



**AFRICAN UNIVERSITIES
AND THE CHALLENGE OF
THE MILLENNIUM DEVELOPMENT GOALS.**

2010 AFRICAN UNIVERSITY DAY LECTURE

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African Universities and the Challenge
of the
Millennium Development Goals

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Background

On the 12th of November 1967, in the Moroccan city of Rabat, representatives of 34 African universities met to establish a formal association under which they would cooperate, in the spirit of the Organization of African Unity (OAU), to develop higher education in the continent. The association, named simply as the **Association of African Universities (AAU)**, was part of the recommendations of an earlier conference on higher education in Africa organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in September 1962 in Antananarivo, Madagascar. Several other meetings and consultations took place in the years following the 1962 conference, and in November 1967 the Rector of the University of Rabat, El Nazeer Dafaala, initiated the meeting at which the association (AAU) was formally inaugurated. The association has its headquarters in Accra, Ghana, and operates in three official languages, namely English, French and Arabic.

The Association of African Universities (AAU) started with the 34 universities at the inauguration whose representatives adopted the constitution. The number of members rose to 120 in 1994, 212 in 2009, and 253 by November 2010, from 46 African countries. The distribution of membership is shown in Appendix 1.0. It is reported that AAU maintains close links with the

African Union (AU), and has been accorded an observer status by the organization. In 1994, the Organization of African Unity (OAU), in support of the efforts of AAU in developing higher education in the continent, declared 12th November of every year as **African University Day**.

The vision of AAU is 'to be the representative voice of the African higher education community both within and outside Africa,' and **the mission** is 'to raise the quality of higher education in Africa and strengthen its contribution to African development.' The association outlines its specific objectives as follows:

- Promoting cooperation and exchange of ideas among higher education institutions in Africa;
- Collecting, classifying and disseminating information on higher education and research, particularly in Africa;
- Facilitating cooperation between its members and the international academic world;
- Studying, publicizing and advocating the educational and related needs of African higher education institutions; and
- Facilitating the exchange of information and experience among members of the academic community, and promoting best practices.¹

To bring the objectives into effect, AAU has designed and implemented some specific projects under what it describes as 'Core Programmes'. Each 'Core Programme' covers a four-year period and has its own specific targets. There were, for instance, Core Programmes for 1997-2001, 2001-2005, and 2005-2009,

and there is currently the 2009-2013 Core Programme.

For the 2009-2013 Core Programme, AAU places emphasis on helping African universities to 'meet local and regional challenges', and the main challenge for the period is the achievement of the Millennium Development Goals (MDGs). The programme document explains this emphasis as follows:

Because of the persistent challenges of disease, extreme poverty, debt burden and underdevelopment in general in Africa, higher education institutions are also being called upon to assist the continent to achieve the Millennium Development Goals (MDGs), promote sustainable development and attain the Education For All (EFA) targets.²

And, for this year's African University Day, AAU has chosen 'the contribution of African Universities to the Achievement of the MDGs' as the theme, and has urged its members to use the event to 'create awareness on the MDGs' and 'deliberate on the role higher education institutions can play to contribute to the attainment of the MDGs'. It is therefore important and appropriate that in our reflections today we should focus on some of the things that African universities must do to 'assist the continent' as expected, and some of the things that will be required for the universities to be able to do the things they must do.

We will begin with the Millennium Development Goals.

An Overview of the Millennium Development Goals (MDGs)

The MDGs are a set of 'time-bound development targets agreed to by the international community at the United Nations Millennium Summit in New York in September 2000.'³ The goals focus on tackling poverty, and have been described generally as 'anti-poverty goals'. The focus on poverty was inspired after it became known that by the close of the 20th century about 1.2 billion people lived on less than one US dollar a day, and about 790 million people were actually hungry and food insecure.⁴ The world leaders at the Millennium Summit were dissatisfied with the state of affairs and accepted the view that poverty eradication should be 'a major human rights challenge of the 21st century'. They formulated eight broad goals, with specific targets, which they believed if achieved by the target year 2015, would produce a better world.

