

assigned to public sector policy and management training. Technical cooperation has also been located overwhelmingly in the public sector institutions of developing countries, although donors today are attempting to broaden its application.

Technical cooperation has traditionally taken two main forms: the training of host country counterparts by expatriate experts and the training of students outside their own country. Other forms do exist (e.g., feasibility studies, scientific research and applications) and variations on the two main forms (e.g., short-term consultancies) are being developed as the needs of developing countries evolve. Although students studying abroad outnumber expatriate experts (125,000 to 80,000 in 1989), this report focuses entirely on training by expatriates, as it involves northerners collaborating with southerners on-site in developing countries.

In the 1980s, TC diversified even more, particularly by entering some non-technical (and politically sensitive) areas like macroeconomic policy analysis and management, mobilization of stakeholders, and assistance in the creation of democratic structures (e.g., setting up human rights commissions, reforming police and armed forces).

The widening sectoral and thematic emphases of technical cooperation in the last few years were described vividly in a report on Canada's changing technical advisors: "In the 1970s, the image of a typical foreign aid worker might have been a doctor with a black bag of medicine... In the 1980s it was a construction engineer... By the end of this decade, the typical aid worker might turn out to be a human rights lawyer drafting a new constitution... an economist advising... on privatization, or a marketing consultant preparing a strategic analysis of global pricing trends... The new wave of 'aid workers' will undoubtedly include lawyers, accountants, computer-systems specialists, business managers and a variety of other white collar