

Recent trends in Development Cooperation¹, and on the contribution of higher education institutions and some suggestions for a role for Universities Ireland in Africa.

Paud Murphy²

0. Introduction and summary.

This is a discussion paper intended to provide background for a seminar on the possible contribution of Universities Ireland (UI) to African development. While the paper suggests some broad areas for consideration by UI, it does not draw firm conclusions on the way forward. It is expected that the seminar itself will do that. The paper is in three parts. Part One aims to identify the current development priorities and practices as outlined and supported by multilateral, international and bilateral aid agencies and as understood by the author. The priorities, particularly as stated within country-specific Poverty Reduction Strategy Papers and as articulated internationally in the Millennium Development Goals (MDGs), are outlined briefly and trends in aid delivery practices are then discussed.³ Part Two summarizes current thinking on tertiary education institutions in developing countries and their role in development. This section draws mainly on two recent reports by UNESCO and the World Bank. Part Three looks at the provision of support by universities to developing countries, drawing on the author's experience and a report based on a survey by UI of cooperation projects involving Irish universities with East and Southern Africa. Part Three also suggests three areas of possible focus for UI, including selective support for institutions of tertiary education in one or more developing countries, support for attaining the MDGs in one or more developing countries, and a robust partnership with Development Cooperation Ireland (DCI) to improve and increase DCI's specialist expertise, to extend access by DCI to expertise on development issues within UI and to improve management of Ireland's aid programme.

Part One: Trends in development assistance

1. Broad-based Poverty Reduction Strategies are driving external financing and development plans in low-income countries

¹ It should be noted that the paper does not focus on disaster relief efforts or other NGO and community based efforts but more directly on Official Development Assistance defined as contributions to longer-term social and economic development.

² Paud Murphy retired in September 2004 as one of the World Bank's Lead Education Specialists for Africa. Prior to joining the World Bank he was General Secretary of HEDCO. Pmurphy@worldbank.org and correspondence to P. Murphy, The Pier, Killeen Aran, Co. Galway

³ This section is drawn mainly, and sometimes exactly, from Murphy, 2005

Today, many of the multilateral development partners, including the World Bank, UNDP and WHO, and bilateral donors, including Canada, Denmark, France, the Netherlands and the United Kingdom, support a country-based, poverty reduction strategy aimed at reducing poverty in low income countries. These strategies are embodied within a Poverty Reduction Strategy Paper (PRSP) intended to serve as a framework for development assistance to a particular country. In 1999 the board of the World Bank approved the preparation of these PRSPs as a critical decision point for determining whether countries are eligible for receiving HIPC (Highly indebted poor country) debt relief. Today more than 50 low-income countries are preparing or have prepared PRSPs. It is planned that countries will prepare PRSPs every three years, along with annual progress reports. In addition to the qualification for debt relief, the preparation of PRSPs may be linked to other forms of support⁴. Perhaps as a consequence, eligible low income countries take PRSPs very seriously.

PRSPs describe the country's macroeconomic, structural and social policies and programmes over a three-year or longer horizon to promote broad-based growth and reduce poverty, as well as associated external financing needs. While there is no set framework, PRSPs are expected to be country-driven, set targets for achievement, be comprehensive and long-term in perspective, and foster domestic and external partnerships. The World Bank has prepared a PRSP Sourcebook, designed as a guide for countries preparing PRSPs (World Bank, 2002b).

2. Achieving the Millennium Development Goals is an important objective for most developing countries

The international development community has agreed on the Millennium Development Goals or MDGs (www.developmentgoals.org) as the key targets for development assistance. These goals are drawn from the Millennium Declaration adopted by the world's leaders during the UN Millennium Assembly held in New York in 2000. Since then the MDGs have been accepted by the 189 countries of the UN as the main framework for measuring development progress. They are driving the development plans of many governments and influencing the direction and level of support for most external development financing agencies. The full lists of MDGs, as well as the targets for their achievement, are provided in Annex 1. Many of the goals are interdependent: for example, the achievement of the two education MDGs (completion of primary schooling, and eliminating gender disparity in primary and secondary education) will have a positive impact on the MDGs for poverty reduction, for reducing infant mortality, for improving maternal health, and for combating HIV/AIDS, malaria and other diseases. Clearly, the achievement of the goal of halving the number of people living on \$1 dollar a day will also have a positive impact on the education goals.

Increasingly, multilateral and bilateral aid agencies are linking their development cooperation programmes to the achievement of the MDGs, and countries that have credible plans in place to achieve the MDGs are more likely to receive greater external

⁴ The EFA Fast-track initiative, for example.

financial support⁵ (see, for example, UNESCO 2000). Again, partly as a consequence, poor developing countries also take the MDGs seriously.

