

Women as Agents of Change in Achieving the MDG Goals

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1. Re-visiting the MDGs

For my presentation, I think that it is very important, to revisit why the Millennium Development Goals (better known as the MDGs) came about in the year 2000¹, at the turn of the Millennium (see Annex 1 for a detailed breakdown of the goals, targets and indicators). When these goals were first announced, most feminist activists and women’s rights groups criticized them and saw them as the lowest common denominator for development and were quite appalled by the time-bound targets set for achievement under MDG Goal no.3, the goal on gender equality. These goals were seen as quite a few steps backwards compared to the very progressive declarations and commitments made during the Third World Conference on Women in 1985, in Nairobi, the International Conference on Population and Development in 1994, in Cairo, and the Fourth World Conference on Women in 1995, in Beijing as well as other more progressive, human rights-based, international documents (see Annex 2 for more details). Particularly since, the way the goal on gender equality is articulated, it seems to suggest that education alone

¹ In September 2000, building upon a decade of major United Nations conferences and summits, world leaders came together at United Nations Headquarters in New York to adopt the United Nations Millennium Declaration, committing their nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets - with a deadline of 2015 - that have become known as the Millennium Development Goals.

can bring about gender equality when we know from cases like that of SITA-Mitra Mandal in India, that there is a need to look not only at education in terms of subject content, but education delivery and approach, that education or training or any kind of capacity-building needs to also be able to bring girls and women from their current levels of self-esteem, self-confidence and self-empowerment to the next or higher levels. There are of course other criticisms of the MDGs.²

For me, and putting aside the criticism on the goals themselves and the targets set therein, the MDGs are, in effect, though very indirectly stated, a very truthful acknowledgement and confirmation of the failure of our past development efforts within the current development model that we have. Poverty is worsening around the world³, hunger is affecting more and more people, so is displacement, and children under the age of 5 are dying in millions. In a factsheet produced by the United Nations dated 25th September 2008, it was clear that:

- Of the 113 countries that failed to achieve gender parity in primary and secondary school enrolment by the target date of 2005, only 18 or 16% are likely to achieve the goal by 2015.
- Since 2000, the proportion of seats for women in parliaments only increased from

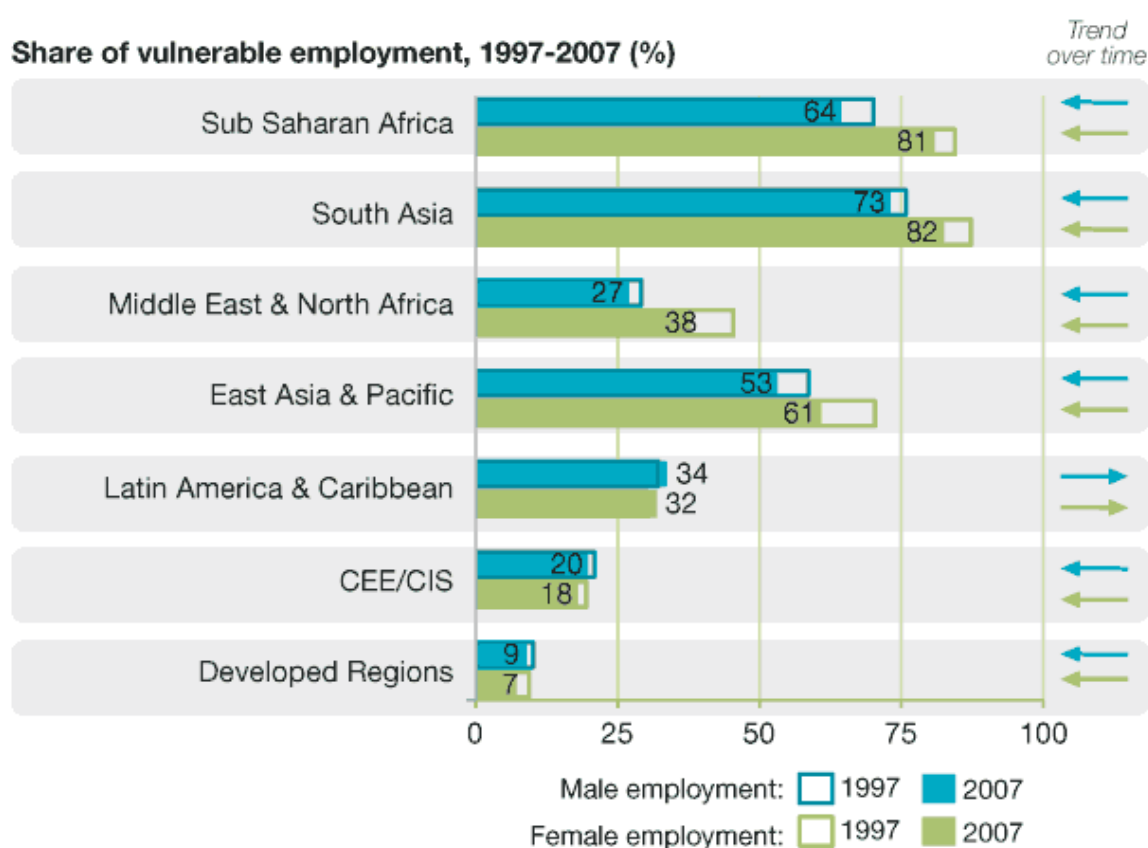
² The achievement of the MDGs were said to be overly reliant on development aid and that developed countries are failing to contribute 0.7% of their GNP. Development aid was also given on conditions which are usually tied to debt-servicing which meant that the limited resources of poor countries were deflected to serve the interests of developed countries, and could not be used to increase their own self-reliance. The MDGs were also seen to conveniently distort the issue of poverty, and ignored its causes and conditions. The MDGs have also been criticized as being overly optimistic because developed nations took a lot longer to achieve these very same targets.

