled by man.

Experience has shown, however, that American farm methods do not necessarily work in the rice bowl of Asia or in the tropical and sub-tropical lands of Latin America and Africa. But methods that do work can plainly be developed if the research capability of the less-developed countries themselves is improved.

In fiscal year 1967, AID will expand its cooperative efforts to improve the effectiveness of agricultural research centers in the less-developed countries. In particular, the Agency will increase its support through the land grant universities and the Department of Agriculture, to strengthen their participation in the development of agricultural research in Asia, Africa, and Latin America. Support will also be channeled through such regional and international centers as the International Rice Research Institute in the Philippines.

Water Resources: The expansion of water resources for food production will require sizable AID capital as well as technical assistance. AID is now providing assistance for 50 water projects in Africa, Asia, and Latin America which will open new land for cropping through irrigation or permit multiple-cropping.

Based on current agricultural technology, little can be done to expand grain supplies by bringing virgin land under the plow in the less-developed countries. Except for a few tracts like the eastern slope of the Andes in Latin America, there is relatively little virgin land left to exploit.

But development of water resources can bring new acreage into production, and may permit growing three crops on land that now grows only one. AID projects are helping to irrigate more than a million acres in India, half a million each in Pakistan and Korea, and 100,000 or more in Tunisia, in Ecuador, in Morocco, in Taiwan, and in Afghanistan.

AID has helped bring water to parched land by financing American steel, cement, machinery, and engineering services for large dam-reservoir systems; by supplying American pumps and piping for tube wells; developing terrace and catchment systems for rainwater on riverless plateaus; and by providing simple, low-lift pumps for delta soils too light to sponge up water lying just a few feet below ground level.

The developing countries need agricultural water more - and know less about the potentials of their water resources - than any other part of the world. AID has helped 14 countries undertake the first surveys of their own resources, and the mapping and exploration of new resources will be a key part of future AID-assisted water development programs.

Fertilizer Use and Production: A million dollars worth of wheat shipped to a food-deficit country will feed 70,000 people for a year. But a million dollars worth of fertilizer, properly used, can grow enough wheat in the needy country itself to feed 200,000 people for a year.

A massive increase in the use of fertilizer is essential if the food-short countries are to produce enough from their own land. The provision of American fertilizer, and of plants to make it locally, will account for a major share of AID capital assistance in agricultural development.

It has been estimated that if the less-developed countries are to raise their own yields enough to meet their food demands, fertilizer use will have to be increased five times over the present level by 1975, a target that will require about 20 million nutrient tons a year.

American fertilizer exports, financed by AID loans, now provide much of the nutrients in use in the developing countries. For example, AID-financed American fertilizer shipments—and to a lesser degree the output of local plants built with AID assistance—constituted all of the fertilizer used in Laos and Korea in 1965, nearly 50 percent of Taiwan's, and 15 percent of India's.

AID expects to use roughly a third of its agricultural assistance funds in fiscal year 1967 to finance fertilizer exports to the less-developed countries and the American equipment and engineering skill to build plant capacity in the countries themselves.

Local currency generated under the Food for Peace program can be invested in country agricultural development—paying local labor to build farm-to-market roads, providing basic capital for farm credit programs or loans to encourage the growth of small rural industries. To cite only one example, 48 Cooley Loans to American subsidiaries in 15 developing countries have provided \$48 million of local currency for new food producing and processing industries.

Under the Food for Peace Program, food can be used as part wages or incentive in rural development programs operated by American voluntary relief agencies. Food aid will continue to play an important role in disaster relief, and in child-feeding programs.

The United States cannot, however, regard food aid as a substitute for a more rapid increase in the developing countries' own food output. In recommending that food aid be included as part of any country assistance program, AID will take into account the country's efforts to help itself. In the negotiation of food aid agreements greater emphasis will be given to each country's commitment to rapid agricultural progress.

In this way, the Food for Peace Program can make a more effective contribution to the war on hunger. AID will work closely with the U.S. Department of Agriculture to ensure that the availability of food supplies from the United States helps to encourage rather than delay the massive mobilization for farm progress clearly required in Asia, Africa and Latin America today.

Fortunately, private investors appear willing to undertake much of the investment needed to build the required production capacity in the developing countries. AID currently has before it applications for guaranties covering \$200 million in planned American private investment in fertilizer production overseas. In 1965 AID guaranteed about \$12 million in fertilizer plant investments in Korea, India and Nicaragua.

Improved Food Quality

The food shortage in the less-developed world is a problem of quality as well as quantity. A simple rise in the quantity of traditional starchy diets may assuage hunger- but it will not necessarily improve health. Dependence on increased meat consumption to provide added proteins will either delay improvement or aggravate existing shortages, since it is twice as costly to produce an ounce of animal protein as an ounce of cereal protein.

In its technical assistance programs, AID will emphasize the introduction of new crops for a more varied diet. Technical assistance will be made available to help local food processing industries develop methods for using proteins in domestic oil-seed crops and other sources that should be exploited.

A number of large American food processors are experimenting with inexpensive, protein-rich cereal products that could be popularized in the less-developed countries. As in the case of fertilizer production investment, AID will continue to give priority consideration to guaranty coverage for private American investment in food processing improvements overseas. AID guaranties for food processing, farm machinery, and other food related investment amounted to \$22 million in 1965.