The Millennium Development Goals (MDGs)

The eight broad goals are as follows:

- ❖ Eradication of extreme poverty and hunger,
- ❖ Attainment of universal primary education,
- ❖ Promotion of gender equality and women empowerment,

- ❖ Promotion of child health through reduction in child mortality,
- ❖ Improvement of maternal health,
- ❖ Effectively combating HIV/AIDS, malaria, and other diseases,
- ❖ Attainment of environmental sustainability, and
- ❖ Attainment of global partnership in the struggle for world development.

Extreme poverty is defined as a situation in which someone lives on one US dollar or less a day⁵ which, anywhere, must be a state of severe hunger that human beings should not be allowed to experience. Universal primary education is needed to promote literacy and the development of skills, and to enhance the enlightenment of the society in general. Women empowerment and gender equality are needed to enhance the very valuable contributions of women to economic growth and social transformation through, for instance, greater awareness, improved capabilities, and greater participation in social and political processes.

The promotion of child health and maternal health, and the combating of HIV/AIDS and other diseases are part of the broader goal of protecting the health of the population which is crucial for productivity and growth. Environmental sustainability is about ensuring that the development efforts of nations today do not put the wellbeing of future generations of citizens in jeopardy.

The goal of global partnership is a recognition of the growing interconnectedness of nations and the need for cooperation in tackling poverty in the less-developed sections of the world.

Each of the eight goals has specific targets. Goal No.1, for instance, has the following specific targets:

- Halve, by 2015, the proportion of people whose income is less than one US dollar a day;
- Achieve full and productive employment and decent work for all, including women and young people; and
- Halve the proportion of people who suffer from hunger.

Details of the targets for each goal are given in Appendix 2.0. Signatories to the declaration were expected to design and implement measures that would lead to the achievement of the targets by the agreed time period.

The Millennium Development Goals Programme in Africa

Many African countries signed the Millennium Declaration in 2000 and, by the commitment, were expected to initiate actions that would lead to the achievement of the goals within the 15-year period. Apparently because of the familiar capacity problem of the countries, the United Nations set up a body - the

MDG Africa Steering Group to help 'to identify the practical steps needed to achieve the Millennium Development Goals and other internationally agreed development Goals in Africa.' The Group was made up as follows:

- Secretary-General of the United Nations (as Chairman),
- President of the African Development Bank Group,
- Chairperson of the African Union Commission,
- President of the European Commission,
- Managing Director of the International Monetary Fund (IMF),
- President of the Islamic Development Bank Group,
- Secretary-General of the Organization for Economic Co-operation and Development (OECD), and
- President of the World Bank Group.

The Steering Group is supported by a Working Group - the MDG Africa Working Group - also made up of 'representatives of the UN System and other major multilateral organizations', and chaired by the UN Deputy Secretary-General.

The MDG Africa Steering Group convened in September 2007, and produced its first major report and recommendations in June 2008. In the report, the Steering Group observed that whereas substantial progress had been made globally, the continent of Africa as a whole was 'lagging behind on each Goal despite a very encouraging recent rise in the rate of economic growth'. And to help improve performance, the Steering Group outlined areas

that needed urgent attention and actions that needed to be taken quickly. They included the following:

- Meeting short-term emergency food needs resulting from the global rise in food prices to prevent malnutrition and contain political unrest;
- Launching an African Green Revolution within the framework of the Comprehensive Africa Agricultural Development Programme to double agricultural yields, accelerate economic growth and combat hunger;
- Implementing national school feeding programmes using locally produced food and providing full coverage of micronutrients through national nutrition programmes to drastically cut malnutrition and hunger;
- Investing in education to achieve the MDGs and Education for All Goals by 2015;
- Strengthening health systems and phasing in of child survival interventions to achieve a two-thirds reduction in child mortality rates;
- Fighting infectious diseases;
- Implementing national water supply and sanitation strategies to achieve the water supply and sanitation targets;
- Making critical infrastructure investments (i.e., transport, power, water, broadband) ..., to raise productivity, enable low-cost service delivery, among other advantages; and
- Strengthening national statistical systems to monitor progress towards the MDGs.⁶

African countries were advised to prioritize actions that would produce quick impact and, in some cases, to consider regional collaborations in implementing the

measures. The Steering Group identified possible external financing mechanisms and called for international support for the efforts of African countries, but stressed that 'the primary responsibility for achieving the Goals remains with African Governments'.