³ Up to 443 million people live in chronic poverty, and most of the poor live in South Asia and many are in large middle-income countries. (CPRC, 2008, cited in the Overseas Development Institute's Briefing Paper No.42 on "Gender and the MDGs: A gender lens is vital for pro-poor results". September 2008; and cited also in the Overseas Development Institute's Briefing Paper No.43 on "Achieving the MDGs: The fundamentals". September 2008.

13.5 to 17.9 per cent. Women occupy at least 30 per cent of parliamentary seats in 20 countries, an achievement primarily supported by the compulsory quota for reserved seats for women, but none of these 20 countries are in Asia.⁴

Figure 1: More Women in Vulnerable Employment than Men

The share of vulnerable employment has declined from 1997 to 2007, but it is still high, particularly for women in sub-Saharan Africa and in South Asia.



Source: <http://www.unifem.org/progress/2008/mdgsGender.html>, accessed on 3rd March 2009.

⁴ Women hold at least 40 per cent of the seats in five parliaments: Rwanda (48.8 per cent), Sweden (47 per cent), Cuba (43.2 per cent), Finland (41.5 per cent) and Argentina (40 per cent). Women constitute less than 10 per cent of the members of parliament in one-third of all countries. Despite greater parliamentary participation, women are largely absent from the highest levels of governance. In January 2008, women accounted for 7 of the 150 elected heads and 8 of the 192 heads of government of United Nations Member States. (UN ENDOVERTY 2015 Factsheet, 25 September 2008).

Clearly, the world needs a new development model, one that promotes national self-reliance and women as primary agents of change.

2. Political Will with a Gender Lens is a Pre-requisite

For this new development model, there is one pre-requisite. We must have political will with a gender lens. We must wear our gender lens from policy-making to implementation to evaluation, if we are serious about bringing about a new development model. Gender inequality causes and perpetuates poverty and vulnerability. But greater gender equality can help to reduce the root causes of poverty and vulnerability and contribute to sustainable pro-poor growth.

“ . . . in no region do women enjoy equal legal, social and economic rights. Women have fewer resources than men, and more limited economic opportunities and political participation. Women and girls bear the most direct cost of these inequalities—but the harm ultimately extends to everyone . . . Gender inequalities persist because they are supported by social norms and legal institutions, by the choices and behaviours of households, and by regulations and incentives that affect the way economies function. A strategy to reduce gender inequalities must address these factors. Foremost among the costs of gender inequality is its toll on the quality of human lives. Evidence suggests that societies with large and persistent gender inequalities pay the price of more poverty, illness, malnutrition, and other deprivations, even death. This makes a compelling case for public and private action to eliminate

inequality. Public action is particularly important, since many social, legal and economic institutions that perpetuate gender inequalities are extremely difficult for individuals to change.”

— The World Bank, 2001⁵

The World Bank since 2001 has repeatedly stressed the need for political will to address gender inequality because it is very clear, through research and women’s rights advocacy experiences, that public policies and programmes (such as those on health, education etc.), and laws and jurisprudence only serve to reinforce social norms that perpetuate gender inequalities. Promoting the ability of women to articulate their views in a meaningful way, to not only have voice but to be listened to, and to become the agents of their own empowerment (agency) is vital to overcome engrained socio-cultural conditioning and the gendered division of roles and responsibilities. D.Net, and other NGOs, have done this, in much smaller-scale projects compared to what a government could do, if it would only have political will with a gender lens.

Political will with a gender lens will ensure that policies and programmes are gender transformative because such political will recognizes that addressing gender inequalities and ensuring women’s empowerment lie not only in women’s education or in women’s political participation. Such political will with a gender lens will recognize that the empowerment of women requires a more comprehensive and integrated approach. One that includes efforts to improve women’s access and control over resources (e.g.

