may not lie entirely with technical cooperation. For example, gains made in training Third World nationals have not always been maintained for many reasons, some reflecting faults in the forms and design of TC and some quite extraneous to TC. It may therefore be possible to reform TC by changing some of the features of traditional TC described above, while conserving the most useful ones.

3.3 CONTINUING NEEDS FOR TC

Some commentators, including the 1988 Nordic evaluation, for example, have recommended "a significant reduction in the numbers of foreign assistance personnel."[44] This was based on findings that "during the 1970s and 1980s, a combination of overseas training and the development of local universities and technical colleges produced a growing cadre of trained nationals, even in low-income countries."[45] For example, the developing countries' share of the world's college graduates leaped from 23 per cent in 1970 to 49 per cent in 1986.[46]

By the mid-1990s, however, it has become clear that there remain many genuine needs for technical cooperation in the developing world. Even if it is true that the relevant manpower supply in many countries had grown in the mid-1980s, that progress is very fragile and in several countries has even been reversed. A slackening of TC and similar efforts therefore would be inadvisable.

In the first place, there are regional and country differences to consider. The positive trends in local manpower supplies apply most to East Asia and parts of Latin America, and it is likely that the amount of TC will shrink

44. Forss, K. et. al., *op. cit.*, p. iv.

45. Morgan, Peter and Baser, Heather, *Making Technical Cooperation More Effective.* (CIDA, Hull, 1992), p. 11.

46. Johnson, William B., *op. cit.*, p. 121.