



Maitreyee

Newsletter of the Human Development and Capability Association
Number 2, June 2005

Dear HDCA Members,

Since our first *Maitreyee* in March this year, the Human Development and Capability Association has undergone many exciting developments. First of all is the launch of the new website (<http://hd-ca.org>). The website has been designed to facilitate interaction between all those who are working in the area of human development. The redesign of the website will continue over the coming weeks and months. We will add substantial new bibliographical materials with improved search methods, and the website is also being translated in no less than ten languages (from Hindi to French, through Spanish and Urdu)! The HDCA also continued its activities of making the insights of the capability approach understandable and usable by a much broader public than academics and development experts. These new briefings on the basic concepts of the capability approach will soon be accessible on the website. And last but not least, the HDCA has been very busy preparing its first Conference as an International Association, to be held in Paris from 11-14th September (all information about the conference is available on the website, and registration is open). We hope that many of HDCA members will be present!

Since March 2005, the world campaign 'Global Call to Action Against Poverty' (GCAP) has been functioning at full stretch. Perhaps, most of you have been wearing the 'white band' for a few months to call the attention of governments to poverty in developing countries. A huge international rally is planned at the G8 summit in Edinburgh on 2nd July to call the political powers of this world to take actions to meet the Millennium Development Goals (MDGs), which include:

1. Eradicate Extreme Poverty and Hunger (Reduce by half the proportion of people living on less than 1\$/day; Reduce by half the proportion of people who suffer from hunger)
2. Achieve Universal Primary Education (Ensure that all boys and girls complete a full course of primary schooling)
3. Promote gender equality and empower women (Eliminate gender disparity in primary and secondary education)
4. Reduce child mortality (Reduce by 2/3 the mortality rate among children under five)
5. Improve maternal health (Reduce by 3/4 the maternal mortality ratio)
6. Combat HIV/AIDS, malaria and other diseases (Halt and begin to reverse the spread of HIV/AIDS; Halt and begin to reverse the incidence of malaria and other major diseases)
7. Ensure environmental sustainability (Integrate the principles of sustainable development into country policies and programmes, reverse loss of environmental resources; Reduce by half the proportion of people without sustainable access to safe drinking water)
8. Develop a global partnership for development (Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory; Deal with debt problems to make debt sustainable in the long run; Provide access to affordable essential drugs in developing countries; Make available the benefits of new technologies, especially information and communication technologies).

This second issue of *Maitreyee* explores the contributions that the perspective of the capability approach can bring to the achievement of the MDGs. Like our previous issue, it is divided between two sections. ‘Insights’ features special invited columns by experts in the field and give a brief overview on the state of the field. ‘In the Practice’ collates experiences from NGOs and international organisations in their practical work to overcome poverty and injustices.

Elaine Unterhalter commences with her overview analyzing MDG 3, ‘the achievement of gender equality in education’. She focuses on the disputed meanings attached to the MDG 3 as well as on the assessment problems from the perspective of the capability approach. Jennifer Ruger looks at the MDGs related to health. She particularly challenges the assumption that the main obstacle to achieving the health-related MDGs is suboptimal government health-care spending. Taking the insights of the capability approach, she underlines the role of collective action in the form of democratic practice for promoting health in a long-term and sustainable way. Fabian Scholtes examines MDG 7 ‘ensure environmental sustainability’ by paying special attention to the linkages between environment and development.

Our ‘In the practice’ section discusses the ‘Global Call to Action Against Poverty’ (GCAP). This is an international campaign currently taking place around the globe to pressure world leaders to undertake effective actions to eradicate world poverty. This campaign is certainly the best example so far of public action at a global level to achieve global justice. Another big player in international justice, in addition to the power of the people, is the power and influence of international organizations. The section then describes the UNDP Multi-Year Funding Framework MYFF, which defines the guiding goals of UNDP programmes in its countries of operations throughout the world. The MYFF takes inspiration from the MDGs as well as from other non-MDG factors that have been at the core of the UNDP’s work such as human rights, security and governance.