Nor is the land the only source of proteins. With AID assistance, thriving commercial fisheries have been developed to begin exploiting the off-shore wealth of India, Pakistan, Korea, the Somali Republic, and Nigeria, to name just a few countries. AID-assisted extension services are also showing farmers how to harvest fish from their own village ponds. With help from AID technicians and their own extension agents, villagers in East Pakistan have netted a ton of fish from each pond that produced as little as 70 pounds three years earlier.

The Food for Peace Program

As the United States places the main emphasis in its aid programs on helping other countries increase their own food production, increased food aid shipments may be required to fill the food gap while local output is being expanded.

However, direct food aid under the Food for Peace Program and the proposed Food for Freedom Act will be closely integrated with other U.S.

assistance to insure that the less-developed countries do more to raise their own food themselves.

The President has sent to the Congress a special food aid message, calling for new and improved arrangements for using U.S. agricultural resources.

The Food for Freedom Act, proposed successor to Public Law 480 (Food for Peace), will retain the best provisions of the current legislation and will:

- Make self-help an integral part of our food aid program;
- Eliminate the "surplus" requirement for food aid;
- Emphasize the development of markets for American farm products;
- Authorize greater food aid shipments than the current rate;
- Emphasize the building of cash markets and the shift toward financing food aid through long-term dollar credits rather than sales for foreign currencies. Except for U.S. requirements, we look to the completion of that shift by the end of five years;
- Continue to finance the food aid program under the Commodity Credit Corporation (CCC);
- Increase emphasis on combating malnutrition (the Act will authorize the CCC to finance the enrichment of foods);
- Continue to involve voluntary agencies in people-to-people assistance programs; and
- Provide for better coordination of food aid with other economic assistance.

HEALTH

Good health is visible evidence of economic and social progress in any country. AID plans substantial increases in its contributions to the public health programs of the less-developed countries with four long-range objectives in mind:

- The eradication and control of killing and debilitating diseases that sap the human resources of these countries;
- The progressive elimination of malnutrition among mothers and children;
- Participation in world-wide efforts to reduce the pressures of relentless population growth; and

- Development of training and research facilities in the developing nations to provide the manpower to run their health programs.

In fiscal year 1965, health programs drew \$56 million in assistance from AID. In the current fiscal year and fiscal year 1967, the requirements are expected to increase to \$91 million and then to \$154 million. In addition, \$24 million of the U.S. voluntary contributions to the United Nations Children's Fund, World Health Organization, the Pan-American Health Organization, the UN Relief and Works Agency for Palestine Refugees and the UN Development Program will be devoted to health activities.

Disease Control and Eradication

The United States has been battling communicable diseases around the world on an intensified scale since World War II, contributing millions of dollars in technical assistance to cooperative eradication campaigns by individual governments and international organizations. AID is now stepping up the time schedule in this continuing campaign by setting target dates for the total elimination or permanent control of some of the world's most widespread killing and crippling diseases. AID plans to spend \$79 million in fiscal year 1967 for these purposes, compared to \$36 million in fiscal year 1966.

Malaria

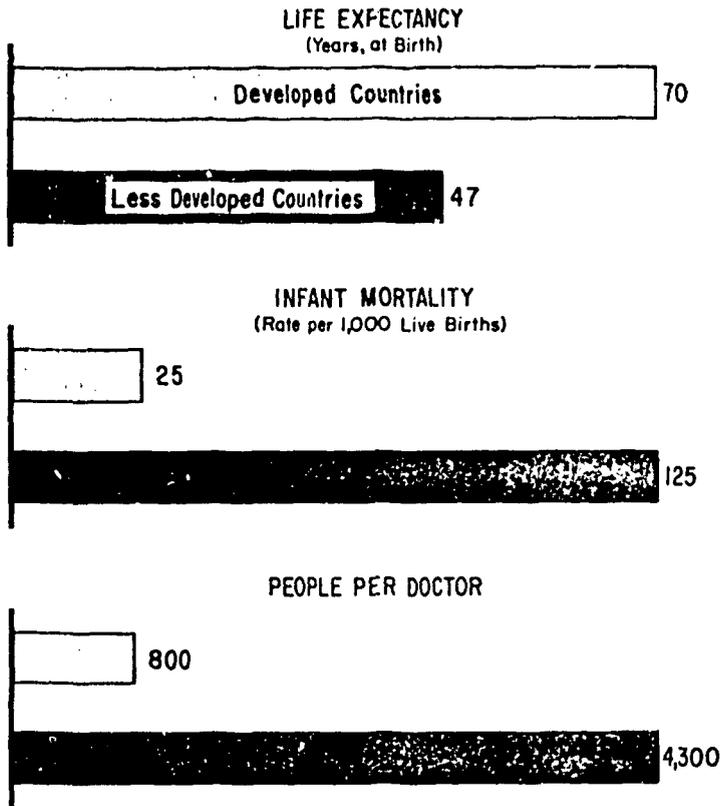
AID's target is to eradicate malaria within ten years in Ethiopia, Jordan, Pakistan, India, Nepal, Thailand, the Philippines, and Latin America. In fiscal year 1967, it expects to spend \$28 million to carry out malaria eradication programs in 17 countries.