⁵ From the World Bank’s *World Development Indicators 2001*, pp.35-36. <http://www.worldbank.org/data/wdi2001/pdfs/people.pdf>. Cited in *Gender and ICT* by Angela M. Kuga Thas, Chat Garcia Ramilo and Cheekay Cinco. 2007. PDF version of the e-primer can be found at: <http://www.apdip.net/projects/gender>.

credit, training, inheritance and land rights) and their capacity to use them and this would mean ensuring, anti-discrimination and anti violence against women legislation, gender-aware justice systems, and government mechanisms to eradicate gender inequality.

Without this comprehensive and integrated approach, simple and very straightforward targets, like reducing maternal mortality, will remain an uphill challenge. In fact, in some countries, maternal mortality is increasing.

3. Three Key Elements for the New Development Model

In addition to the pre-requisite of political will with a gender lens, I would like to propose that there are three key elements for a new development model:

- Women as agents of change;
- Adopting a “learning for change” culture; and
- Working towards national self-reliance.

3.1 Women as Agents of Change

We know that since the industrial age, the main thrust behind development has been technology. And we failed to mainstream technology for women, with women, then. We saw women merely as workers of lower level skills and capacities. We saw women as not technologically inclined. We saw women as stupid as far as modern technology is concerned. We saw women as cheap labour and the ones with small hands who could do tedious and repetitive work, and were easily made to work like machines in the fastest possible manner, and yet, we had men with big hands and big fingers in the more lucrative gem industry designing gems of the most intricate designs.

We are now in the digital age. And again, we are failing miserably to mainstream technology for women, with women. The World Summit on the Information Society (WSIS) proposed that information and communication technologies be the tools that could help achieve the MDGs, but failed to fully recognise the central role of women as agents of change. Attention instead was paid to the 4 divides proposed by the then UN Secretary General, Kofi Annan, and some of these divides of course, received a heavier emphasis than others. These are the technical divide (infrastructure, human resources), the content divide (language, cultural diversity), the commercial divide (developed vs developing, legal issues, creativity), and of course, gender (access, education and training) as one of the divides. Heather Dryburgh (2004) in her paper on the “World Summit on the Information Society Report” (as co-investigator in the Workforce on Aging in the New Economy) then further suggested another 4 divides: the political divide (human rights, civic participation), the demographic divide (youth, older people, people with disabilities, immigrants and refugees, indigenous peoples), the public/private divide (intellectual property rights, competition, facilitation, privacy) and the knowledge divide (literacy, education). But I put it to you, that all these 7 divides, or 8 if we re-define the gender divide as the human resource development divide, without a gender perspective and analysis on each, we will continue to see countries making mistakes and wasting away valuable resources. So why is it ever more so urgent to mainstream technology for women, with women, specifically looking at women’s roles—their participation, their decision-making and their needs? Because:

“The digital divide is not an accessibility issue but an equity issue . . . Under informational or digital capitalism, increasing returns are not an anomaly. But they create an instability. They have been marked by the most unequal distribution of income and wealth in human history . . . development theories of the industrial age are inadequate to explain the ground realities of the information age.”

— Govindan Parayil, National University of Singapore⁶

Whether we like it or not, we are in the digital age, and the digital age will be marked by increases in relative poverty where the rich become richer and the poor poorer if the deployment of information and communication technologies is done without a strong gender perspective. Countries have made the mistake of embracing technology as the driver of development. It is not technology, it is not the new information and communication technologies, but women as agents of change who should be the drivers of our development and women as agents of change, informed, knowledgeable, capable and in control of technology are what we need in our new development model. D.Net has been able to show that this is possible through its Pallitathya action-research project, where women as change agents played a very pivotal role.

⁶ Key points from a paper exploring if ICTs could be India’s growth engine, which was presented at the Indo-US workshop organised by the department of management studies of the Indian Institute of Science, Bangalore. See <http://www.rediff.com/money/2003/mar/12guest.htm>. Cited in *Gender and ICT* by Angela M. Kuga Thas, Chat Garcia Ramilo and Cheekay Cinco. 2007. PDF version of the e-primer can be found at: <http://www.apdip.net/projects/gender>.

3.2 Adopting a “Learning for Change” Culture

Why have development efforts largely failed to even achieve the most basic of development targets in relation to poverty, hunger, health and education? I think it is because we have failed to evaluate, but more importantly, we have failed to evaluate with a gender perspective. By failing to evaluate our development efforts from a gender perspective, we have also failed to ensure a learning culture within ourselves and with our development partners, we have failed to be critical of our efforts, we have failed to acknowledge our mistakes, we have failed to learn from these mistakes, and so we have failed to change in order to bring about the change we so often talk about.