With the support of the Steering Group, it was expected that African countries would begin to show strong performance on each of the MDGs such that the targets would be considered within reach. But in its 2010 mid-year assessment, the UN General Assembly had this to say:

We recognize that more attention should be given to Africa, especially those countries most off track to achieve the MDGs by 2015. Progress has been made in some African countries but the situation in others remains a grave concern.

This verdict is clear enough. African countries in general have not done well on the MDGs, and it is unlikely that the continent will meet the targets by 2015.

The Steering Group, in submitting its suggested quick impact actions, had identified factors it considered the major problems that would threaten the MDGs in Africa. They included limited resources, conflicts and the negative economic effects of the resultant security problems, weak political leadership, fragile states, and a weak private sector.

These problems are real; they have become the defining characteristics of Africa. These same problems crippled past development efforts in the continent, and are about to cripple the latest attempt, the MDG Programme. But, as the Steering Group has argued, the MDGs are 'too important to fail'.

The issues addressed by the MDGs, especially the eradication of poverty and improvement of health, are so important that the programme should not be allowed to fail. For Africa, the Steering Group argued the case thus:

Achieving the Millennium Development Goals in Africa holds the promise of saving millions of lives; empowering women; addressing the scourge of illiteracy, hunger and malnutrition; and ensuring that Africa's children have access to high-quality education and good health to lead productive lives.⁷

For the rest of the world, the success of the MDG Programme in Africa is the only way to effectively check the flow of unwanted African immigrants in the more-developed countries. It is crucial therefore that the MDG Programme in Africa is rescued. Fresh ideas and approaches are needed at this stage.

African Universities and the MDG Programme

We see no direct involvement of AAU and its members in the MDG Programme in Africa, whether on paper or in practice. There is no place for AAU in the Steering Group, and there is

no evidence that AAU is involved in any direct way in the activities of even the Working Group that supports the Steering Group. The experts in these groups are satisfied to work with African civil servants who, in most cases, will not raise questions about the ideas and proposals they are advised to implement. This is why we see attempts to implement ideas that are not clear enough for implementation, as is evident in sections of the MDG Programme including the Steering Group's 'practical steps'. It is for this reason that AAU is urging African governments to 'engage all sectors of the economy to be able to attain these goals,' with the emphasis that 'an engagement with higher education institutions would be a step in the right direction.'

Engaging with higher education institutions means that African governments should turn to the skills and competencies available in African universities for the ideas needed to save and enhance the prospects of the MDGs. This is calling for a rescue operation which should be initiated quickly given the time period left for the achievement of the goals. And, to avoid the mistakes of the past, the rescue operation will have to involve overhauling the whole programme, beginning in each case with an analysis of the factors that have frustrated the efforts so far. The MDG goals and targets, and the 'practical steps' outlined by the Steering Group, will also have to be analyzed in the context of each country given the fact that there

is no evidence of any such activity in any African country prior to the commitment of resources. The specific projects designed for the programme will have to be re-evaluated, re-planned, and systematically implemented, and appropriate arrangements will have to be made for monitoring, evaluation, and reporting of performance. These crucial activities all have to be carried out diligently for the reasons that will be explained shortly.

Analysis of the Impediments to Progress

Several factors have been identified as the reasons for the poor performance of African countries not only on the MDGs but on several other internationally-agreed goals as well. The factors, as the Steering Group outlined, include security problems arising from conflicts, fragile states, weak political leadership, and weak private sector. These factors all need to be examined in order to provide clear guides about what needs to be done in tackling them. Why, for instance, do we have the many conflicts that have produced the security problems that hinder activities in Africa? Why do we have weak political leadership in African countries five decades after independence? Why have many African states remained fragile? Why can't African governments design and implement programmes effectively? This approach to problems is not common in Africa, but it is the only way the

countries can stop repeating past mistakes and dancing round in a vicious circle of backwardness.

