

- to go beyond training a select individual — the counterpart — and attempt to build the capabilities of the host institution by addressing a number of priority areas simultaneously.

These goals have not always been put into practice, but they have become important central themes in TC in the last decade.

In the 1980s, there was talk of massively reducing TC, in view of an apparently growing supply of domestic expertise in the recipient countries and the problems with the expert-counterpart model on which most TC has been based (discussed below). It is clear, however, that severe local manpower constraints continue to exist in many countries, especially low-income countries. It is also clear that many criticisms of the expert-counterpart model are justified and that this mechanism requires substantial reform.

To appreciate the efforts to reform TC, it is first necessary to understand what traditional TC has been. The traditional expert-counterpart model of TC has had the following seven features:

- the presence of an expatriate expert resident in a developing country;
- a long-term assignment for the expatriate (2–4 years);
- a one-on-one relationship in which the expert works with a local counterpart;
- a stated objective of “transfer of skills”, or in the terms preferred here, the acquisition of developmentally relevant skills by the counterpart;
- use of on-the-job training, as opposed to a classroom or workshop teaching method;
- a working or training relationship that takes place within a project, i.e., a time-limited, discrete set of activities directed toward some defined goals (normally performing a job and/or training);