In keeping with the theme of the HDCA’s forthcoming international conference, our next *Maitreyee* will focus on the theme of ‘Knowledge and Public Action’. We invite any contribution you might have on these subjects. If you have any reactions to the contributions, do send your reactions to us. We hope you will enjoy reading this issue of *Maitreyee*, and any suggestions or critiques are more than welcome.

Séverine Deneulin and Manu V. Mathai
Editors

Contact: smpd2@cam.ac.uk, manu@UDel.Edu

Insights

Mobilisation, meanings and measures: Reflections on MDG3 and girls' education¹

Elaine Unterhalter, Institute of Education, University of London

Two thirds of the 855 million people worldwide without access to schooling are women and girls. Millennium Development Goal Three (MDG3), 'Promote gender equality and empower women' has a narrow target specifically concerned with gender equality in education: 'Eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels in education by 2015'. The 2005 date was the earliest for any MDG target and it is widely acknowledged it will be missed.

Here I want to explore the mobilisation of NGO alliances working with UN agencies towards the MDG. Paradoxically missing the MDG might mean further financial and other resources for gender equality in education worldwide. This will partly be due to a new relationship between UN bodies and certain civil society organisations. I want to look at two dimensions of this shifting alliance: contested meanings of the MDG and questions about measuring progress.

Since 2000 sharp debate has raged amongst education activists, gender and development groups, feminists and academics concerning the meaning of MDG3. Is the goal a broad conception of gender equality, a reprise of Beijing, Cairo, Vienna and other significant statements of the 1990s, or a narrow, but nonetheless significant commitment to achieving gender equality in education? Feminist activists have argued for the wider meaning, but a forceful voice within civil society education organisations has argued for the narrower meaning, hoping that the drive for Education for all (EFA) can be re-energised.

The different understandings of the goal highlight interesting issues concerning governance and popular mobilisation. Paradoxically the lack of forums for discussing MDG3 has opened up space to diverse voices. The *Beyond Access* project, a partnership between Oxfam and the Institute of Education, University of London to develop new knowledge and debate on MDG3 among policy makers, practitioners and academics is an example of one such forum where differences and directions can be explored. But the diversity of places for discussion generally means that those who work in 'blue chip' NGOs are heard most. For instance, few grassroots organisations contributed to the MDG Taskforce position paper on MDG3 (MDG Task Force, 2004).

Teachers have had a minimal input into reviewing MDG3. Teachers interviewed for *Equals*, the *Beyond Access* newsletter, have often not heard of MDG3, but when told about it express delight and a wish for more information and support. The question of what mechanisms might improve teacher mobilisation is being addressed by EFA networks linked to Global Campaign for Education (GCE) and organisations like FAWE (Forum for African Women Educationalists).

A second problem of meaning is associated with interpretations of MDG3 sometimes made by key UN figures. Kofi Annan, writing in UNICEF's *State of the World's Children Report* in 2003, said:

¹ This is a shortened version of a paper published in March 2005 in *Development* 48 (1): 110-114. Details of the journal are available at www.sidint.org/development. The full version of the paper is available on <http://www.palgrave-journals.com/development/journal/v48/n1/index.html>

...Millions of young girls never attend school at all...(They) slip easily to the margins of our societies...and are ill prepared to participate fully in the political, social and economic development of their communities...

The statement goes on to emphasise that the education of girls and women is the turnkey strategy which will make all other desired outcomes happen:

To educate girls is to educate a whole family...communities and, ultimately, whole countries. There is no tool for development more effective...to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health ... Two of the MDGs are focussed on education for girls and boys alike...how we fare in reaching them will be crucial to our ability to reach the others.

These are familiar elisions. 'Education' means schooling; bringing girls into schools ensures social, political and economic participation. This places the onus on women, not on the societies that may discriminate against them and exclude them. Their education is advocated for their families and countries, everyone but the girls themselves. This view of women's education as an instrumental value for society pays little attention to the intrinsic value of education for women (Unterhalter and Brighouse 2003).