Analysis of the Millennium Development Goals and Targets

A careful examination of each of the goals and targets is necessary to reach agreement on the meaning, implications, and requirements for successful implementation. Experience so far, for instance in Nigeria, confirms the need for this kind of activity.⁸

Consider, for instance, the goal of environmental sustainability. The targets specified have indicated what needs to be done, but there is still need for analysis. What, for example, do we understand by 'the principles of sustainable development' that are to be integrated in each country's policies and programmes? What is sustainable development about? Is it the matter of sweeping the streets and removing rubbish to keep the city environment clean, as some governments in Nigeria seem to have interpreted the concept? Or does it include the tougher matters of regulating and monitoring what shops, workshops, factories, and cities do with the waste they generate? Where and how construction companies get the laterite and gravel they use and what they do with the excavation sites they no longer need? What mining and oil companies do to the soil that is damaged by their processes? What are the standards and how realistic are

they in the context of Africa? These and the several other such issues need to be carefully examined and resolved before resources are committed. Such analysis is necessary even in the case of goals and targets that appear to be clear and straightforward, e.g., achieving universal primary education and reducing child mortality.

Evaluation of Projects

The pursuit of any of the MDG targets will always involve the implementation of some specific projects, and in many, perhaps most cases there will be options. The existence of options makes it necessary to choose, and in public sector management such choices have to be made consciously and transparently. There is little evidence that this was done in many of the African countries. All such projects will have to be re-examined and re-evaluated in any attempt to save the programme and enhance the prospects of the goals.

Project Planning and Implementation

Planning forces project officers to think consciously about the purpose of whatever they are doing and the processes involved in the undertaking. In this way, planning gives the officers in charge of projects the crucial opportunity to identify and address potential bottlenecks before the commitment of resources, which is important for success. Because of what is known about public sector management in Africa generally, it can be

said that many of the MDG projects failed mainly because of inadequate planning. This attitude has to change if Africa is to make progress. The rescue operations needed will require careful re-planning and systematic implementation of projects for success.

Monitoring, Evaluation, and Reporting of Performance

Often workers and project officers have secret intentions about projects and participation in project implementation. These hidden agendas contribute to inefficiencies and sometimes outright failure of projects, and make monitoring and evaluation of performance an absolute necessity. Performance reporting is also necessary to give stakeholders information about what is being done on their behalf which is important for continued public support. Such report should include information on the efficiency of resource utilization especially by relating project cost to project execution. These will have to be provided for in any programme designed to rescue the MDG projects in Africa.

The activities outlined above, especially analysis and evaluation of goals and projects, are essentially research activities. They require skills and competencies in research, especially applied research. Such skills and competencies are in short supply in civil service departments in most African countries, and the few civil

servants with some research skills and competencies would not have the time needed for the activities. For this reason, we do not see and cannot expect to see any serious analysis and evaluation of proposals and programmes by civil service departments. Countries that prefer to rely on the experience of civil servants for the knowledge and ideas needed to solve their problems, often working through ad hoc committees and commissions as is common in most of Africa, are therefore bound to continue to produce poor results. This is what has happened to the MDG Programme in Africa.

Beyond the MDG Programme in Africa

The efforts to save the MDG Programme in Africa should open up opportunities for African countries to develop the capacity needed to confront their problems. The practice of running abroad for knowledge and ideas to solve local problems has not helped much, and will not help much. The well-meaning UN-sponsored MDG Africa Steering Group laboured to produce ideas to turn around the MDG Programme but there was little impact largely because the Group had no deep knowledge of the African condition, especially the limited capacity of the African civil service departments they work with to interpret their ideas and translate them into needed actions. It is time to bring the men and women in African universities and research institutes into the design and implementation of major development

projects in the continent in more than the half-hearted attempts often reported in some of the countries⁹.

The research skills and competencies available in African universities are needed for the analysis and evaluation of the ideas and programmes that have been suggested for African development. This could take the form of specially commissioned research projects to produce hard and solid data for government decisions and actions, or using available research findings as a general guide to reinforce policymakers' comprehension of the world which is a crucial factor in the quality of public policies and policy implementation.

The universities should also be helpful in project planning, implementation, monitoring, and evaluation, and in training personnel for the various other relevant activities of government. These are the kinds of things universities in the more-developed parts of the world do for their societies. Examples are the activities of the innovative universities in Europe, including Warwick, Strathclyde, and Manchester (UMIST) in the U.K., Twente in the Netherlands, and Chalmers in Sweden, on which many local industries now depend for growth. The University of Warwick's social impact is particularly interesting as it shows what support for a visionary and committed leadership of a national agency can do for the community. It is reported that the University has on its campus an international automotive research centre whose

mission is 'to support the manufacture of what experts believe is a key area in the future of UK engineering', and by 2003, about '50,000 engineering jobs in the West Midlands' were 'made more secure' by the work of the centre. The centre, according to the report, is funded by the regional development agency (Advantage West Midlands) and the University's industrial partners, and was worth £70 million in 2003.¹⁰ We see the utilization of research knowledge also in the appointment of key government personnel in the United States of America, including the country's approach to the recent Gulf oil crisis.