I would like to share an example of how a gender evaluation can make a difference to a country’s development efforts. This example is from Chhattisgarh,⁷ India. Using the Gender Evaluation Methodology, Dr. Anupama Saxena⁸ and her research team of university students, conducted a gender evaluation of the e-gram suraj scheme in Chhattisgarh. The e-gram suraj scheme in Chhattisgarh deployed the use of hand-held simputers⁹ to elected local representatives, the Sarpanchas. The use of hand-held

⁷ Chhattisgarh, carved out of Madhya Pradesh came into being on 1 November 2000 as the 26th State of the Union. It has a population size of 20,795,956 people in a land area of 136,034 sq. km. It is one of the poorest states in India.

⁸ Department of Political Science & Women’s Study and Development Centre, Guru Ghasidas University, Bilaspur, Chhattisgarh, India.

⁹ The Simputer is a self-contained, open hardware handheld computer, designed for use in environments where computing devices such as personal computers are deemed inappropriate. Due to the low cost, it was also deemed appropriate to bring computing power to the developing countries. The Simputer is said to be much more powerful than a Palm. For example, in terms of screen size (320x240), memory capabilities (32MB RAM) and the OS (GNU/Linux). The device was designed by the Simputer Trust, a non-profit organization formed in November 1999 by seven Indian scientists and engineers led by Dr. Swami Manohar. The word "Simputer" is an acronym for "simple, inexpensive and multilingual people's computer", and is a trademark of the Simputer Trust. It includes text-to-speech software and runs the GNU/Linux operating system. Similar in appearance to the Palm Pilot class of handheld computers, the touch sensitive screen is operated on with a stylus; simple handwriting recognition software is provided by the program Tapatap. In the year 2004, Simputers were extensively used by the government of Karnataka to

simputers was meant to help improve on rural governance. Dr. Saxena and her research team surveyed a total of 56 Sarpanchas in Dongargaon Block of Chhattisgarh over the period of 31st May to 6th June 2008. The State Government had spent an amount of 25 million rupees to ensure that these hand-held simputers were distributed to the Sarpanchas, but a number of findings showed that design and implementation had fallen short of what would have made the scheme more effective in achieving its objectives. This includes not properly considering during planning and implementation the following issues:

1. Ensuring good coordination and proper consultation and feedback mechanisms between those who lead on technology development and those who lead on content development and the Sarpanchas themselves, especially women Sarpanchas, who are supposed to be using the technology and content.
2. Ensuring that language used is language easily understandable by the Sarpanchas. The language used was Hindi, but a high-level of Hindi, which not always could be easily understood by women Sarpanchas, especially those who won the seats because they were reserved seats for women from lower social classes and so had had much less education than others.
3. Ensuring proper technical support and connectivity. Some of the simputers needed repair and could not be repaired despite being sent for repairs. Often, there

automate the process of land records procurement. Prior to this large scale deployment, Simputers were also used in an ambitious project in Chattisgarh for the purpose of e-education. In 2005 they were used in a variety of innovative and interesting applications, such as automobile engine diagnostics (Mahindra & Mahindra in Mumbai), tracking of iron-ore movement from mine pithead to shipping point (Dempo, Goa), Microcredit (Sanghamitra, Mysore), Electronic Money Transfer between UK and Ghana (XK8 Systems, UK), and others. In recent times, the Simputer has seen deployment by the police force to track traffic offenders and issue traffic tickets.

was also no connectivity, so the simputers ended up being storage devices for personal use such as for music, etc.

4. Ensure proper training, considering levels of exposure and skills in ICTs of both women and men and when necessary, to have separate training for women which will often have to be longer in duration. The training that was conducted for Sarpanchas on the use of the hand-held simputers was only a day long and hardly sufficient for women who have never been exposed to such technology before.
5. Ensuring that women are able to play the role of Sarpanchas without the male members of the family taking over this role. This would mean including some sensitization and educating of male partners as to how exactly they could support their female partners who are now elected leaders; maybe even ensuring the provision of mobile phones so that they as women Sarpanchas can be easily contactable; orientation and training on the roles and responsibilities of the Sarpanchas; and putting into place mechanisms that required the woman to play her role (so that it does not fall back on her husband or a male member of the family).

Because many have labelled the e-gram suraj scheme as a failure, a lot of people are now turning their attention to the Government of India's Common Services Centres scheme. The Government of India approved the Common Services Centres scheme on September 26, 2006, for the establishment of 100,000+ centres across rural India on a Public-Private Partnership model. The total cost of the Common Services Centres scheme as approved by the Government of India is estimated at Rs.5742 Crores (57,420 million)

out of which the Government of India's share is Rs.63 Crores (630 million) and an estimated amount of Rs.1586 crores (15,860 million) to be borne equally between the Common Services Centres and the States over a period of 4 years. The remaining Rs.4093 Crores (40,930 million) would come from the private sector.