3. There has also been a shift in international thinking about modalities for the provision of assistance, away from projects and towards the provision of General Budget Support

General Budget Support. The provision of external finance directly to a government's account in support of that government's own budget priorities is gaining increasing support among aid agencies. Currently the Department for International Development of UK (DfID) is providing about 15 percent of its financial assistance as budget support. The World Bank has provided about one third of its support to Africa through budget support over the past three years. DCI provides budget support in Tanzania and Uganda and is providing sector-wide support in Ethiopia, Mozambique and Zambia.

One reason for the increase in budget support is that it is the logical outcome of much of development thinking in recent years. For example, Dollar and Pritchett have found that improvements in economic institutions and policies are key to poverty reduction and that financial aid works best in a good policy environment: "In countries with sound economic management (of both macroeconomic policy and delivery of public services), more aid can be in the form of budget support, which would simplify administration and reduce overhead" (1998: 2, 3 and 5). It has been postulated that general budget support will promote positive institutional effects in the process of governance, both as a result of the empowerment of government and as a result of the focus on the use of national systems (DfID, 2003: 11). A second reason for the popularity of budget support may be that it reduces transaction costs⁶ for donors. A third is that developing country governments favour this method of support, enabling them, as it does, to maintain their systems, plan budgets and ensure the money is available for annual disbursement and to strengthen their own administrative systems.

Projects. Still another reason is that the traditional form of support through financing projects has come into some disrepute. Projects often establish separate implementation agencies outside government and follow donor agency financing modalities. Roberts finds that "in well planned and organized, and sustainably financed education systems, input supply projects...can make a valuable contribution of lasting benefit. In many cases, however, the experience has been that recipients' authorities make inadequate provision for the maintenance and replacement of donor-supplied inputs, and that techniques and methods transferred through technical assistance are not properly integrated into local practice" (2003:70). A recent analysis of DfID General Budget Support identifies projects as having a negative impact on transaction costs, efficiency of spending, predictability of funding levels, effectiveness of government systems, and the normal structures of democratic accountability (DfID, 2000). While there are many

⁵ See King, 2004, for further evidence for this and indeed a case that the MDGs may be seen by some countries as donor-driven.

⁶ For donors, transaction costs refers to the cost involved in the preparation of financing support modalities, projects, technical assistance, support for sector-wide approaches, budget support etc.

successful projects, there have also been many failures, and the long-term impact of even successful projects is often limited.

SWAps. Sector-wide approaches (SWAps), in which governments develop comprehensive plans for work on a particular sector and donor agencies provide support for these plans, have also evolved. A review of eight health and education SWAps in Africa finds they are characterized by a government-led partnership with key external partners, based on a comprehensive sector policy and expenditure framework, and relying on government institutions and common procedures for implementation (Johanson, 2001: vii). According to Roberts: “Sector-wide assistance programmes (SWAps) allow partner governments the greatest freedom to design and implement sector strategies and programmes, and to allocate resources so as best to achieve intended results” (2003: 70).

The strengths of SWAps have been identified: comprehensive plans and strategies were developed and in some countries capacities were built for decentralized planning; stakeholder consultations were strengthened and frameworks were established for donor coordination; donors adopted some procedures in common, thereby reducing the administrative burden on governments; some programmes have moved to budget support; and resources allocated for these sectors have also increased under sector programmes. The design weaknesses identified were lack of rigorous sector analysis in some cases; lack of systematic analysis of sector capacity in most cases; and inadequate design of monitoring indicators. The implementation weaknesses included the fact that problems and changes have been the rule rather than the exception; there has been weak data collection; and partners involved have been disappointed with outcomes of joint semi-annual reviews (Johanson, 2001: viii and ix).

Global Funds. Alongside the move towards budget support, the international development community has also developed a new form of aid transfer: Global Funds. These are vehicles for financing specific activities across countries. The most well known of these are the Global Environmental Fund, the Education for All Fast-Track Initiative and the Global Fund for HIV/AIDS, TB and Malaria. In recent years many new funds have been created, including more than seventy in the health sector alone. These global funds have been established because it is believed they:

- Mobilize additional funding for specific global goals
- Spotlight neglected issues
- Support attainment of the MDGs
- Respond to emergencies

Advocates believe that such funds are important vehicles for coordinated cross-border work on global public goods, such as environmental protection or development of health vaccines.

The consequence of these trends for agencies and partners wishing to become involved in support for developing countries is that the first step is an objective assessment of a government’s plans for development (the Poverty Reduction Strategies referred to earlier

often provide these) and identification of areas of support within those plans. As will now be described, the contribution of institutions of higher education to those plans is gaining greater recognition among the development community.

Part Two: Contribution by tertiary institutions to development

4. There has been a shift in thinking about higher education's contribution to development

The primacy of primary education. For some of the eighties and much of the nineties, the concept that investments in basic education benefit society while investments in higher education benefit individuals has driven many donor programmes. The international donor community and some national policymakers believed that the contribution of higher education to economic growth and poverty alleviation was limited. The increasing influence of globalization, the spread of Information and Communication Technologies (ICTs) and the growing realization that knowledge is a major contributor to economic growth has combined to modify this simplistic view. In addition, and mainly among education practitioners, the interlinkage between the different levels of the education system has always been obvious.