This view that women's education is primarily for social cohesion does not chime well with other UN documents that stress the importance of women's education in terms of human rights, for instance the Beijing and Vienna Declarations and UNESCO's *EFA Global Monitoring Report*. It also runs counter to an influential body of literature within the UN that seeks to provide a basis for the importance of women's education in capabilities and valued freedoms (Sen 1999, UNDP 2003). The social cohesion argument for women's education may be voiced because these are the terms on which global consensus around MDG3 can be built. However this argument may be traceable to the lack of debate about meanings and the purpose of women's education even within the UN itself. Uneven forms of mobilisation and differences of meaning are not a characteristic only of grassroots organisations.

The differences with regard to meaning are particularly salient when translated into the process of measurement. MDG3 is primarily measured by gender parity in education, that is whether there are equal numbers of girls and boys enrolled in or completing school. It is possible that one might have no gender disparity when the same very small proportion of girls and boys attend school. The means of measurement is thus an attenuation of a target that itself represents considerable reduction in scope from the goal. Indeed the measures sometimes seem to drive the target and the goal, rather than the other way round.

Limitations with regard to measurement have a bearing on meanings and mobilisation. Surprisingly the measures of gender disparity in education used by UNESCO and UNICEF have never been brought into dialogue with the UNDP's GDI and GEM. The *Beyond Access* project has tried to bring the two together, firstly through developing a gender empowerment measure in education. This is a weighted index of

- Women % share of parliamentary seats
- Women % decision-making positions regarding education
- Women % total headteachers (primary and secondary)
- Ratio of estimated women's to men's earned income (teachers and/or the education sector)
- Ratio of estimated women's to men's earned income (other sectors)
- Proportion of education budget spent on areas of specific concern to a majority of women (Unterhalter 2004).

Secondly the project has worked with UNDP, UNICEF and UNESCO datasets to develop the Gender Equality in Education Index (GEEI), an indicator going beyond input and output to women and girls' flourishing in and through education. The GEEI elicits some interesting insights into the allocation of resources for gender equality in education. The approach underlines the importance of the state in expanding gender equality in education, the effects of women's movements on enhancing girls' enrolments and of co-ordinated initiatives for peace and reconstruction after war (Unterhalter *et al.* 2004, Unterhalter, Rajagopalan and Challender 2005).

MDG3 is enigmatic. It can be dismissed as an example of '90s human rights declarations that obscure debate and provide no route for governments being held to account. Yet MDG3 has prompted some useful debate on meanings of gender equality in education, measures to assess this, and strategies for mobilisation. MDG3 has failed on its own limited terms, but it has catalysed wider concern with gender equality in education, a measure of small success.

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Millennium Development Goals for health: building human capabilities¹

Jennifer Prah Ruger, Assistant Professor, Yale University, USA

In 2000, the world community adopted the Millennium Development Goals (MDGs), a number of which are health-related (child and maternal mortality; HIV/AIDS, malaria and other diseases; poverty; hunger; safe water; sanitation; and essential drugs), and began a process of global cooperation to achieve set targets within fifteen years. Since that time, there has been much discussion of current progress, future achievements and roadblocks to success. Virtually every international organization has weighed in on the debate.

The MDGs emerged from the Millennium Declaration adopted by all Member States of the United Nations and constitute a compact agreed to by poor and rich countries in the Monterrey Consensus — that rich countries increase donor financing, while poor countries accept responsibility for good governance, policy design, and transparency and openness in implementation. In a recent thought-provoking article, Jeffrey Sachs (2004) argues that while the next step for rich countries is clear, poor countries have additional steps to take with regard to increased donor financing. These steps are four-fold: a strategy for scaling up health services; implementation plans for investments in physical capital and human resources; a financing plan; and advocacy. This approach rests on the premise that the primary barrier to achieving the MDGs for health is suboptimal government health-care spending. A capability approach to the MDGs for health, by contrast, as discussed in this article, takes a different tack.