Now, if we divide the cost of Rs.1586 crores (15,860 million) among the 28 states of India, we would get a figure of Rs.56.6 crores (566 million) that each state would have to bear over a period of 4 years or Rs.14.2 (142 million) a year. Now, compare this to the cost of Rs.2.5 crores (25 million) and the fact that the gaps and problems in properly implementing the e-gram suraj scheme are not all that difficult to address.

It is also important to note that the Common Services Centre model puts the control of and accessibility over technology back into the hands of the middle person, in this case, envisaged as the village level entrepreneur who will bid for government contracts etc. and hence be able to support their income-generating model. Such a model only ensures that those who have, will have more because of all the other issues of political affiliation, power relations and dynamics, and access and ownership over resources. Rather than discard the e-gram suraj scheme altogether, it is important that the State Government of Chhattisgarh considers what exactly will it take to make sure that the e-gram suraj scheme will work, because the difference between the e-gram suraj scheme and the common services centre scheme is in the question of: "in whose hands does the technology end up?", and what it takes to make the e-gram suraj scheme work better is not all that difficult to do. This is what Dr. Anupama Saxena and her team is now advocating with their State government, to salvage the e-gram suraj scheme because of its enormous potential to mainstream technology for women, with women in rural areas,

especially poor women, women who are often not seen as leaders, women from the lower social classes, the uneducated. If it had not been for the gender evaluation that Dr. Saxena and her team had conducted on the e-gram suraj scheme, the advocacy efforts that are now being undertaken would not have taken place and many would have glossed over and would have completely ignored the still untapped potentials of the e-gram suraj scheme in Chhattisgarh, which would be much more cost-effective to improve on and implement correctly vis-à-vis starting a new scheme that would cost another hundreds of millions.

3.3 Working towards National Self-Reliance

Bangladesh is rich with good examples of what can work better, and what works best. What is stopping us from upscaling these good practices? Why do we throw much limited and needed resources and funds into programmes and projects that we are not even sure will work? I thought to myself, is it not ironic that I take the lessons that I hear about from Bangladesh to countries around the world, to Africa, to other countries in Asia, to Latin America. I take the case study of D.Net wherever I go, highlighting key elements of why Pallitathya worked so well, that ICTs alone are not the solution, but the application of ICTs with a strong gender perspective is, because the application of ICTs without a gender perspective will only further perpetuate gender inequalities and we already know what this can mean in relation to poverty, illness, etc. Is it not ironic that I am taking lessons from this country, including that of the Grameen Bank and the Bangladesh Rural Advancement Committee to those outside? Is it not ironic that I take lessons from Kenya

and Nigeria, similarly poor developing countries like Bangladesh, to some countries which are often far richer, but who still have a large number of poor.

I was asked to share with you a global perspective, I guess that meant “to share lessons from around the world”, but really, you do not need that from me, when I am taking lessons from here to share with other countries. There is so much documentation out there about “good practices” and especially good practices with women as change agents and the use of information and communication technologies. I came here to share with you a vision, a vision where poor developing countries can start afresh and make better decisions for themselves because they collect the lessons and they actually learn from these. Look at the Philippines which does not have any rich resources, no timber, no agricultural produce worth boasting about today, but they have people. Millions, the way Bangladesh does. With the Philippines, they did not disregard the importance of education, both girls and boys go to school, and they did not disregard the importance of training. Their medical health personnel are now considered of high quality as they get accepted to work all around the world. To the point that despite the lack of employment opportunities, both graduates and non-graduates are seeking to work overseas to earn a living and are considered an invaluable income source for the country. More importantly, the Philippines has had the political will to put into place a policy-enabled environment and other necessary measures in ensuring that gender inequalities are addressed.

The Philippines is the only Asian country with the highest rank in reducing the gender inequality gap.¹⁰ It is number 6 (a ranking held in 2007 and 2008) and so, is the

¹⁰ The Global Gender Gap Index scores can be interpreted as the percentage of the gap between women and men that has been closed. The Global Gender Gap Index measures the size of the gender gap in four critical areas of inequality between men and women, namely: (1) Economic participation and opportunity – outcomes on salaries, participation levels and access to high-

only Asian country in the top ten ranking, among other countries like Norway, Finland, Sweden, Iceland, New Zealand, Denmark, Ireland, Netherlands and Latvia. The Philippines is also the only country with around 90 million in terms of its population size compared to the other nine countries which have at most a population size of 9 million. So political will with a gender lens is so critical in ensuring gender inequalities are addressed, and the size of a country's population is not the problem. In 2008, Bangladesh's ranking was 90, while Malaysia's was 96. You are even ahead of Japan, Mexico, Republic of Korea and India.¹¹ You are obviously doing quite a few things right. You need not hear from me about what is possible for Bangladesh. You only need to look at the lessons you have and to learn from these.