A second look at higher education. UNESCO and the World Bank, for the purpose of exploring the future of higher education in the developing world, convened a task force on higher education in developing countries. Its report, *Higher Education in Developing Countries: Peril and Promise*, was published in 2000 and disseminated in discussions at a number of international development fora in the next two years. The task force attempted to answer three questions: what is the role of tertiary education for social and economic development; what are the obstacles to this role, and how can these obstacles be overcome?

The report identifies the key contributions of tertiary education to social and economic development as promoting income growth, developing enlightened leaders, expanding choices and providing relevant skills. The obstacles were identified: an absence of a clear vision of the contribution of tertiary education; lack of political and financial commitment; conditions of initial disadvantage; and disruptions of globalization. Overcoming the obstacles would involve increasing resources to improve infrastructure, including ICT infrastructure; design and testing of new curricula; recruiting and retaining good faculty; improving access for disadvantaged groups; providing more and better science education and research; and improving secondary education.

The report provided advice to institutions, policymakers and donors in an attempt to ensure that the knowledge gap does not increase. For institutions of higher education the advice is to strengthen management, improve quality and develop good faculty. For

policymakers, mainly within government, the advice is to develop the enabling architecture; advance public interest in higher education through support for science; promote equity; set standards for degrees; generate objective information on different institutions and programmes; protect open discourse; invest in learning communities; regulate private providers and address planning in a global context. Finally, for donors the advice is to support activities that catalyze self-reliant and sustainable institutions, provide international public goods and promote equity.

The report had a considerable impact on debate among international agencies and among some of the bilateral donors.

5. This shift in thinking is exemplified within the World Bank's current policy document

One institution on which the report had an influence was the World Bank, arguably the institution most responsible for encouraging the trend to invest in basic education (and away from higher education.)⁷ In 2004, the Bank produced its own policy paper on higher education, *Constructing Knowledge Societies: New Challenges for Tertiary Education*, which took many of the recommendations of the task force and went further. Two areas which received additional attention were the contribution of tertiary education to poverty alleviation and the holistic nature of the education system and, in consequence, the influence of higher education on all other levels of the system (teacher training, secondary quality and curriculum etc.). A third area, unsurprisingly given the authorship, is the focus on financing, including by governments and from the private sector and participants. A fourth, new recommendation concerned the differentiation of higher education institutions to include certificate and diploma-awarding institutions as well as degree-awarding and research institutions.

The findings. *Constructing Knowledge Societies: New Challenges for Tertiary Education* identifies the same drivers of change, as did the earlier report: globalization, knowledge accumulation and application as a driver of growth, and the spread of Information and Communication Technologies (ICT). The main messages of the policy paper are that developing countries achieve progress through the development and application of knowledge, and that tertiary education is needed for knowledge creation, dissemination and application as well as for building technical and professional capacity. The paper argues that without strong tertiary institutions developing countries could be further marginalized.

Constructing Knowledge Societies: New Challenges for Tertiary Education explores and confirms tertiary education's contribution to poverty reduction. The policy paper states that it does this through training a qualified and adaptable work force, generating new knowledge and building capacity to access and apply existing stores of knowledge. It further identifies the tertiary education sector's contribution to redistribution and empowerment for individuals and societies, and specifically examines the positive

⁷ One reason may have been that the chairperson of the taskforce producing the report became one of the World Bank's Managing Directors following completion of the report.

contribution of tertiary education to the achievement of the MDGs in education and health. The paper justifies state support for tertiary education because of externalities achieved through basic and applied research and the contribution to social cohesion, equity and support for other levels of the education system. It recommends that the state support be aimed at fostering innovation and institutional reform in a coherent policy framework with a good regulatory environment, including quality controls, and private involvement in financing.

Recommendations for aid agencies. The policy paper concludes that the World Bank will promote dialogue and knowledge-sharing about tertiary education and its contribution and that it will support reforms in the tertiary sector through grants, credits and loans. The areas identified for specific support by the World Bank are institutional diversification in the tertiary sector, strengthened research, improved relevance and quality, support for equity, ensuring sustainable financing, strengthened management capacity and ICTs. Given that the World Bank's view influenced the concentration on basic education during the nineties, it could be that other aid agencies will also be influenced by this more holistic and nuanced view of the tertiary sector.

Part Three: Implications for development work by Universities Ireland and its members

6. Irish institutions are already making a considerable contribution to development.

The box below provides an incomplete list of activities through which higher education institutions have been supporting development work, in developing countries and at home. As Annex 2 shows, UI members are already involved in many of these.