Improving government health-care spending and investments in human and physical capital are essential to achieving the health-related MDGs, as is improving resource allocation within the health sector through more equitable allocations targeted to primary care and specific populations and geographical areas. Greater efficiency and better health-care quality are also critical. Low-technology, cost-effective solutions exist to prevent death and disease such as antibiotics, immunizations, basic hygiene and health care, health knowledge, bednets, prenatal and obstetric care and nutrition. From a medical or public health perspective, the problem is not a lack of interventions; the predicament is that they are not being made universally available. Solving the dilemma of universal coverage and access to technology is a problem of collective action, not one of medicine or public health (Ruger 1998, 2004c).

Achieving the health-related MDGs thus requires more than scaling up public health investment, important though it is; it also requires a transformation in underlying values and societal structures (Ruger 1998, 2004b). Progress towards health for all will require a strong commitment by national and local leaders who are held accountable by their electorates (Ruger 2005, Sen 1999). Such assurances involve social arrangements that protect all individuals, especially the most deprived and excluded, from avoidable health deprivations and rest on principles of equality of all people and health improvement as a common goal of humanity (Ruger 2003, Sen 1992). Establishing social arrangements that secure the opportunity to be healthy requires, in turn, a culture of social norms and ethics and the institutions, laws and

¹ Reproduced with permission from the Bulletin of the World Health Organization 2004, 82 (12), 951-952.

strong economic environment to provide resources for sustainable health system reform. Economic resources are indeed required to assist health spending, but a growing economy and increased health spending must be sustainable, not temporary: the international community should provide support, not promote dependence.

Achieving the MDGs for health also requires democratic systems that are inclusive and publicly accountable and that ensure free and independent media and civil society, transparent policy-making and separation of powers (Sen 1999). Military dictatorships, for example, have little incentive to ensure health for all, and poor and sick people without civil and political rights have little power to establish claims to social policies that promote access to quality health care and other social services (Rutger 2004a,b). Greater political voice can be an important step in alleviating social disparities, and participation in collective decision-making about health is itself a valued freedom.

At the international level, global actors and conventions can help establish better policies, laws and institutions and achieve consensus on global norms and ethics (Rutger 2004c). It is thus imperative to establish a system of global governance that is inclusive, fair and transparent, one that offers opportunities for participation of all countries and individuals so the benefits of the global economy and technology — especially technology for health — are distributed more equitably and aid in securing fundamental freedoms for all.

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Ensure Environmental Sustainability: MDG7 and the Capability Approach

Fabian Scholtes, University of Tübingen, Germany

The MDG7 “ensure environmental sustainability” seems a little detached from the others, as it does not relate to ‘classical’ issues of development policies, such as hunger or disease. This ‘environmental’ MDG has a special importance insofar as it relates to the fundamental, natural conditions of all the other MDGs. However, when one reads the more specific targets which substantiate the more general goal, and when one reads the policy recommendations in the *Human Development Report 2003* (pp. 123ff.), one realises that MDG7 takes the view of a strong interdependence between ‘environmental’ and ‘developmental’ issues: While target 9 focuses rather on “principles” and on the “loss of environmental resources” as such, targets 10 and 11 relate directly to the developmental contributions of “safe drinking water” and of the (environmentally sound) livelihoods of marginalised people. Moreover, policy recommendations underline extensively how poverty contributes to, and is affected by, environmental degradation.

This view of *effective* interdependencies of ‘environment’ and ‘development’ corresponds to the insights that the Capability Approach (CA) brought to development thinking. CA underlines how the natural environment effectively contributes, in terms of several “ecosystem services” (Duraiappah 2004) to the well-being of human beings.¹ Also, CA has taken into account how effective development contributes to the management and preservation of natural resources. Sen (2003, p.4) argues e.g. that participation, public discussion and the formation of social values – which generally play an important role in CA – may enhance conservational efforts: “If appropriate social values do emerge, as a result of social reasoning, it is not hard to see that the so-called ‘commons’ [...] would be spontaneously cared for.” Along with this, the effective empowerment of citizens would allow for people realising environmental protection for reasons other than those of their own well-being. Once people are free from fundamental material and other constraints, they may, and should, use natural resources responsibly and carefully.