Poor developing countries are in effect in an advantageous position vis-à-vis developed countries, especially where the development and application of ICTs is concerned. You can learn from the mistakes of others, and you can develop with the latest technologies rather than with outdated ones. Bangladesh is, for example, one of the countries undertaking localization initiatives, where both hardware and software is localized so that ICTs become more accessible to the poor in Bangladesh, to the lower educated and illiterate, and especially to poor women. I am sure our friends from D.Net can tell you more about these localization efforts.

skilled employment; (2) Educational attainment – outcomes on access to basic and higher-level education; (3) Political empowerment – outcomes on representation in decision-making structures; and (4) Health and survival – outcomes on life expectancy and sex ratio.

¹¹ http://www.allcountries.org/ranks/gender_gap_gender_equality_country_rankings_2008.html. Accessed on 3rd March 2009.

Concluding Remarks

In conclusion, I wanted to stress that working towards gender equality is not about seeking a victory of women over men, but it is solely about the re-establishment of social justice, and the use of technology without a gender perspective, especially the use of ICTs in this digital age, will only perpetuate and worsen our current situations of poverty, illness and suffering.

Louise Chamberlain in her paper on “Considerations for Gender Advocacy vis-à-vis ICT Policy Strategy” says that, “A recent *infoDev* study found that projects with greater focus on poverty reduction were more likely to address gender” (Chamberlain, 2002). However, I would like to suggest that a greater focus on addressing gender equality and women’s rights, will definitely contribute towards poverty alleviation. Because no such national programme exists that truly addresses gender inequality issues in all of its forms, it is quite premature to say that the development approach that has been traditionally used is the better approach. In fact, Chamberlain to a certain extent supports this argument in her paper when she said that, “The World Bank study, that found projects with gender components to be more effective overall, also recognises that such projects may also reflect better identification of the target population, design and implementation” (Chamberlain, 2002). The making of a public policy and its implementation and its evaluation, in other words, must include women’s strategic gender interests at the central focus, if resources are to be well optimised.

I believe that Bangladesh can do this, so can many other developing countries. We just need to commit to making this vision a reality.

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Annex 1. The Eight MDGs and their respective Targets and Indicators

Goals	Targets	Indicators
1. Eradicate extreme poverty and hunger	1a. Halve between 1990 and 2015, the proportion of people whose income is less than one dollar a day	<ul style="list-style-type: none"> * Proportion of population below \$1 (PPP) per day * Poverty gap ratio (incidence x depth of poverty) * Share of poorest quintile in national consumption
	1b. New target added in 2007. Achieve full and productive employment and decent work for all, including women and young people	<p>NEW INDICATORS</p> <ul style="list-style-type: none"> * Growth rate of GDP per person employed * Employment-to-population ratio * Proportion of employed people living below US\$ 1 (PPP) per day * Proportion of own-account and contributing family workers in total employment
	1c. Halve between 1990 and 2015, the proportion of people who suffer from hunger	<ul style="list-style-type: none"> * Prevalence of underweight children under five years of age <p>Proportion of population below minimum level of dietary energy consumption [no longer listed as an indicator]</p>
2. Achieve universal primary education	2a. 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"> * Net enrolment ratio in primary education * Proportion of pupils starting grade 1 who reach last grade of primary * Literacy rate of 15-24 year olds, women and men
3. Promote gender equality and empower women	3a. 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"> * Ratios of girls to boys in primary, secondary and tertiary education <p>Ratio of literate women to men, 15-24 years old [no longer listed as an indicator]</p> <ul style="list-style-type: none"> * Share of women in wage employment in the non-agricultural sector * Proportion of seats held by women in national parliament
4. Reduce child mortality	4a. Reduce by two-thirds between 1990 and 2015 the under-five mortality rate	<ul style="list-style-type: none"> * Under-five mortality rate * Infant mortality rate * Proportion of 1-year old children immunized against measles
5. Improve maternal health	5a. Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio	<ul style="list-style-type: none"> * Maternal mortality ratio * Proportion of births attended by skilled health personnel
	5b. New target added. Achieve, by 2015, universal access to reproductive health	<p>NEW INDICATORS</p> <ul style="list-style-type: none"> * Contraceptive prevalence rate * Adolescent birth rate * Antenatal care coverage (at least one visit and at least four visits during the entire pregnancy) * Unmet need for family planning