In the many European countries and United States of America whose achievements we extol and seek to emulate, the old, colonial approach of relying only on the experience of civil servants in formulating national policies and development programmes has given way to research which is the only way scientific and reliable knowledge about the society and social processes can be produced, and programme implementation now emphasizes relevant skills and competencies. African governments must begin to shed those old practices that have kept them backward and emulate best practices around the world.

Enhancing the Effectiveness of African Universities

In calling for genuine cooperation between African governments and African universities, and the utilization of the knowledge produced by African universities, we are not oblivious of the problems that hindered past efforts. We recall such problems as questionable practical relevance of much of the knowledge produced by some African researchers, inaccessible methodologies, and esoteric and sometimes pretentious language of communication which government departments often complain about. We are also aware of the frustrations that have been the experience of many university people in the service of governments, and the grief they often feel over the disregard sometimes shown to the knowledge they produce. These are painful experiences; they are real impediments. But, because there is no other way of resolving the problem of Africa's backwardness except African thinkers and African policy makers recognize each other's value and place in society, both parties must resolve to rise above old prejudices and painful experiences and begin to work together for the good of the continent.

Rising above old prejudices and experiences requires attitudinal change. For the government in most of African countries, the key element of this must be genuine commitment to the well-being of the society as a whole,

including in particular a resolve to eschew selfish use of power and corruption. Such new attitudes would permit the government to interpret its role in the society better than before, which should lead to truly inclusive public policies and programmes, transparent operating practices, and accountability in governance. In the specific matter of the relationship with local universities, attitudinal change on the part of government must include recognition of the universities as vital agents of national development; creation of appropriate environment for effective teaching, learning, and research in the universities; and honest efforts to involve the institutions in tackling the problems of the societies, for instance, problems in agriculture, industry, construction, transportation, housing, water supply, energy supply, urban renewal, among others, which would provide needed opportunities to test out and consolidate the knowledge and skills of local experts.

For the thinkers and teachers in African universities, attitudinal change will have several elements. They include a willingness to re-examine the ideas we have been imparting and the ways in which we have been imparting them, and a determination to

- constantly update and improve one's own knowledge and skills, which is crucial for staying relevant,

- resist externally-determined research agenda and methodologies that may have little real value for Africa,
- show genuine interest in the problems of the society and focus on socially-relevant research, using truly appropriate methodologies and communication strategies, and
- teach and supervise students more effectively than we have done before, especially in the recent past.

Above all, university teachers in Africa will have to begin to work to inspire public confidence in their capacity to produce solutions to the problems of their communities. The changes, on the part of both African governments and African universities, should provide the needed impetus towards true democracy and economic and social transformation of Africa.

Conclusion

As we celebrate the 43rd year of the Association of African Universities, we should remember that universities everywhere are for the production and dissemination of knowledge—the knowledge needed to resolve the problems of their societies and promote growth—and reflect on the factors that have limited the

capacity of African universities to perform this function in their societies. We should reflect on our roles in the limited social impact of African universities—our roles as university teachers who have to produce and disseminate needed knowledge and skills, and our roles as university policymakers and administrators who have to create the conditions that determine the teacher's ability to produce and disseminate socially-relevant knowledge and skills and the student's ability to learn effectively. We should resolve to make the changes needed to improve the social relevance of African universities, and we should resolve to encourage the AAU to use its position to promote genuine cooperation between African governments and African universities for Africa needs its universities now.