Hundreds of millions of persons have been rescued from the debilitating effects of malaria since the end of the second world war. In slightly more than 20 years, the annual incidence of new cases has been cut back from 350 million to less than 100 million. Of 1.6 billion people who lived in malarious areas before the post-war eradication campaigns began, 500 million have been freed from the dangers of transmission, and nearly 400 million more are coming under the protection of eradication programs.

The wide ranging war on malaria is releasing long wasted reserves of manpower and land to the broader war on poverty. In Nepal, Nicaragua, and Ecuador, agricultural resettlement programs are now possible in tropical regions heretofore considered uninhabitable. People have returned to the Santo Domingo-Quevado region of Ecuador, where malaria-carrying mosquitos had driven away practically the entire indigenous population. The region is now producing some of the richest crops in the country. And productivity is increasing in other ways: in the Philippines, a highway con-

HEALTH STATISTICS

Less Developed Countries and Developed Countries



tractor was able to reduce his labor costs by \$200,000 when he discovered that with malaria eliminated, two men could do the same work that used to require three.

Though the world-wide malaria eradication program will probably continue to require bilateral and international assistance, success in each country depends on the determination and capacity of the country itself to organize and implement the campaigns. This requires efficient local leadership and administration as well as the advisers and commodities supplied from abroad.

Measles and Smallpox

AID's first target is to eliminate the threat of measles and smallpox in 19 countries comprising the western flank of Africa. It hopes to control measles by 1971 and eradicate smallpox by 1975.

While smallpox has already been eliminated from many of the world's land masses, there remains a high cost in quarantine measures against its reintroduction. The United States alone spends \$15 to \$20 million annually to keep smallpox out. In sub-Saharan Africa, the disease still kills 25 percent of those stricken, adults and children alike, and takes a tragic toll in blindness and disfigurement among those who survive. Even mortality rates from measles in West Africa run as high as 20 percent and also leave many surviving children blind or deaf for life.

The African campaign against measles was initiated two years ago following the spectacular success of an AID-assisted experimental campaign in which 730,000 children were immunized in Upper Volta. Public health workers are now being armed with automatic hypodermic-injector guns utilizing newly developed live virus vaccines which probably confer lifelong protection. All 19 governments sought—and will receive—AID assistance. During the next five years, 32 million children will be immunized.

The smallpox program is being carried out by AID in cooperation with the U.S. Public Health Service and the World Health Organization, which is enlisting help from many nations in a global campaign to continue for ten years. AID will assist in vaccinating over 80 million people.

Other Diseases

Cholera: This dread disease still constitutes a major menace to the health of those who inhabit the countries of Southeast Asia. AID has been actively supporting efforts to find an effective vaccine. In four years, it has provided \$1.3 million to research and training programs at the SEATO Cholera Research Center in East Pakistan. It proposes to contribute another \$500,000 in fiscal year 1967.

Schistosomiasis (snail fever), hookworm, trypanosomiasis (sleeping sickness): The highly debilitating effects of these widespread parasitic diseases are to be studied in an effort to set up an effective control program. Both schistosomiasis and trypanosomiasis limit the utilization of land in countries where they prevail, seriously impeding economic development.

Rabies and Foot and Mouth Disease: These animal diseases still play havoc with human health, as well as agricultural development in the Western Hemisphere. In fiscal year 1967, AID plans to provide support to the Pan American Health Organization (PAHO) for the development of vaccines against both. It will also support programs aimed at curbing the spread of hoof and mouth disease among cattle in selected countries.

Diarrheal Disease: Enteric diseases caused by poor sanitation and polluted water supplies represent by far the biggest health problem facing

developing nations around the world. From capital cities with elaborate underground supply systems to far off villages which draw their water from a single well or stream, there is a growing demand for technical and financial assistance to install safe systems of water supply. AID loans are going principally to cities installing or improving their own water distribution and sewerage systems. Saigon in Vietnam; Rangoon in Burma; Karachi, Pakistan; Monrovia, Liberia; Ibadan, Nigeria; Khartoum, Sudan; Dar-es-Salaam, Tanzania; Tunis, Tunisia; Fort Archambault in Chad; Nairobi in Kenya; Taiz in Yemen; San Jose, Costa Rica; Panama City, Panama; Bogota, Colombia; Rio de Janeiro and Sao Paulo in Brazil; and Lima, Peru.

In rural areas, where technical know-how is most important, villagers are being trained in elementary methods of construction and maintenance. The villagers provide the manual labor and building materials in return for technical guidance in drilling the wells and installing the pumps.

The new installations in Taiz, the capital of Yemen, provide an interesting example of the health benefits which safe supplies of water are bringing to rural and urban populations alike. Taiz is a curious blend of village traditions and urban aspirations. For well over 1,000 years it had been drawing its entire water supply from masonry channels running in from the mountains. The total daily intake usually amounted to less than four gallons per capita. AID installed a modern urban system, raising intake to 40 gallons a day for every resident. As a result of this success, other towns and villages throughout Yemen are now contributing their own funds, materials, and labor to construct similar water systems.

In Latin American countries participating in the Alliance for Progress, assistance in constructing water and sewerage systems is tied to reforms in municipal administration, and most communities are also meeting one-third of the cost of construction. More than 100 cities are now preparing requests for loans in Brazil alone. They will draw the credits from a national revolving loan fund established by AID.