Box 1: Contribution by Institutions of Higher Education to Development

Provision of appropriate courses in Ireland at graduate and undergraduate levels Supporting courses in developing countries Carrying out basic and applied research relevant to development Supporting the planning of tertiary education in a developing country Supporting planning by individual institutions of tertiary education Supporting institutional infrastructure including ICTs, library holdings Supporting other levels of the education system in developing countries Provision of specialist courses on development Provision of development education broadly Responding to invitations to tender for development work

These activities can be facilitated in a number of different ways, including the establishment of umbrella organizations for tertiary institutions, established and supported by aid agencies or universities themselves; specialist development units within

institutions; and consortia of institutions focusing on development. Box 2 lists some of these facilitation mechanisms.

Box 2: Modes of Facilitation of Contributions by Institutions of Higher Education to Development

Linkages between departments, faculties and institutions in developed and developing countries Fee reductions or elimination for selected participants or disciplines Facilitation of release of staff for development work Informal networks of academics and departments focused on particular issues Facilitation of intake of staff from developing country institutions to courses and for experience Provision of books, equipment and consumables Establishment of dedicated and broad-ranging development agencies such as Institutes of Development Studies or of International Integration Umbrella bodies focusing on development Consortia of institutions focusing on development
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Currently, in Ireland, these mechanisms are mainly facilitated by individual institutions, by individual departments or, in many cases, by individual academics. However, there are examples of work supported by UN agencies and DCI.

7. The importance of organizational structures.

The establishment of HEDCO in 1978 (then the Higher Education Consultative Group) and its subsequent role provided an organizational vehicle for much of this work by Irish tertiary institutions, north and south. However, the changing trend in development cooperation away from higher education and towards basic education, and the development of DCI's strategy for supporting developing countries moved official financing away from HEDCO and moved the body towards seeking projects financed by multilateral agencies and in partnership with commercial operations. This brief history does not necessarily rule out a renewal of HEDCO's mandate or even the reestablishment of a separate universities body; however, it cautions against expecting finance from DCI for this.

As Universities Ireland considers its role in relation to development, it will be important to examine how that role can be realized organizationally and supported financially. Critical functions, such as networking Irish academic development expertise and applying this to needs in developing countries and among aid agencies, are not in place. Neither are mechanisms for a joint institutional response to opportunities and challenges in the developing countries. Individual institutions have established links and projects and these can be built upon. However, mechanisms to support a collective response are not currently in place. Whichever choices UI makes in regard to its contribution to African development, it will be important to consider how to support these choices.

8. Focussing on MDGs and holistic development of education systems within poverty alleviation strategies is likely to gain the support of official development agencies.

In thinking through how a consortium of Irish Universities can contribute to development broadly, it is useful to consider what contributions are most likely to alleviate poverty and contribute to the MDGs. When looking at support for a particular country, it is useful to see how these efforts might fit within the country's own poverty reduction strategy and towards achieving the MDGs within that country. In considering where financial support may be available for this contribution, it is also necessary to examine the modalities of support being provided by the key development agencies, particularly the way in which modalities align with government plans and sector support mechanisms. The remainder of this paper looks at possible support for development by UI under three broad headings: support for the work of institutions of higher education in developing countries; direct support for poverty alleviation and achievement of the MDGs; and support for Development Cooperation Ireland's work.

9. Continued support for the work of institutions of higher education in developing countries

Clearly the most obvious collective expertise within UI is that of running and planning third level courses. UI institutions have within them and certainly collectively the expertise to administer an institution; perhaps to plan for the logical development of institutions of tertiary education within a country; to plan for the development of infrastructure, including ICT; to support applied and basic research; and to develop new courses, financial planning etc. There are enormous needs in every developing country for this type of expertise, some driven by the global spread of higher education with tertiary institutions in developing countries under threat from international providers. Given the current thinking on tertiary education's contribution to development, there is likely to be financial support for some aspects of this work. For example, as outlined in the World Bank's policy paper, there could be support for work on institutional diversification and on strengthening research, particularly in areas of global interest.

Additionally, there might be financial support for:

- improving the relevance and quality of tertiary provision in a developing country;
- increasing equity in access and realization;
- planning for sustainable financing;
- strengthening management capacity; and
- harnessing ICTs.

In addition, any work that universities in developing countries are doing to help countries attain the MDGs is more likely to be supported. Examples could include support for primary teacher development and for the development of critical health staff, including

those with skills in HIV/AIDS identification and alleviation. There are many other examples.

This type of work is likely to be best carried out if focused on one country and applied to a very small number of high-visibility initiatives. Preliminary work would involve assessing the country's plans for poverty alleviation and attaining the MDGs; examining how tertiary institutions are expected to contribute to these plans; examining education sector plans and the place of tertiary institutions within these plans; discussing with key government agencies, including ministries of education and finance; and perhaps with DCI and other development agencies working in the country.