End Notes and References

1. See AAU (2009). **Core Programme: 2009 - 2013**, p. 3, for the organization's mission statement.
2. AAU (2009). **Core Programme: 2009 - 2013**, p. 6
3. See an example of how some African countries have approached the MDGs in Federal Republic of Nigeria (2009). **Implementation Manual of the MDGs Conditional Grants Scheme**. Abuja: MDG Office.
4. See UNDP (2000). **Human Development Report: New York: Oxford University Press**, pp. 8 - 9, for details on the agency's assessment and its priorities for human rights and development policies in the 21st century.
5. Kegley, C. W. Jr. (2007). **World Politics: Trends and Transformation** (11th Ed.). Belmont, USA: Thomson Wadsworth, p. 224.
6. See the Steering Group's Report: **Achieving the Millennium Goals in Africa**, June 2008, p. 4, for the details and the Group's comments on the prospects of the MDGs in Africa.

7. This is part of the views of the steering Group as expressed in its June 2008 report.
8. An unofficial 'report' on the performance of Nigeria's MDG Office suggests, by what is said to have been done, a misinterpretation of the concept of environmental sustainability. See the Newswatch Magazine Report: A Dream Threatened. Newswatch, August 30, 2010, pp. 14- 18.
9. Uya, O. E. (2009). **Nigerian Intellectuals and the Challenge of Nation Building** (Convocation Lecture). University of Uyo. Read, in particular, about the attitude of the government to the report of the 1986 Political Bureau which the members believed 'if accepted and properly implemented' would have 'firmly planted' democracy in Nigeria.
10. Read about the exciting stories of the entrepreneurial universities in Europe in Clark, B. R. (1998). **Creating Entrepreneurial Universities: Organizational Pathways of Transformation**. Oxford: Pergamon. See the University of Warwick's story in the University's Magazine: Warwick; Autumn 2003, Issue 3, p.6.

Appendix 1.0 The Distribution of the Membership of AAU, November 2010.

Country	No of Institutions	Country	No of Institutions
Algeria	8	Madagascar	4
Angola	1	Malawi	1
Benin Rep.	2	Mali	1
Botswana	2	Mauritania	1
Burkina Faso	3	Mauritius	1
Burundi	1	Morocco	4
Cameroun	6	Mozambique	3
Cape Verde	1	Namibia	3
Central Afr. Rep	1	Niger	1
Congo	1	Nigeria	47
Cote D'Ivoire	4	Rwanda	4
DR Congo	4	Senegal	2
Egypt	15	Sierra Leone	2
Eritrea	1	Somalia	2
Ethiopia	5	South Africa	19
Gabon	2	Sudan	26
Gambia	1	Swaziland	1
Kenya	13	Tanzania	9
Lesotho	1	Tchad	1
Libya	8	Togo	3
Liberia	4	Zambia	12

Tunisia-----	1
Uganda-----	7
Zambia-----	4
Zimbabwe-----	10
	<u>253</u>

Source: Association of African Universities www.aau.org

Appendix 2.0

The Millennium Development Goals and Targets

GOAL 1: Eradicate extreme poverty and hunger

- Target 1A Halve, between 1990 and 2015, the proportion of people whose income is one dollar a day.
- Target 1B Achieve full and productive employment and decent work for all, including women and young people.
- Target 1C Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

GOAL 2: Achieve universal primary education

- Target 2A Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

GOAL 3: Promote gender equality and empower women

- Target 3A Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

GOAL 4: Reduce child mortality

- Target 4A Reduce by two thirds, between 1990 and 2015, the under-five mortality rate.

GOAL 5: Improve maternal health

Target 5A Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio.

Target 5B Achieve, by 2015, universal access to reproductive health.

GOAL 6: Combat HIV/AIDS, malaria and other diseases

Target 6A Halt and begin to reverse, by 2015, the spread of HIV/AIDS.

Target 6B Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it.

Target 6C Halt and begin to reverse, by 2015, the incidence of malaria and other major diseases.

GOAL 7: Ensure environmental sustainability

Target 7A Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.

Target 7B Reduce biodiversity loss, achieving by 2010, a significant reduction in the rate of loss.

Target 7C Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation.

Target 7D Achieve, by 2020, a significant improvement in the lives of at least 100 million slum dwellers.

GOAL 8: Develop a global partnership for development

Target 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.

Target 8B Address the special needs of the least developed countries. This 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 eradication.

Target 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).

Target 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.

Target 8E In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.

Target 8F In cooperation with the private sector, make available the benefits of new technologies, especially information and communications technologies.

Source: Achieving the Millennium Development Goals in Africa. www.mdgafrica.org