Combating Malnutrition

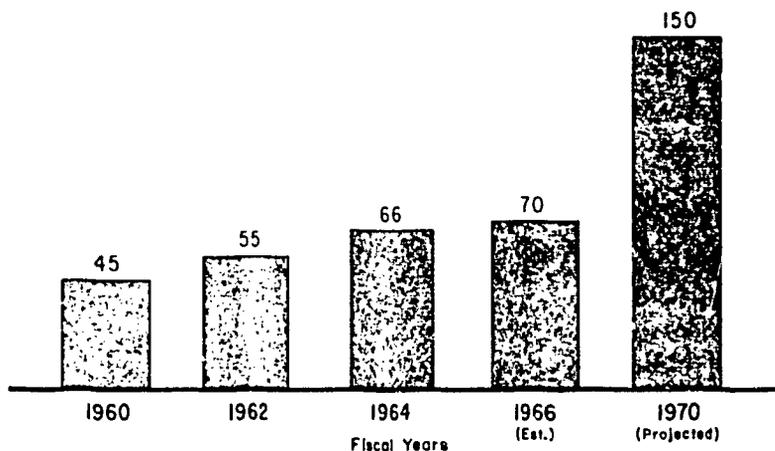
In a special report to Congress in 1965, President Johnson committed the agricultural and technological resources of this country to a world-wide war on malnutrition. He referred to tragic evidence that vitamin and protein deficiencies are robbing many countries throughout the world of the productive capacities of their people.

Malnutrition takes its worst toll in the first five years of human growth, blunting the physical development of pre-school children, and very often retarding their mental growth as well. In countries where food shortages are both chronic and widespread, this irreversible process affects up to 50 percent of the infant population.

AID missions around the world are now beginning to explore ways of getting the necessary enriched food supplements to these pre-school chil-

U.S.-ASSISTED CHILD FEEDING PROGRAMS

(Millions of Children)



dren. AID has contracted with several American universities to train American and foreign professionals and technicians in nutritional health and to prepare handbooks for use in the campaign.

It is not an easy assignment. While the suckling infant is nourished by its mother and the school child can benefit from a school lunch program, facilities do not exist in most countries for reaching the pre-school toddler. Experimental programs carried out by private groups or government agencies in the past have not been coordinated, scientifically planned, or organized to this end. Developing nations must be willing to devote their own energies and facilities to this problem.

The program requires education for physicians, health workers, and mothers. It calls for social services to reach families in their homes and through child care centers. Local customs and eating habits must be known, so that the texture, taste, and composition of the enriched foods will be attractive to the consumers. The right foods must be grown to supply the required nutrients. While children in one region may be suffering from a vitamin A deficiency, those in another section of the same country may require animal proteins instead. New or improved high protein commercial products must be developed which can be marketed commercially, yet remain within the price range of those who need them most.

AID is now beginning the first pilot projects in Brazil, Peru, Colombia, Central America, Morocco, Turkey, Thailand, and Korea. The plan is to blend, fortify, and enrich basic food commodities—starting with supplies from the Food for Peace Program—with locally grown proteins, vitamins,

and minerals. Within five years, AID hopes to have projects underway in at least 25 of the 50 countries that need such help.

Preliminary costs of this new research and training program are expected to rise to \$10 million in fiscal year 1967, from \$4.5 million in fiscal year 1966. The investment will increase substantially as the pilot projects move progressively toward the goal of reaching 150 million children by the end of 1971.

Dealing With Population Problems

The United States Government shares the serious worldwide concern over the social and economic implications of rapid population growth rates in many countries.

Considerable AID technical assistance has already gone to improving maternal and child health, to demographic studies and surveys, census refinement, and research into population problems in the developing countries. Since President Johnson determined, early in 1965, to "seek new ways to use our knowledge to help deal with the explosion of world population and the growing scarcity of world resources," AID has begun to respond to requests from governments for direct assistance to family planning programs:

- South Korea and the Republic of China on Taiwan are already drawing local currency funds to support health and family planning clinics.
- Turkey is seeking a loan to purchase transport vehicles for family planning workers and their educational materials, in addition to continuing the services of a demographer.
- Honduras seeks training, education materials, and help with the cost of establishing family planning services in rural health centers.
- From Pakistan and Tunisia have come requests for a wide range of technical assistance, transport vehicles, education aids, and training in support of family planning programs. India is discussing similar assistance with AID officials.

To get AID's help, the developing nation must have its own family planning program. That program must allow freedom of choice to each family. AID will not provide contraceptives or equipment for their manufacture.

To evaluate the requests, individuals in every AID mission were designated to be responsible for population matters. The Population Branch of the Technical Cooperation Staff and the Population Division in AID's

Latin American bureau follow program developments and work with international organizations, American public and private groups, universities, and other institutions engaged in population work.

Research and Training Programs

AID supports research and training programs at the following universities and institutions:

- *University of Pittsburgh*—developing an economic model for estimating costs of family planning programs;
- *University of Notre Dame*—studies on changes in traditional family patterns due to modernization and urbanization;
- *Bureau of the Census*—population projections in selected countries;
- *Population Council*—fertility studies and surveys;
- *Columbia Institute for Social Development*—audio-visual techniques for public education programs;
- *International Federation of Institutes for Social and Socio-Religious Research*—Latin American population studies.