10. Contributing directly and through these institutions to the achievement of the MDGs

A second broad area of support is **direct** support by UI for attaining the MDGs in one or more developing countries. One option is to work directly on the achievement of one of the MDGs across countries (research, advocacy and alleviation of HIV/AIDS, for example) or on a very small number of the MDGs in one country – the education and health MDGs are the two obvious examples. In exploring this first option, UI could seek to identify among its members all proposed and actual work on the topic and seek to bring together those people and institutes with a likely contribution; identify and target that contribution; cost it and determine what resources are needed to achieve tangible results over time, and finally seek the additional resources needed beyond UI's own. Such sources could include DCI, DfID, multilateral agencies and the relatively new Global funds, some of which are now focusing on particular MDGs.

In exploring a second option, working directly with one country on attainment of a number of the MDGs, UI could assess the situation in one developing country in regard to attainment of the MDGs and make a determination of how it could best contribute to that work. Options could include direct training courses for key staff in that country; increasing access to relevant courses in Ireland; or the provision of specialist expertise applied to monitoring the MDGs selected or through evaluating ongoing interventions. Clearly there are risks involved in providing direct support, particularly risks of excluding expertise within the developing country chosen. However these risks can be obviated through medium-term planning for capacity development within these institutions.

11. Supporting the expansion of DCI through specialist training programmes and expertise

A third area of support is to provide assistance to enable DCI to increase its development expertise, and to support its ongoing work across the different partner and concentration countries and in international fora where Ireland's voice is valued disproportionately to its relatively small financial contribution. In 2003 Ireland spent about Euro 446 million or 0.4% of GDP. Attaining the UN target of 0.7% of GDP would imply spending close to Euro 900 million in 2005. The most recent DAC (Development Assistance Committee of the OECD) review of Ireland's aid programme identified the importance of tooling up to

meet the increased demands. If this sensible recommendation is acted on, DCI will be obliged to increase staff numbers, improve their specialist expertise and develop improved management skills. UI members could help by interacting with DCI staff and management in regard to future directions and needs and by suggesting existing learning opportunities or designing new ones. In addition, UI could offer support to DCI in analysing future directions and evaluating existing programmes. It is clear that the skills to analyse development initiatives, support development work and make a global contribution may not currently be available in depth within UI members. One challenge could be to build on the valuable capacity already there – management, technical and social inclusion courses and the expertise available with Irish university staff who run these courses – while developing within UI members the knowledge and skills needed to apply these to development work, globally and in developing countries.

12. Support and build on current experiences.

This paper has aimed at providing some ideas for UI as it considers how to make an organizational contribution to African development. Hopefully, these ideas and others developed during the seminar will guide the small group planning to visit one or two of the DCI programme countries in Africa. It will be important that any role for UI as a consortium of universities augments and strengthens the contribution of its member institutions and the individual members of their staff and that this is taken account of by the small group. Most important is that any initiative meets the real needs within the developing countries themselves.

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Annex 1.

A complete listing of the goals, targets, and indicators for MDGs

Goals and targets	Indicators
Goal 1 Eradicate extreme poverty and hunger Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than \$1 a day Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	<ul style="list-style-type: none">• 1. Proportion of population below \$1 (PPP) a day^a• 1a. Poverty headcount ratio (percentage of population below national poverty line)[*]• 2. Poverty gap ratio (incidence x depth of poverty)• 3. Share of poorest quintile in national consumption• 4. Prevalence of underweight in children (under five years of age)• 5. Proportion of population below minimum level of dietary energy consumption
Goal 2 Achieve universal primary education Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	<ul style="list-style-type: none">• 6. Net enrollment ratio in primary education• 7a. Proportion of pupils starting grade 1 who reach grade 5^b• 7b. Primary completion rate[*]• 8. Literacy rate of 15 to 24-year-olds
Goal 3 Promote gender equality and empower women Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education no later than 2015	<ul style="list-style-type: none">• 9. Ratio of girls to boys in primary, secondary, and tertiary education• 10. Ratio of literate women to men ages 15- to 24• 11. Share of women in wage employment in the nonagricultural sector• 12. Proportion of seats held by women in national parliament
Goal 4 Reduce child mortality Target 5: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate	<ul style="list-style-type: none">• 13. Under-five mortality rate• 14. Infant mortality rate• 15. Proportion of one-year-old children immunized against measles
Goal 5 Improve maternal health	

Target 6: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio

- 16. [Maternal mortality ratio](#)
- 17. [Proportion of births attended by skilled health personnel](#)

Goal 6 Combat HIV/AIDS, malaria, and other diseases

Target 7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS

- 18. [HIV prevalence among pregnant women ages 15- to 24](#)
- 19. [Condom use rate of the contraceptive prevalence rate^{c*}](#)
- 19a. [Condom use at last high-risk sex*](#)
- 19b. [Percentage of 15-24-year-olds with comprehensive correct knowledge of HIV/AIDS^{d*}](#)
- 19c. [Contraceptive prevalence rate](#)
- 20. [Ratio of school attendance of orphans to school attendance on non-orphans ages 10-14](#)