Goals	Targets	Indicators
6. Combat HIV/AIDS, malaria and other diseases	6a. Have halted by 2015 and begun to reverse the spread of HIV/AIDS	<ul style="list-style-type: none"> * HIV prevalence among population aged 15-24 years Condom use rate of the contraceptive prevalence rate [no longer listed as an indicator] * Condom use at last high-risk sex * Proportion of population aged 15-24 years with comprehensive correct knowledge of HIV/AIDS Contraceptive prevalence rate [no longer listed as an indicator] * Ratio of school attendance of orphans to school attendance of non-orphans aged 10-14 years
	6b. New target added. Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it	<p>NEW INDICATOR</p> <ul style="list-style-type: none"> * Proportion of population with advanced HIV infection with access to antiretroviral drugs
	6c. Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases	<ul style="list-style-type: none"> * Incidence and death rates associated with malaria * Proportion of children under 5 sleeping under insecticide-treated bed nets * Proportion of children under 5 with fever who are treated with appropriate anti-malarial drugs * Incidence, prevalence and death rates associated with tuberculosis * Proportion of tuberculosis cases detected and cured under directly observed treatment short course
7. Ensure environmental sustainability	7a. Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	<ul style="list-style-type: none"> * Proportion of land area covered by forest Ratio of area protected to maintain biological diversity to surface area [no longer listed as an indicator] Energy use (kg oil equivalent) per \$1 GDP (PPP) [no longer listed as an indicator] * CO2 emissions, total, per capita and per US\$1 GDP (PPP) * Consumption of ozone-depleting substances Proportion of population using solid fuels [no longer listed as an indicator]
	7b. New target added. Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss	<p>NEW INDICATORS</p> <ul style="list-style-type: none"> * Proportion of fish stocks within safe biological limits * Proportion of total water resources used * Proportion of terrestrial and marine areas protected * Proportion of species threatened with extinction
	7c. Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation	<ul style="list-style-type: none"> * Proportion of population using an improved drinking water source * Proportion of population using an improved sanitation facility
	7d. By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers	<ul style="list-style-type: none"> * Proportion of urban population living in slums.

Goals	Targets	Indicators
8. Develop a global partnership for development	8a. Develop further an open, rule-based, predictable, non-discriminatory trading and financial system. Includes a commitment to good governance, development and poverty reduction – both nationally and internationally.	<ul style="list-style-type: none"> * Proportion of total developed country imports (by value and excluding arms) from developing countries and least developed countries, admitted free of duty * Average tariffs imposed by developed countries on agricultural products and textiles and clothing from developing countries * Agricultural support estimate for OECD countries as a percentage of their gross domestic product * Proportion of ODA provided to help build trade capacity
	8b. Address the special needs of the least developed countries. Includes : tariff and quota-free access for the least developed countries' exports; enhanced programme of debt relief for heavily indebted poor countries (HIPC) and cancellation of official bilateral debt; and more generous ODA for countries committed to poverty reduction	<ul style="list-style-type: none"> * Net ODA, total and to the least developed countries, as percentage of OECD/DAC donors' gross national income * Proportion of total bilateral, sector-allocable ODA of OECD/DAC donors to basic social services (basic education, primary health care, nutrition, safe water and sanitation) * Proportion of bilateral official development assistance of OECD/DAC donors that is untied
	8c. Address the special needs of landlocked developing countries and small island developing States (through the Programme of Action for the Sustainable Development of Small Island Developing States and the outcome of the twenty-second special session of the General Assembly)	<ul style="list-style-type: none"> * ODA received in landlocked developing countries as a proportion of their gross national incomes * ODA received in small island developing States as a proportion of their gross national incomes
	8d. Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term	<ul style="list-style-type: none"> * Total number of countries that have reached their HIPC decision points and number that have reached their HIPC completion points (cumulative) * Debt relief committed under HIPC and MDRI Initiatives * Debt service as a percentage of exports of goods and services
	8e. In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries	<ul style="list-style-type: none"> * Proportion of population with access to affordable essential drugs on a sustainable basis
	8f. In cooperation with the private sector, make available the benefits of new technologies, especially information and communications	<ul style="list-style-type: none"> * Telephone lines per 100 population * Cellular subscribers per 100 population * Internet users per 100 population

Data Sources:

1. Ariffin, Jamilah. 2004.
2. <http://www.unifem.org/progress/2008/mdgsGender.html>. Accessed on 3rd March 2009.

Annex 2. Internationally Agreed-Upon Targets

Targets	Cairo (ICPD)	Copenhagen (WSSD)	Beijing (FWCW)	Beijing + 5	Johannesburg (WSSD +5)	UNGASS Resolution on HIV/AIDS
Governments reiterated the target for women in decision making positions endorsed by ECOSOC : 30% of decision-making positions to be held by women			PFA 182			
Eradicate absolute poverty by a date to be specified by each country		POA25				
By the year 2000, governments committed themselves to meet basic needs :						
Universal access to basic education and completion of primary education by at least 80% of primary school age children	POA 11.6	POA36a	PFA 80b			
Gender equality for girls in primary education			PFA 81b			
Life expectancy not less than 60 years in any country		POA36b				
Mortality rates of infants and children under 5 reduced by one-third of the 1990 level, or 50 to 70 per 1,000 live births, whichever is less	POA 8.16	POA36c	PFA 106i			
Maternal mortality reduced by one half of the 1990 level	POA 8.21	POA36d	PFA 106i			
Severe and moderate malnutrition among children under-5 reduced by half of the 1990 level		POA36f	PFA 106w			
Primary health care for all, reducing malaria mortality and morbidity by at least 20% from 1995 levels in at least 75% of affected countries		POA36g				
Eradication or control of major diseases constituting global health problems		POA36j				
Greater availability of affordable and adequate shelter for all		POA36m				
By the year 2005, governments promised to :						
Close the gender gap in primary and secondary education	POA 11.8	POA36a	PFA 80b			
Remove all programme-related barriers to family-planning	POA 7.19					
Countries with intermediate mortality rates aim for infant rate below 50 deaths per 1,000 and under-5 rate below 60 deaths per 1,000 births	POA 8.16					
Countries with highest maternal mortality rates aim for a rate below 125 per 100,000 live births; those with intermediate rates aim for a rate below 100	POA 8.21					

Targets	Cairo (ICPD)	Copenhagen (WSSD)	Beijing (FWCW)	Beijing + 5	Johannesburg (WSSD +5)	UNGASS Resolution on HIV/AIDS
Countries with highest mortality rates to achieve life expectancy greater than 65; all other countries, a life expectancy greater than 70	POA 8.5					
Create and maintain a non-discriminatory and gender-sensitive legal environment by reviewing legislation with a view to removing discriminatory provisions, preferably by 2005, and eliminating legislative gaps that leave women and girls without protection of their rights and without effective recourse against gender-based discrimination				A/RES/S 23/3 68b		
Develop and accelerate the implementation of national strategies that promote the advancement of women and women's human rights, that promote shared responsibility of men and women to ensure safe sex and empower women to have control over matters related to their sexuality to increase their ability to protect themselves from HIV infection						A/RES/S 26/2 59
Implement measures to increase capacities of women and adolescent girls to protect themselves from HIV infection, principally through the provision of health care and health services, including sexual and reproductive health, and through prevention education that promotes gender equality						A/RES/S 26/2 60
Ensure development and accelerated implementation of national strategies for women's empowerment, the promotion and protection of women's human rights and reduction of their vulnerability to HIV/AIDS						A/RES/S 26/2 61
By the year 2015, the governments promised to :						
Accelerate action and strengthen political commitment to close the gender gap in primary and secondary education by 2005 and to ensure free compulsory and universal primary education for both boys and girls by 2015, and eliminate policies that worsen and perpetuate the gap.				A/RES/S 23/3 67c		
Provide universal primary education in all countries	POA 11.6	POA 36a	PFA 80b			
Achieve an infant mortality rate below	POA	POA 36d	PFA			

Targets	Cairo (ICPD)	Copenhagen (WSSD)	Beijing (FWCW)	Beijing + 5	Johannesburg (WSSD +5)	UNGASS Resolution on HIV/AIDS
35 per 1,000 live births and an under-5 mortality rate below 45 per 1,000	8.16		1061			
Make reproductive health care accessible to all individuals of appropriate ages through the primary health care system	POA 7.6	POA 36h	PFA 106i			
Achieve equivalent levels of education for boys and girls	POA 11.6					
Reduce maternal mortality rates by a further one-half	POA 8.21					
Countries with highest maternal mortality rates aim for a rate below 75 per 100, 000 live births; those with intermediate rates aim for a rate below 60	POA 8.21					
Countries with highest mortality rates to achieve life expectancy greater than 70; all other countries, a life expectancy greater than 75	POA 8.5					
Support and strengthen national, regional and international adult literacy programmes with international cooperation in order to achieve a 50 % improvement in the levels of adult literacy especially for women and equitable access to basic and continuing education for all adults				A/RES/ S 23/3 1f		
Reinforce efforts to ensure universal access to high quality primary health care throughout the life cycle, including sexual and reproductive health care, no later than 2015				A RES/S 23/3 79b		
Reaffirm the internationally agreed development goal of achieving universal primary education, in particular that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling					A/57/532/ add1	

Data Sources:

UNIFEM, Progress of the World's Women, 2002. Cited in Ariffin, Jamilah. 2004.

Notes:

1. PFA : Beijing Platform for Action
2. POA : Programme of Action
3. ICPD: International Conference on Population and Development
4. FWCW: Fourth World Conference on Women
5. WSSD: World Summit on Sustainable Development
6. UNGASS: United Nations General Assembly Special Session