AID has also signed contracts with the University of North Carolina and Johns Hopkins to develop training programs in family planning for doctors and public health workers. Related programs are being developed for nurses and midwives in the Children's Bureau; for statisticians in the National Center for Health Statistics; and for census and survey specialists in the Census Bureau. The Pan American Health Organization gets AID's help to establish and improve demographic training in Latin American medical and public health schools. So do the Latin American Center for Demography and Statistical Studies in Chile, the National Center for Studies of Population and Development in Peru, and the Central American Demographic Studies Unit in Guatemala.

AID's investment to date: \$2 million in fiscal year 1965, \$5.5 million in fiscal year 1966, with prospects of expanding assistance levels to \$10 million in fiscal year 1967. That figure can reasonably be expected to double again in the years immediately thereafter.

AID recognizes the growing seriousness of the imbalance between food and people. The problems impede social and economic development, threaten the health and well-being of many, and will jeopardize man's long search for peace. But these problems are not solved quickly or easily.

More research is required on the relationship between population growth and economic development, on changes in traditional family patterns, and on methods of evaluating the effectiveness of family planning programs.

Training facilities must be expanded here and abroad.

Finally, AID will need to put more advisors in the field to meet a rapid increase in requests for assistance to national family planning programs.

Meeting the Manpower Needs of National Health Programs

In every country where AID is engaged in raising health standards, local people are being trained to take over the job. There is a tremendous world-wide shortage of people with the required skills, not only doctors but nurses, sanitarians, laboratory technicians, public health workers, health educators, hospital administrators, and para-medics.

To meet these requirements, AID administers grants to overseas medical and health training institutions, assisting both individuals and the institutions themselves.

In Lebanon and Vietnam, universities receive support to expand teaching and laboratory facilities. A medical school and nursing schools in Pakistan have received advice, equipment, and local currency. In other countries, including Thailand and Iran, medical teams from American universities are helping to set up regional medical centers in outlying regions.

All of these institutions draw upon the wide range of health services AID offers to developing countries: exchange fellowships, consulting and advisory services, technical equipment, and local currency support. The costs of these and other health training programs have increased from about \$5 million each in fiscal years 1965 and 1966, to an estimated \$14 million in fiscal year 1967.

Rural Health Programs

In many countries, AID is providing extensive assistance to improve the quality of rural health services.

In Thailand, for instance, a wide range of preventive and curative health services are being established this year through an integrated network of health centers, midwifery centers, public health laboratories, and regional tuberculosis control centers. In Vietnam, some 250 American doctors and medical technicians are at work and 4,200 new health subcenters have been added in provincial districts and hamlets.

EDUCATION

Education is the foundation for development. Progress in the developing countries of Asia, Africa, and Latin America depends on a rapid increase in the number of trained, educated people who can run effective govern-

ments, operate public health systems, credit unions, cooperatives and businesses, and use modern farm methods to raise more from the land.

Education is a key to social change: the peasant who learns to read and to calculate is in a position to question the traditional authority of the village headman or local official for the first time. For rural villagers, and for millions in the remote districts of every developing country, a local school is the door through which their children, too, can enter the country's colleges and universities and share in the new opportunities of a growing nation.

Education is also an end in itself: it is demeaning for millions to live in ignorance, unable to write their own names. In country after country, a major goal of economic growth is an increase in national wealth sufficient to finance schools for every child.

Since the beginning of U.S. assistance in Asia, Africa, and Latin America, aid to education has been a major field of technical assistance and has accounted for the largest share of AID-financed technicians at work overseas.

In fiscal year 1965, for example, one of every five AID-financed experts overseas was working in the field of education—both in the development of basic education systems in aided countries and on the development of specialized education to train more doctors, nurses and health workers, farm experts, engineers, public administrators, managers, skilled technicians, and the like.

Contracts With American Universities

Four of every five AID-financed educators at work overseas today are staff members from American colleges and universities with whom the Agency contracts for technical assistance.

- Through some \$185 million in contracts with AID 126 American colleges and universities participate in technical assistance programs including the training of *foreign participants in the United States*. Teams from 71 of these universities are at work overseas on AID-financed technical assistance missions in 38 countries.

The cumulative impact of AID educational assistance can be shown in several ways:

- Since the beginning of the Point IV program in 1949, 94,000 foreign technicians and professionals have been brought to the United States for advanced education or training, and another 19,000 have been trained in third countries under U.S. programs. (In fiscal year 1965, there were some 8,500 foreign trainees in the United States, and 1,900 in third countries, under AID auspices.)

- More than 670,000 teachers have been graduated from colleges and schools established with AID assistance. These graduates today provide 70 percent of the teachers in Ethiopia, about 40 percent of Vietnam's, 28 percent of Korea's, 45 percent of Iran's, 34 percent of Costa Rica's, and nearly 33 percent of the teachers in Turkey.
- During the past five years, 237,000 classrooms were constructed with AID help, including local currency for labor costs.
- In fiscal year 1966, there were more than 675,000 students in colleges and universities established in the less-developed countries with AID assistance, and another 670,000 in AID-assisted vocational, technical, and normal schools.