Target 8: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

- 21. [Prevalence and death rates associated with malaria](#)
- 22. [Proportion of population in malaria-risk areas using effective malaria prevention and treatment measures^e](#)
- 23. [Prevalence and death rates associated with tuberculosis](#)
- 24. [Proportion of tuberculosis cases detected and cured under directly observed treatment short course \(DOTS\)](#)

Goal 7 Ensure environmental sustainability

Target 9: Integrate the principles of sustainable development into country policies and program and reverse the loss of environmental resources

- 25. [Proportion of land area covered by forest](#)
- 26. [Ratio of area protected to maintain biological diversity to surface area](#)
- 27. [Energy use \(kilograms of oil equivalent\) per \\$1 GDP \(PPP\)](#)
- 28. [Carbon dioxide emissions \(per capita\) and consumption of ozone-depleting chlorofluorocarbons \(ODP tons\)](#)
- 29. [Proportion of population using solid fuels*](#)

Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation

- 30. [Proportion of population with sustainable access to an improved water source, urban and rural](#)
- 31. [Proportion of population with access to improved sanitation, urban and rural](#)

Target 11: Have achieved, by 2020, a significant improvement in the lives of at least 100 million slum dwellers

- 32. [Proportion of households with with access to secure tenure](#)

Goal 8 Develop a global partnership for development

Target 12: Develop further an open, rule-based, predictable, nondiscriminatory trading and financial system (includes a commitment to good governance, development, and poverty reduction—both nationally and internationally)

Target 13: Address the special needs of the least developed countries (includes tariff-and quota-free access for exports enhanced program of debt relief for HIPC and cancellation of official bilateral debt, and more generous ODA for countries committed to poverty reduction)

Target 14: Address the special needs of landlocked countries and small island developing states (through the Program of Action for the Sustainable Development of Small Island Developing States and 22nd General Assembly provisions)

Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term

Target 16: In cooperation with developing countries, develop and implement strategies for decent and productive work for youth

Target 17: In cooperation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries

Target 18: In cooperation with the private

Some of the indicators listed below will be monitored separately for the least developed countries, Africa, landlocked countries, and small island developing states.

Official development assistance

- 33. [Net ODA total and to the least developed countries, as a percentage of OECD/DAC donors' gross national income](#)
- 34. [Proportion of bilateral, sector-allocable ODA of OECD/DAC donors for basic social services \(basic education, primary health care, nutrition, safe water, and sanitation\)](#)
- 35. [Proportion of bilateral official development assistance ODA of OECD/DAC donors that is untied](#)
- 36. [ODA received in landlocked countries as proportion of their gross national incomes](#)
- 37. [ODA received in small island developing states as proportion of their gross national incomes](#)

Market access

- 38. [Proportion of total developed country imports \(by value and excluding arms\) from developing countries and from least developed countries, admitted free of duty](#)
- 39. [Average tariffs imposed by developed countries on agricultural products and textiles and clothing from developing countries](#)
- 40. [Agricultural support estimate for OECD countries as a percentage of their gross domestic product](#)
- 41. [Proportion of ODA provided to help build trade capacity](#)

Debt sustainability

- 42. [Total number of countries that have reached their HIPC decision points and number that have reached their HIPC completion points \(cumulative\)](#)
- 43. [Debt relief committed under HIPC initiative](#)
- 44. [Debt service as a percentage of exports of goods and services](#)

Other

- 45. [Unemployment rate of 15- to 24-year-olds, male and female and total](#)^f
- 46. [Proportion of population with access to](#)

sector, make available the benefits of new technologies, especially information and communications

[affordable, essential drugs on a sustainable basis](#)

- 47. [Telephone lines and cellular subscribers per 100 population](#)
- 48a. [Personal computers in use per 100 population](#)
- 48b. [Internet users per 100 population](#)

* These indicators are proposed as additional MDG indicators, but have not yet been adopted.

(a) For monitoring country poverty trends, indicators based on national poverty lines should be used, where available.

(b) An alternative indicator under development is "primary completion rate."

(c) Among contraceptive methods, only condoms are effective in preventing HIV transmission. Since the condom use rate is only measured among women in union, it is supplemented by an indicator on condom use in high-risk situations (indicator 19a) and an indicator on HIV/AIDS knowledge (indicator 19b). Indicator 19c (contraceptive prevalence rate) is also useful in tracking progress in other health, gender, and poverty goals.

(d) This indicator is defined as the percentage of 15- to 24-year-olds who correctly identify the two major ways of preventing the sexual transmission of HIV (using condoms and limiting sex to one faithful, uninfected partner), who reject the two most common local misconceptions about HIV transmission, and who know that a healthy-looking person can transmit HIV. However, since there are currently not a sufficient number of surveys to be able to calculate the indicator as defined above, UNICEF, in collaboration with UNAIDS and WHO, produced two proxy indicators that represent two components of the actual indicator. They are the percentage of women and men ages 15–24 who know that a person can protect herself from HIV infection by "consistent use of condom," and the percentage of women and men ages 15–24 who know a healthy-looking person can transmit HIV.