Hence, development and environmental protection are viewed as (politically) complementary issues, with the pursuit and realisation of one potentially supporting the pursuit and realisation of the other. However, while the effective use of these instrumental interdependencies as *means* is gaining more and more recognition and approval both on political and academic levels, CA also provides another, rather *conceptual* view on ‘development’ and ‘environment’. It does so, again, as a *framework of development*. This means, first, that especially the actual *end* of development is an important matter. Second, this means that, conceptually, environmental issues are *integrated* into the broader view of CA on development.

Concerning the constitutive ends of developmental policies, CA provides a general notion of advantage of human states, which is real freedom as it is (partly) expressed in a person’s capability set. This changes substantially the understanding of the most common formal integration of ‘development’ and ‘environment’, which is

¹ Among these services are *provisioning* ones, which include food, raw materials etc.; cultural services, which allow for spiritual or aesthetic richness of human life; and regulating services, which maintain and recreate the natural conditions of human life, e.g. global and local climatic stability.

the concept of Sustainable Development (SD): Within the perspective of CA, what makes development sustainable is not the – ecologically feasible – continuous fulfilment of mere *needs*, as the pioneering understanding in the Brundtland Report (WCED 1987) has stated. Neither is it the maintenance of an overall, welfare-based *standard of living*, which would ignore specific or non-welfarist issues, such as rights (Anand and Sen, 2000). SD is rather understood as the “sustainability of the enhancement of human capabilities” (Chiappero-Martinetti and Duraiappah, forthcoming). By this understanding, CA goes beyond mere needs, beyond overall measures, and also beyond the picture of humans as passive patients e.g. of need-fulfilment.

Hence, the preservation of nature is integrated into the developmental view of CA as an important means to the overall end of human freedoms. This view has several implications. *First*, nature seems, at first sight, to be reduced to an asset of only instrumental value. In the field of ethics of nature, this view happens to be criticised for being ‘*anthropocentric*’, in the sense of valuing nature only in terms of its mere usefulness, thus excluding the possibility of valuing nature itself. However, one needs to distinguish (i) an anthropocentric view that accepts only those values that *can be perceived* by (and thereby count for) humans from (ii) an anthropocentric view that values nature only in terms of (material) utility. The first one does *not* automatically exclude values that are attributed to nature itself for non-utility reasons, such as e.g. uniqueness, but which can nevertheless be perceived and, thus, morally count. The second is conceptually restricted to utility reasons, even if broadly understood. CA takes the former view: It does leave open the space for “many reasons for our conservational efforts” (Sen 2004, p.3), including such reasons as the (currently) ‘useless’ uniqueness of some natural entity.

Second, this conceptual breadth also embraces a large (cultural) *diversity of ways of valuing nature*. As Anand and Sen (2000, p. 2035) state, “we do not know what the [culturally influenced] tastes and preferences of future generations will be”. This is why the preservation of nature should maintain capacities to produce human well-being (ibid.), whatever those future people consider to be ‘well-being’, rather than only maintaining what is being considered ‘well-being’ by people living today. This conceptual openness towards different preferences also holds for people living today whose tastes and preferences may differ substantially from modern, ‘western’ valuations of nature.²

Third, and most important for the political agenda of the MDGs, CA offers a fundamental notion of what is the *normative reference* of developmental policies. If the performance of an economy is to be measured and evaluated not so much in its material opulence, but rather in terms of the freedoms provided to human beings living today and in the future, material welfare and growth would need to be reviewed – much more than is currently done – in terms of their contributions as means to these ends of development. This might lead to a less consumptive global economy, especially in rich countries, as well as to an enhanced appreciation of the continuous availability of natural resources.