Much of the impact of U.S. educational assistance does not lend itself to statistics—for example, the work of AID-financed American educators in helping other countries modernize educational systems, improve curricula, and relate what schools are teaching more closely to each country's requirements for trained manpower and economic growth.

Proposed Increases In AID's Educational Programs

In fiscal year 1967, AID proposes a sharp increase in its educational assistance programs. In the new African countries, a rapid increase in the basic supply of trained manpower remains a clear priority. In Latin America, the Near East and South Asia, and the Far East, an expanded educational effort is required to speed the pace of development. In Southeast Asia, more schools in the villages and the training of able leadership for nation-building are central to every hope for stability.

In fiscal year 1965, AID committed \$88 million for educational assistance. AID expects to provide about the same amount during the current fiscal year. In fiscal year 1967, however, the Agency proposes a \$155 million program of education assistance—an increase of nearly 50 percent over current levels. In addition, some \$21 million will be allocated as contributions under the Foreign Assistance Act to the UN Relief and Works Agency for Palestine Refugees and the UN Development Program for education projects.

Although earlier AID projects in education covered a wide variety of education problems, more recent programs are concentrated on education planning and its relationship to national manpower requirements, on overcoming the most critical education and training bottlenecks, particularly the preparation of teachers and textbooks, and on the expansion of education for health and agriculture personnel. These last two fields of specialized educa-

tion will account for an additional \$60 million in fiscal year 1967 for AID programs in food and agriculture, and in health.

Educational Planning Assistance

AID emphasis on providing more help in planning national educational programs is a direct result of the dilemma faced by nearly every less-developed country in Asia, Africa, and Latin America. Most of their citizens still cannot read or write. Literacy averages about 60 percent in Latin America and the Far East, but just 25 percent in the Near East and South Asia, and only 16 percent in Africa.

The need for a drastic expansion in opportunities for basic, general education is urgent if the citizens of new nations are to participate effectively in either development progress or self-government. But there is an equally urgent need for more people with the advanced technical and professional skills needed to lead the struggle for a more productive, modern society.

Both needs require substantial educational investments. Both needs cannot be met fully, at once. Neither can be neglected. Without the specialists required for development, there is little hope that a country can afford the cost of education for all. But without an expansion of basic educational opportunity, whole groups and regions are effectively barred from participation in national progress.

Choices must be made, and a balance struck between the claims for each country's education budget and its supply of educational manpower. Educational planning begins with this dilemma and with the difficult questions that flow from it: how fast must teachers be trained to staff a given rate of primary and secondary school expansion? How many agronomists, veterinarians, midwives, engineers, managers, accountants, and the like will be required to maintain progress five, ten, fifteen years in the future? At what rate must primary and secondary education expand to feed an expansion in advanced specialized education? Where must schools be placed to distribute opportunity fairly among the different regions and groups in new countries struggling towards national unity?

Educational choices made today in the less-developed countries will determine in large part their character as self-governing nations tomorrow. With AID support, the experience of America's educational community is being made available to help other countries plan wisely for the future.

In Nigeria, AID is supporting an evaluation by Education and World Affairs of the scope and priority of education programs. A similar study is planned for Ethiopia in fiscal year 1967. In Thailand, a three-party contract among AID, Michigan State University, and the Thai National Economic Development Board provides for education planning assistance to the Ministry of Education.

With the assistance of the Council on Higher Education in the American Republics, AID has made a survey of educational planning facilities in Chile, Peru, and Guatemala. During the past four years AID has made it possible for over 100 Latin Americans connected with planning for educational development to attend seminars on this subject under the auspices of the UN Economic Commission for Latin America.

The prospect of joint planning for Southeast Asia regional education programs was opened at a November 1965 meeting of Southeast Asian Education and Planning Ministers convened by the Government of Thailand. U.S. Presidential Adviser Eugene Black represented the United States at the meeting. AID funds are proposed for regional education activities in Southeast Asia in fiscal year 1967, as well as for a comprehensive educational development scheme for Laos.

Training Educational Manpower

A critical bottleneck in expanding educational opportunity is a shortage of teachers and of institutions to train them in the developing countries. AID will expand its assistance to teacher-training institutions and explore new ways to "stretch" existing teacher supplies through in-service training, television, radio, and other new teaching techniques during fiscal year 1967.

In fiscal year 1966, more than 210,000 students are enrolled in normal schools and teachers colleges established with AID assistance in 37 Asian, African, and Latin American countries.

In Nigeria, funds will be needed in fiscal year 1967 to continue the programs of 11 American universities working to improve teacher education and other vocational aspects of higher education. These AID-financed American university teams are assisting 148 Nigerian educational institutions, including four of the country's five universities, three of its advanced teacher training colleges, and 50 colleges training elementary school teachers.

Internships for College Administrators

Through a contract with the American Association of Colleges for Teacher Education, AID is conducting a special program of internships in the administration of teacher training colleges. The program provides for an exchange of presidents of American colleges with the presidents of colleges in the Philippines, Thailand, Nigeria, and Kenya, and it helps to develop school-to-school relationships. It will be extended in fiscal year 1967.