Annex 2

PART OF A REPORT ON CURRENT CO-OPERATION PROJECTS INVOLVING IRISH UNIVERSITIES WITH EASTERN AND SOUTHERN AFRICA

Introduction

In April 2004 the Universities Ireland (UI) Council – comprising the presidents of the nine universities on the island of Ireland – asked the UI secretariat to carry out a survey of links between universities in Northern Ireland and the Republic of Ireland and higher education institutions in Eastern and Southern Africa, with a view to ascertaining if there were any areas of co-operation in which the island's universities might combine together to work with these HE institutions. This was in response to an offer from the Irish Department of Foreign Affairs Development Co-operation Ireland (DCI) section to finance a trip by three UI representatives to these regions to explore co-operation possibilities.

Universities Ireland formed a small sub-committee to explore the matter (comprising Professor Noel Whelan, Vice-President of the University of Limerick, Professor Gillian Robinson, Director of the INCORE international conflict research institute at the University of Ulster, and UI Secretary Andy Pollak). In mid-May the Universities Ireland liaison people in the nine universities received a letter from this sub-committee explaining that its brief was to examine how the universities on the island might work together to explore co-operation possibilities with Eastern and Southern Africa.

The letter requested two inputs from the universities to a short UI proposal paper to present to DCI:

1. A short description of specific co-operation projects with Eastern and Southern Africa that each university on the island is currently undertaking, together with the relevant contact in the African country.
2. An indication by each university as to where it sees its potential contribution to a possible initiative by Universities Ireland to raise the level of this co-operation by an exercise in inter-university, North/South collaboration.

In response to queries from the universities, Eastern and Southern Africa was defined as the six Ireland Aid programme countries – Ethiopia, Uganda, Zambia, Tanzania, Mozambique, Lesotho – plus South Africa.

Current co-operation

Information about current co-operation involving universities in Ireland is set out in an appendix to this report. The universities interpreted the request for information about links with HE institutions in these African regions differently: some listed only major co-operation programmes and projects they were involved with on an institutional basis; others cited individual researchers' contacts and research interests. Thus, as will be noted from the appendix, some universities provided longer lists of both institutional programmes and individual contacts, while others produced shorter lists of programme-type interventions. University College Dublin provided little

information, with the result that its co-operation activity is probably seriously under-represented in this report.

In analysing this information, the Universities Ireland sub-committee has used DCI's own criteria for offering support to co-operation projects so that recommended inter-university interventions have the greatest possible effect in promoting socio-economic development.

Thus DCI stresses that health and education should be given "a very high priority". It also prioritises a number of additional key areas. These include:

1. HIV/AIDS
2. Governance, Democracy and Human Rights
3. Support for Civil Society, including Capacity-Building
4. Support for the Private Sector
5. Conflict Prevention and Resolution

One interesting Irish university project with an existing cross-border dimension fits into another DCI category: Resource Development.

In putting forward these suggested project areas, the sub-committee has endeavoured to (i) involve each of the nine universities on the island; (ii) maximise their potential impact by focussing on inter-university 'island of Ireland' combinations; (iii) select areas where universities not yet involved in African partnerships have particular strengths.

Areas have also been highlighted (e.g. AIDS work and other health issues) where there seems to be an obvious need in Eastern and Southern Africa. Projects have been selected across a range of disciplines and activities (medicine and health, law, adult and teacher education, marine research, nursing, library co-operation, public management and governance, entrepreneurship and volunteering).

The projects chosen by the sub-committee for further discussion are as follows:

Health and HIV/AIDS

- a. Trinity College Dublin is working with Makerere Hospital's medical school in Kampala, Uganda to investigate the feasibility of using handheld computers (PDAs) to provide expert information and advice to healthcare workers who are delivering care to patients with HIV/AIDS. The study will conduct a needs assessment and develop a working prototype, which will be evaluated by a selected group of healthcare workers in the field. The aim is to enhance the care of HIV-infected people in sub-Saharan Africa and support measures to prevent further transmission by developing a clinical care, prevention and research programme that would serve as the major training programme for African healthcare professionals. This project already involves an alliance of academic clinicians from TCD, Dublin Institute of Technology and North American universities. (Prof Jane Grimson, Vice-Provost and UI's liaison person in TCD, is the leader of this project)
- b. Queen's University Belfast's School of Nursing and Midwifery is developing links with Makene University in Kampala and Kiwoko Hospital, founded by Dr Ian

Clarke, a QUB graduate. A staff member at Kiwoko Hospital is coming to QUB in September to complete training to enable her to return to head up the nurse training school at the hospital, and QUB School of Nursing staff members are visiting Kiwoko this summer (Norman Bennett, Director of Finance)

- c. National University of Ireland Maynooth 's Molecular Phylogenetics and Systematics Laboratory (under Dr Grace McCormack) has been working in collaboration with the Karonga Prevention Study in Malawi, the School of Hygiene and Tropical Medicine in London and the UK Health Protection Agency on a project studying the molecular epidemiology and evolution of HIV-1 in the Karonga district. Through this work, links have also been made with other groups working with AIDS in Africa, including those in Uganda, Tanzania and Kenya.
- d. National University of Ireland Galway is currently in the process of establishing a Community Knowledge Initiative/Service Learning project (incorporating volunteering opportunities for students) with the Sisters of Nazareth's AIDS orphanage in Khayelitsha, Cape Town, South Africa.