In political discourses on ‘development’ and ‘environment’, as embodied in MDG7, these conceptual insights from CA seem not yet to have gained a recognition comparable with the awareness of the instrumental complementarities between

² See Mathai (2004) on the CA’s inclusion of e.g. non-modern views on environment-development-crisis.

poverty reduction and environmental protection. As in other areas, there is the danger that, while the more operational implications are easily absorbed by policy-making institutions, the actual, fundamental intentions of the CA vanishes (Alkire 2005, p. 116). In the case of the MDGs, which are to function as rather operational guidelines for policies, this focus may be less surprising: With fundamental developmental issues like hunger urging policies forward, the main concern may be how to make effective use of these instrumental complementarities. However, if MDG-guided policies are to be more than curing the symptoms, the discourse on 'development' and 'environment' needs to be more effective in bringing about fundamental changes. CA offers valuable conceptual views for this enterprise.

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In the Practice

The Global Call to Action Against Poverty (GCAP) and the MDGs³

The Global Call to Action Against Poverty (GCAP) is a global campaign aimed at pressuring world leaders to achieve a breakthrough on world poverty in 2005. Formally launched in Porto Alegre at the World Social Forum on 26 January 2005, newspapers are calling GCAP one of the largest citizen's movements ever assembled, and it already represents an estimated 150 million people. Hundreds of NGOs, trade unions, religious groups and other civil society groups have joined over 70 active national coalitions. In the UK, for example, the campaign is known as 'Make Poverty History'; in the US, the 'One Campaign'; in India, 'Keep the Promises'.

This huge global coalition is calling for an end to poverty. Efforts to tackle poverty and deliver sustainable development, as pledged in the Millennium Declaration, have been grossly inadequate. There is great diversity within the Global Call, so it does not aim to produce a detailed policy position, but rather to use its collective weight to pressure governments to act to achieve the MDGs and eradicate poverty.

However, the campaign does target the key elements of Millennium Development Goal 8, which holds rich countries to account for the need for more and better aid, debt cancellation and trade justice. But the campaign also identifies national level action to eliminate poverty and achieve the MDGs in a way that are sustainable and democratic, transparent, and accountable to citizens.

Aid donors should meet the 0.7 per cent UN target and explore innovative financing mechanisms to increase aid levels, as well as untying aid, ending the imposition of harmful economic policy conditions and supporting country's development priorities. Countries' unpayable debts should be cancelled through a fair and transparent mechanism. Trade rules and policies should be implemented that guarantee the right of developing countries to pursue their own development agendas, and governments as well as international organisations should improve their accountability and transparency to grassroots constituencies in the formulation of international and national trade policies.

Developing country governments should apply the Millennium Development Goals in their context, ensure that resources are allocated to high-quality public services, actively involve civil society and poor communities and be fully accountable and transparent in the use of external and domestic resources.

The experience of the thousands of organizations that already identify themselves with the intent of the Global Call is that such a global campaign is hugely energizing the work that they are already carrying out towards the eradication and poverty. The Global Call is already bringing the voice of the poor and marginalized people to the centre of global and national decision making in 2005. In March, GCAP in the Philippines participated in the Woman's March Against Poverty and Globalisation as part of the Global Week of Action on Education.

The coalition will target key dates such as the G8 Heads of Government meeting in July, the UN Development Summit on September 10 and the World Trade Organisation Ministerial on December 10. At these moments, millions of people around the world will be wearing a white band to unite in their belief that world

³ Information thanks to the Global Call to Action Against Poverty.

leaders should do more to eradicate poverty now. The white band itself was chosen because it is simple for anyone to get involved, and can be a wristband, headband, or more. White Band Day One, on July 1, will include actions such as wrapping Sydney Harbour Bridge and the Coliseum in a white band, and a huge march on G8 embassies in Zambia, Bangladesh and the Philippines. Some countries and regions will also wear the white band at other key national and regional dates.

Five successful regional meetings have also taken place so far, in Africa, Asia, Europe, Latin America and the Arab Region, bringing together more than 200 active members of GCAP. Representatives from 14 Arab countries met in Cairo, for instance, in May and agreed to strengthen the role of civil society in development and advocacy work, within the context of GCAP but also within the context of existing national campaigns. The meeting identified key dates for the region, such as the Regional Arab Ministerial in preparation for the World Trade Organisation Ministerial in Hong Kong.

