







































### **Description of Responsibilities:**

Under the guidance and supervision of the [Name of the Focal Point/Cluster/Agency] at the [Agency] Country Office in [country], the Consultant will be responsible for:

- Leading the development of a Country Action Plan (CAP) for the chosen MDG based on the processes described in the MDG Acceleration Framework document ([www.undg.org/index.cfm?P=1505](http://www.undg.org/index.cfm?P=1505)). The action plan will draw upon a bottleneck assessment for the identified MDG (as described in the MAF), including subnational considerations wherever relevant.
- Undertaking an initial scoping exercise to identify sources of data and information, including surveys, development plans and reviews.
- Supporting the substantive organization of technical workshops for Government officials, academics and experts involved in the field (including cross-sectoral collaborators).
- Liaising with different stakeholders and partners including: relevant Government offices, UN specialized agencies, bi/multilateral agencies, private sector associations and civil society groups (including those representing women, minority groups and marginalized) to ensure that their views are reflected in the assessment.
- Ensuring that the analysis builds upon, and is consistent with ongoing efforts to achieve the specified MDG in the country.
- Ensuring that relevant cross-sectoral and cross-cutting issues that are important for achieving the specified MDG (such as gender equality perspectives) are integrated in the analysis of bottlenecks and in the CAP.
- Assisting in the validation and acceptance of the CAP, and the final draft report for publication in consultation with the project team in [country].

### **Competencies:**

- Good knowledge and understanding of the MDGs, human development and the international development agenda with a demonstrated expertise in [specify as relevant].
- Strong organizational and planning skills and proven experience in supporting development planning, including through the conduct of public policy assessments.
- Knowledge of and exposure to a range of cross-sectoral and cross-cutting issues (such as women's empowerment, gender equality, special approaches for addressing the circumstances of marginalized groups etc.) that can be expected to accelerate progress on the [specify identified MDG] in [country]. Ability to work independently, manage competing priorities and perform well under pressure.
- Excellent interpersonal skills to build and sustain relationships with key constituents (internal/ external/bilateral/ multilateral/public/private; civil society and academia).
- Excellent written and oral communication skills and competency in basic editing and proofreading skills; must be detail oriented and organized.
- Uses information and internet technology applications effectively as a tool and resource.

**Qualifications:**

- Postgraduate degree in development studies, economics, political science, public policy and/or relevant field of social sciences. A masters degree minimum.
- A minimum of seven years of progressively responsible and relevant experience in the field of development, working with development planning processes at the national and subnational levels, preferably in [country].
- Excellent command in written and spoken [specify language] is essential. Good ability to communicate in English is desired.
- Proven track record of excellence in development assessments, monitoring and measurement and record of research work on development issues.

## Annex 3 – MAF Action Plan Matrix and Links to the UNDAF

Priority Area	Prioritized interventions	Prioritized bottlenecks	Acceleration solution (activities)	Solution financing	Responsible partner(s) (with nature of contribution)
<p>Lagging Target</p> <p>To be translated in UNDAF output</p>	Intervention A	a.1	a.1.1 a.1.2 a.1.3		UNICEF Identified local NGO
		a.2	a.2.1 a.2.2 a.2.3		UNESCO Local Gov Agency
		a.3	a.3.1 a.3.2 a.3.3		MoE
	Intervention B	b.1	b.1.1 b.1.2		UNICEF
		b.2	b.2.1		...
		b.3	b.3.1 b.3.2		...
	TOTAL			SUM ()	...

**Total needed resources (TNR)** =  $\Sigma$  (costs of solutions relevant to UNDAF)

**Mobilised resources (MR)** = Funding obtained by UN Agencies

**The partners listed here are those tasked with implementing a specific solution.**

**Total indicative resources (TIR)** = TNR – Government and other partners cost-sharing of solutions relevant to UNDAF

**Funding gap** = TIR – MR

**UN Agencies responsible for implementing components of the MAF Action Plan should be integrated into the UNDAF matrix**

MDG target	Activites per interventions	Implementation Timeframe (2011–2015)				Indicator for monitoring (yearly)					Responsible partner(s)
		Oct 2010 – Dec 2010	Jan 2011 – Mar 2011	...	Oct 2015 – Dec 2015	2011	2012	2013	2014	2015	
Lagging Target	Intervention 1 (Activity 1.1)			...							UNICEF
	(Activity 1.2)			...							WFP
	(Activity 3)			...							MOA

**The Overall Monitoring Process and Mechanism for the MAF Action Plan which correspond to the UN actions needs to be extracted from the Monitoring and Implementation Table to be an input into the UNDAF Matrices.**

## Annex 4 – MAF Report Suggested Template Outline

### Accelerating progress towards the MDGs

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## Foreword

**[It is recommended that the Foreword be signed by the respective Government Agency leading the process and the UN Resident Coordinator in the country]**

[Existing MAF reports can be drawn upon for examples. The foreword may wish to state, inter alia, the case for choosing the particular MDG, the value added of the MAF and any commitments made towards implementation of the Action Plan.]