AID-financed educational programs also train the staff for new centers of excellence in higher education in the less-developed countries. In India, for example, the Indian Institute of Technology is being established as the

dynamic center of national scientific training and research with the help of an AID-financed consortium of nine American universities— the California, Carnegie, Case, and Massachusetts Institutes of Technology, Ohio State, Princeton, and Purdue Universities, and the Universities of California and Michigan. Scientists from the American universities are teaching at the new Indian institution, while their Indian counterparts and successors complete advanced study in the United States.

Even with a massive attack on the teacher shortage, it will be years in many less-developed countries before there are enough to staff primary and secondary schools in every village. On the basis of trials in Nigeria and in Colombia, it appears that television can be a valuable tool to bring education to remote villages and understaffed urban classrooms while additional teachers are being trained.

In Colombia, more than 400,000 children in 1,000 schools are receiving a better education through an educational television network that now covers 80 percent of the country's most densely-populated areas. The network means hundreds of schools now have the advantage of special subject teachers, and of audio-visual teaching materials that would not otherwise be available. AID, the Peace Corps, and the Colombian Ministry of Education are cooperating on the program.

In Nigeria, AID-financed educational television professionals from the Board of Education of Washington County, Maryland (recognized pioneers in the United States) are helping to improve and expand radio and television instruction, establish permanent broadcast sections in the department of education, and develop pilot lesson materials in science, English, and mathematics.

Over 50 of the developing nations now have one or more television transmitters but in many of the countries educational program material is lacking. AID is reviewing the possibilities of adapting American material and has contracted with the International Institute for Educational Planning to study the cost, probable results, and other factors in using this material in the less-developed countries.

Improving the Quality of Education

In addition to teacher training, AID will also expand emphasis on improving the quality of instruction through in-service training, development of improved curricula, and support for better, and more, teaching materials.

Primary reliance in providing this assistance will be placed on expertise of American universities and educational institutions working under contract with AID.

During the past five years, AID has helped provide in-service training for more than 160,000 teachers in Latin America, almost 82,000 in the Near

East and South Asia, nearly 24,000 in the Far East, and 33,000 in Africa. Much of the in-service training was provided—and will continue to be provided—by American university teams at work overseas on contract with the Agency.

In-service training is particularly important in school systems which are attempting not only a rapid expansion, but a radical change from traditional "rote" teaching methods to methods that stress creative thinking and learning by doing.

The Participation of American Educators

Two recent experiments have shown how an even larger cross-section of the American educational community than is now represented by AID contractors can be involved in the improvement of teaching in the less-developed countries.

The first began in India three years ago, when four American educators were brought there during their summer vacation to introduce key faculty of Indian colleges and secondary schools to modern methods of teaching mathematics and science. The experiment was so successful that in 1965 AID brought 200 American educators to India to conduct six-week "summer science institutes" at 94 locations, with 3,500 Indian teachers participating. The scheme will be expanded in India and in other countries.

The second experiment is the "Teach Corps," operating in Africa and Latin America and conducted for AID by the Committee on International Relations of the National Education Association. Under this program, 47 skilled American elementary and secondary teachers conducted summer workshops for 1,280 teachers in five developing countries. The program, designed to improve the quality of instruction by existing teachers, will be expanded in Latin America and throughout English-speaking Africa.

In many countries, a shortage of teaching materials—beginning with texts—is a serious bottleneck. AID has provided experts to help train local education personnel to write and publish basic handbooks and lesson materials in their own language, and has helped establish regional centers to translate and help publish and distribute textbooks.

In the Philippines, AID financed the import of \$4.2 million in paper so that local publishing and printing industries could meet 80 percent of the country's textbook shortage. To date, 27 million elementary and secondary school texts have been made available through the program. In Central America, more than eight million school textbooks have been published for use in the schools. An AID loan to Ecuador will provide nearly two million books for elementary school children, while counterpart funds in Brazil will be used in that country's effort to provide free textbooks for all children.

In Africa, AID financed a joint project under which African and American educators have developed a new series of texts in mathematics

and science which include basic material on health, nutrition, and sanitation as it relates to the countries in which the students themselves live. Texts produced in this program are now in use on an experimental basis in Liberia, Ghana, Nigeria, Sierra Leone, Kenya, Ethiopia, Tanzania, Zambia, Uganda, and Malawi.

A special problem in the educational systems of many developing countries is the need to improve the teaching of English—in some cases because this is the *lingua franca* in a region with many local languages, and in every case because it is a major language of international communication.

Through a contract with English Language Services, Inc., AID has developed a self-teaching program which includes workbooks, films, sound-tape, language master cards, and the like and is designed to cut the time needed to train English language teachers from two years or more to about four months.

After complete testing at several regional centers, the system will be made available for general use.

U.S. Higher Education for Foreign Students

The steady expansion, through U.S. assistance, of excellent centers of higher education in the Far East and the Near East and South Asia has reduced somewhat the need to bring students from these areas to the United States even for advanced work, except for highly specialized fields.

For example, the Graduate School of Public Administration of Thammasat University in Thailand, established with help from the University of Indiana on contract with AID, is now available not only to Thai students, but for students from nearby countries.

Grants to the American University of Beirut (AUB) under AID's program for American Schools and Hospitals Abroad, have helped AUB expand as the outstanding educational center in the Middle East and to become a major training center for African leaders as well. As part of its own technical assistance programs, AID now sends about 600 students from other African and Middle Eastern countries to AUB for advanced or specialized education.