The goals of the Global Call to Action Against Poverty and the various proposed days of citizen mobilization planned for 2005 can be found at www.whiteband.org.

The UNDP Support for the MDGs⁴

The Millennium Declaration and the MDGs represent the overarching basis for all UNDP activities described in its current Multi-Year Funding Framework (MYFF) for the 2004-2007 period. The MDGs, taken together with the Millennium Declaration, comprise an agenda for achieving human development that enjoys the political commitment of the international community. The MDGs provide an important operating and accountability point of reference for practitioners. They provide the vision guiding UNDP efforts to eradicate poverty for many reasons:

- The preeminence of poverty reduction as an MDG, in the context of the mandate and role of UNDP within the development community;
- The essential role of MDGs in promoting strategic focus, orientation, and cohesion in UN development activities;
- The powerful contribution of MDGs to a political consensus on an overarching vision for promoting human development;
- The operational value of MDGs as a set of concrete, time-bound targets; and
- The importance of the interconnectedness of MDGs, and implications of their holistic approach for UNDP strategy and operations.

The UN Secretary-General has entrusted the Administrator of UNDP to act as the coordinator for the MDGs in the United Nations system. In fulfilling this role, UNDP is working with counterparts at the country level to set national MDG targets, establish monitoring mechanisms, mobilize public support for the MDGs, and plan national MDG reports. In addition, UNDP is working closely with other partners to support the operationalization of several policies and programmes designed to achieve the MDGs. The UNDP also combines the focus on the MDGs with its human

⁴ This article is a shortened and slightly modified version of the UNDP document 'Second Multi-Year Funding Framework, 2004-2007', published by the Executive Board of the UNDP and the UNFPA, August 2003 (DP/2003/32). We are very grateful to Timothy Scott (Human Development Report Office, New-York) for supplying the information.

development approach as pioneered by its *Human Development Reports*. Indeed, even though the MDGs represent a core set of indicators of crucial dimensions of human development such as health, education and environmental sustainability, they do not address other central dimensions such as cultural liberty, human rights and equity, conflict and good governance.

This is why the MYFF 2004-2007 seeks first and foremost to respond to the strategic goals and areas of support defined by programme country needs. The global political legitimacy and macro context for defining the MYFF goals arise from various sources. They include the vision and objectives represented by the MDGs, but also the broader mandates of the UN and UNDP as assigned by the United Nations Charter and international agreements. In addition they also emerge from the internal transformation of UNDP in becoming an effective catalyst for development change. Accordingly, the MYFF proposes the following separate (but inter-related) goals derived from ongoing country programmes, the MDGs, and the mandates assigned to UNDP at the World Summit for Sustainable Development and the International Conference on Financing for Development:

Goal 1 Achieving the MDGs and reducing human poverty

1.1 MDG country reporting and poverty monitoring: UNDP helps inform MDG debates by promoting national ownership of the MDGs, establishing national dialogue to tailor MDGs to country-specific contexts. Data produced through poverty monitoring help promote public accountability for improving policies and implementation.

1.2 Pro-poor policy reform: UNDP supports the linking of poverty reduction strategies to the MDGs through policies that help mobilize domestic resources; focus public resources on poverty reduction; centre the macro-economic policy framework on poverty reduction; foster a pattern of growth that is pro-poor and pro-jobs; address equity as a central policy concern; and provide the poor with social protection.

1.3 Local poverty initiatives: Achieving the MDGs at the national level requires targeted interventions at local levels. Access to microfinance, productive resources and basic social services help the poor overcome human poverty. Developing capacities and strategic partnerships, including through public-private partnerships, contributes to the tailoring of MDG targets to local contexts and priorities.

1.4 Globalization benefiting the poor: UNDP helps countries maximize their benefits from globalization through better use of development finance and improved capacity for negotiations on trade and debt relief from a perspective of human development.

1.5 Private sector development: Progress towards the MDGs depends heavily on sustainable economic activity. UNDP supports a people-centred, gender-sensitive and environmentally sustainable approach to private sector development that helps to enlarge domestic and international economic opportunities for local business sector.