Education and Capacity-Building

- a. University of Ulster (UNESCO Centre) and Mary Immaculate College (University of Limerick) have put forward a joint proposal for a three year programme of partnerships with Mary Immaculate College of Education (part of the University of Limerick) and teacher education institutions in Zambia, Gambia and Sri Lanka. This would build on existing links the two Irish institutions have in these countries, and with support from Development Co-operation Ireland in Dublin and the Department for International Development in London, would construct a formal framework for contact between staff and students of the participating institutions. The proposal would provide staff and students with opportunities to work together with colleagues from the other Irish jurisdiction in an area of mutual interest in and benefit to Sub-Saharan Africa. It would also offer an opportunity for DCI to join in a common project with DfID (Prof Anne Moran/Prof Alan Smith/Dr Peadar Cremin)
- b. University College Cork 's Centre for Adult Continuing Education (CACE) has run a popular Diploma in Development Studies for eight years, which addresses many Africa-related issues, and as part of a course restructuring programme envisages building links with African universities. Many staff at the CACE are engaged in development and health projects in Africa and many past students have come to the course after having worked with development agencies. CACE also has a growing number of overseas students, many from Africa. It works with a wide range of Irish aid and development organisations (Trocaire, Concern, GOAL etc). CACE would like to initiate 1) a student exchange programme with sub-Saharan Africa; 2) a guest lecture programme with African lecturers; 3) an IT-facilitated distance learning programme for sharing and exchange of learning materials, approach strategies and ideas. Course coordinator Regina Sexton would like to "encourage active involvement between our course and Eastern and Southern African universities via the proposed Universities Ireland project of linkage and co-operation."
- c. University College Dublin 's Centre for Development Studies does not have any formal collaboration with universities in Eastern and Southern Africa. However

over the past decade, with DCI support, 40 fellowships have been awarded to students from Uganda, Ethiopia, Zambia, Tanzania, Sudan, Lesotho, Kenya, Zimbabwe and Mozambique. The CDS director, Dr Majda Bne Saad, notes that during a recent visit to Makerere University in Uganda she was advised by academics in the Depts of History and Development Studies that they suffered from a lack of books, computers (and weak computer capacity), inadequate proper library cataloguing, a library data base, training for librarians and inadequate funds to hire librarians. She suggests a capacity building project in selected university libraries in countries in the region would be a very worthwhile initiative for Universities Ireland.

Governance, Democracy and Human Rights

- a. Trinity College Dublin's Law School organises annual workshops on constitutionalism and democratisation for senior African judges, including members of the judiciary from South Africa, Swaziland, Botswana, Lesotho, Malawi, Zambia, Kenya, Tanzania, Uganda and Mozambique (Prof William Binchy).
- b. University of Limerick has developed and delivers courses in public management and governance for Regional Commissioners in Tanzania. These courses are delivered in Limerick. The Regional Commissioners report to the Tanzanian President and are fundamental components of Tanzania's governance, democracy and human rights programme. The university is offering variants of these courses to other Southern African countries.

Support for Civil Society

Dublin City University 's Centre for International Studies plans a study of the role of civil society in poverty reduction in Sub-Saharan Africa (funded by DCI). As part of this project, the CIS is developing a relationship with universities in Tanzania and Ethiopia which are being contracted to do studies of this subject in their countries. A separate DCI grant will go towards hosting researchers from two African universities as a capacity-building measure (Peadar Kirby).

Support for the Private Sector

University of Limerick has two programmes replicating its entrepreneurship programmes in Rhodes University and Port Elizabeth Technikon, both in the Eastern Cape, and in the University of Kwa Zulu Natal (Durban and Pietermaritzburg). This project is funded by the Anglo-American Corporation and is run jointly by professors from UL and the respective South African institution.

Resource Development

University College Cork 's Coastal and Marine Resources Centre (CMRC) has a track record of working with University of Ulster 's Centre for Coastal and Marine Research (CCMR), which has carried out marine archaeological surveys off the coasts of Kenya and Sudan. The CCMR is headed by Dr Andrew Cooper, who has undertaken projects in various parts of Africa, including Mozambique and South Africa (where he lived for nine years). Dr Cooper is very interested in the Universities Ireland initiative, and CMRC and CCMR have expressed a willingness to combine to work together with higher education institutions in a poor region of Eastern and Southern Africa.