Elsewhere, however, AID is increasing its support for cooperative programs to bring students to U.S. universities for study. The Latin American Scholarship Program will make it possible for students to receive university training in the United States and return to their home countries as faculty members in the basic studies programs of local universities.

The Latin American universities pay the costs of student travel and English language training, the cooperating American universities provide scholarships, and AID provides student maintenance costs. The first 150 students under the program will reach the United States in April or May for preliminary English language training.

Under the first such program of its kind—the U.S. African Scholarship Program of American Universities—1,200 African students have been brought to American universities for undergraduate education. Another 100 have been brought here for graduate study. As the capacity of African universities increases, the undergraduate component of this program will decrease. AID assistance to higher education in Africa itself includes a regional program to provide scholarships in selected African universities for students from other African countries.

Programs for Youth Leaders

Because students from the developing countries frequently return to positions of unusual responsibility for their age and bear a unique leadership role in the development of their own country, AID has begun a series of specially designed courses and activities for youth leaders studying in this country.

These programs make it possible to provide summer leadership experience and practical training for selected students, as well as fellowships to promising and needy foreign students who are not here on government grants but could complete their academic work more rapidly and effectively with a minimum of additional support.

In fiscal year 1965, AID organized 18 summer institutes for some 600 foreign students, designed to increase their understanding of social and economic development and their practical ability to take community leadership on their return. At one eight-week institute, organized for AID by the University of Pittsburgh for 18 students, the mornings were devoted to seminars on communications, social change and leadership responsibilities, the afternoons to observation and practical training in local industry, business, community organizations and government. These programs will be continued in this coming summer.

Encouraging Non-Governmental Educational Assistance

Some of the most imaginative programs of educational assistance, particularly in the fields of literacy and rural development, are being carried out by private American groups and organizations at work in the less-developed countries.

Registered American voluntary agencies, working with their counterparts in the less-developed countries, are placing increased emphasis on community self-help programs designed to make villagers literate and teach them basic skills needed to establish rural industries—small shops to make simple farm tools, and other equipment: to produce such things as lumber, shoes, and cooking utensils.

To encourage this, AID makes available a wide variety of excess government equipment at minimum cost, including shipment to the country where it is needed. Equipment can include jeeps for transportation, ma-

chinery for vocational training schools, printing equipment for texts and pamphlets, radio and television equipment for educational programs.

Food is available under the Food for Peace Program for use as an incentive or part wages in self-help school construction programs carried out under the leadership of private voluntary agencies.

In cooperation with the Peace Corps, voluntary agencies such as CARE, and citizen organizations in the less-developed countries, AID is encouraging "school-to-school" assistance, through which American PTA's and other private groups work directly with local communities overseas to help build new classrooms, and improve equipment and teaching materials.

Partners of the Alliance Program

"School-to-school" assistance to Latin America is channeled through the Partners of the Alliance program for which AID supplies staff services and a portion of the travel costs. These are examples of the cooperation that can be developed through direct school-to-school relationships:

- 15 public school districts in Oregon are providing in-service training for Costa Rican public school administrators and teachers; during their Oregon training, the Costa Rican educators help the Oregon districts with language and social studies courses.
- High school students in Texas and Virginia have collected funds to help equip Peruvian Indian village schools and supply vocational schools in Peru with school supplies, vocational training tools, cement mixers, and hand-tools for self-help school construction projects.

An important additional means of promoting educational development in several less-developed countries would be to use U.S. Government-owned currencies which are excess to the needs of the United States to establish bi-national education foundations. The foundations would be modeled on similar institutions in the United States and would draw upon the experience of their American counterparts. Through their programs of assistance to local education, the foundations would be uniquely equipped to stimulate new initiatives in educational techniques, stimulate private educational activities, and focus local attention on such critical areas as literacy and the education and training of local populations, particularly the training of farmers in agricultural techniques.

Self-Help In Educational Development

As in every other field, the greatest effort in the development of educational resources must come from within the less-developed countries themselves. Even at the outset, most of the costs involved in an expanded educational system are local costs. Teachers' salaries are paid with local

currency; labor, and most of the material for school construction, is available locally.

AID can provide an important margin of help—U.S. training for key educators, American educators to help with projects overseas, paper, school equipment, and other American goods that may not be available in the less-developed country itself.

The less-developed countries have been increasing their own budgets for education an average of 15 percent annually. They now spend about \$7 billion from their own resources for the education of their 1.3 billion people—compared with \$42 billion the United States spends for the formal education of 180 million people. Latin American countries together spent the equivalent of \$2 billion on education in 1965, while AID was devoting \$32 million to assist education in Latin America.

In most of the developing countries the resources of local communities can be better mobilized to build educational facilities themselves.

The results of AID pilot programs in Guatemala, Liberia, and a number of other countries, and of private agency programs for community development in Latin America have shown that if villagers are organized and provided basic plans and a few materials—cement, hardware, metal roofing—they will build their own schools with their own labor to speed the day when an education is available to their children.

- In Afghanistan, local communities constructed 140 classrooms through a self-help program, and in addition raised the local funds to pay teachers' salaries and purchase the initial school equipment.

- From 1963 to 1965, Vietnam villagers constructed over 3,000 hamlet school classrooms with AID-supplied materials.