1.6 Gender mainstreaming: UNDP contributes by documenting and advocating that gender equality is central to achieving the MDGs; developing capacity for gender-sensitive analysis; and debating gender dimensions of national budget, economic and social policies, and poverty reduction strategies.

1.7 Civil society empowerment: UNDP helps create space for CSO (What is the full-form of CSO) involvement in MDG and Poverty Reduction Strategy Plan (PRSP) monitoring and reporting, thus making MDG processes more inclusive.

1.8 Making ICTD work for the poor: UNDP assists countries assess how Information and Communication Technology (ICT) can contribute to the MDGs and how they can move towards more strategic approaches that link ICT and development strategies.

Goal 2 Fostering democratic governance

Responsive governance at all levels of society helps to provide an enabling environment for countries to achieve their MDG targets. World leaders undertook in the Millennium Declaration to “spare no effort to promote democracy and strengthen the rule of law, as well as respect for all internationally recognized human rights and fundamental freedoms, including the right to development.” UNDP areas of support for democratic governance include: parliamentary development, electoral systems and processes, justice and human rights, e-governance and access to information, decentralization, local governance and urban/rural development, public administration reform and anti-corruption.

Goal 3 Managing energy and environment for sustainable development

UNDP seeks to develop country capacity to manage the environment and natural resources; integrate environmental and energy dimensions into poverty reduction strategies and national development frameworks; and strengthen the role of communities and of women in promoting sustainable development. In addition, UNDP is providing support to effective water governance, access to sustainable energy services, sustainable land management to combat desertification and land degradation, conservation and sustainable use of biodiversity, and national/sectoral policies and planning to control emissions of ozone-depleting substances and persistent organic pollutants.

Goal 4 Supporting crisis prevention and recovery

The interdependence of peace and development provides the entry point to conflict prevention and peace building for UNDP. The organization works to strengthen the institutions and mechanisms that can prevent and resolve violent conflicts, and to ensure that national and regional development programmes address the risks and impact of conflict. In addition, UNDP is addressing such issues as crisis recovery, small arms reduction, disarmament and demobilization, mine action, natural disaster reduction, and other special initiatives for countries in transition.

Goal 5 Responding to HIV/AIDS

UNDP provides support for national HIV/AIDS strategies that mobilize social and political leadership and action across all sectors. These strategies involve the promotion of a deep transformation of norms, values and practices, guided by the principles of participation, gender equality and human rights. UNDP also assists governments, community organizations, civil society and the private sector to develop capacity to address the underlying causes of the epidemic, and strengthens the capacity of communities for action, social mobilization and change. In addition, UNDP is supporting leadership and capacity development to address HIV/AIDS, development planning, implementation and HIV/AIDS responses, and advocacy and communication to address HIV/AIDS.

ANNOUNCEMENT

**UNDP Regional Centre Colombo
Asia-Pacific R-HDR Initiative (APRI)
Academic Support Initiative for Human Development:
UNDP Human Development Fellowships for the Asia Pacific**

This Initiative aims to strengthen the capacity in the Asia-Pacific region to analyse issues from the human development perspective, with a particular focus on fostering creative thinking and innovative research on the subject among young people. The Initiative targets students who are nationals of any country in the Asia-Pacific region, who have completed all course requirements and are embarking on their PhD dissertations, either at the proposal stage or initiation of research, and be enrolled in any recognised university across the world. *The research must focus on a well-defined aspect of human development and could be theoretical, applied, policy-oriented or a combination in nature. It must amount to a substantive contribution to human development thinking in the region.* Selected students will be provided with financial support.

The selection will be based on an assessment of written proposals not exceeding 2,500 words. Shortlisted candidates will be called for an interview for which airfare by the most economic route will be paid. A review of eligibility and an assessment of proposals submitted will be the basis for shortlisting. Shortlisted candidates may be required to participate in a more intensive interview. A Selection Committee will review the proposals and interact with the shortlisted candidates for the final selection.

For more information about the grant, see <http://www.hd-ca.org>