## CHAPTER I – Introduction

*In the year 2010, an extensive review of the progress toward the Millennium Development Goals (MDGs) was undertaken on the eight development objectives that countries agreed to achieve by 2015. This section provides an overview of the major recent events globally and nationally which have had a direct impact on MDG progress and describes the need for MDG acceleration to enable the country to meet the MDGs by 2015.*

The introduction will provide a brief overview of the MDGs, MAF and the CAP and indicate the purpose of the report. Some of the areas that need to be covered in this section are:

1. progress in achieving MDGs in the country, placed in the context of regional and global progress, disaggregated by sex, age, location, wealth, and other population variables etc. (when data is available);
2. past and emerging challenges such as the food crisis, the global financial and economic crisis and climate change challenges and their impact on achieving MDGs and opportunities, as applicable to the country;
3. the MAF initiative and the CAP, and their objectives. [brief explanation of the process as a systematic approach and what is the problem being focused on];
4. briefly describe the consultative process undertaken to validate the findings of the process. Highlight the partnership aspect and indicate the partners involved [Provide detailed information in the Annex including key ministries, government departments, UN system, civil society and local communities, the private sector, bilateral donors and other relevant development partners.] Link to existing planning/development process.

## CHAPTER II – Progress and challenges in achieving the priority MDG(s)

*Although [Country] has achieved progress in the past 10 years of MDG implementation, challenges remain [...]. With only [four] years remaining to the MDG deadline, [Country] will have to accelerate its efforts — in collaboration and support by its development partners — if it is to meet the MDGs on [...].*

*This section provides an overview of the major findings of the situation analysis and provides the rationale for the selection of priority area(s) or MDG Target(s) or population groups. This reflects the outcome of a consultative process and builds upon lessons learned from the implementation of the National Development Plan, the Sector Plan [specify here], subnational plan, [the MDG Progress Report] and the work of the government's different development partners.*

In this section, an overview of the progress made so far in relation to the identified MDG target, (with disaggregation by geographical area or population group where relevant) is provided, issues and challenges in the progress towards the specified MDG are articulated and opportunities identified. The overall objective is to demonstrate that without accelerated efforts, the MDG target will be missed by 2015 — the graphs and data should validate that. This section should be consistent with the most recent national MDG reports.

Areas to be covered include:

1. overall context: elaboration on the coverage (use disaggregated data whenever available);
2. progress, issues and challenges [use graphs and hard data available to illustrate the status and trends – See Table 1];
3. overall assessment of progress towards the MDG target without MAF and the need for collective action.



**Table 1. MDG status and trends in the [Country] and accelerated progress needed [whenever available, data for subnational/population group analysis should be provided]**

[template]

MDG	Indicator	Baseline	Current status	2015 target
<b>1: Eradicate extreme poverty and hunger</b>	1.5 Employment-to-population ratio	47	49	<b>No target</b>
	1.8 Prevalence of underweight children under five years of age	44 (1993)	37 (2006)	<b>22</b>
	1.8A Prevalence of stunting in children under five years of age	48 (1993)	40 (2006)	<b>34</b>
<b>2: Achieve universal primary education</b>	2.2 Proportion of pupils starting grade 1 who reach grade 5	48 (1991)	62 (2005)	<b>95</b>
	2.3 Literacy rate in the age group of 15-24 years	71 (1991)	84 (2005)	<b>99</b>
<b>3: Promote gender equality and empower women</b>	3.1 Number of girls per 100 boys enrolled in - primary - lower secondary - upper secondary - tertiary	(all 1991)	(all 2006)	
		77	86	<b>100</b>
		66	78	<b>100</b>
		56	74	<b>100</b>
	49	62	<b>100</b>	
3.2 Share of women in wage employment	38 (1995)	50 (2006)	<b>No target</b>	
<b>4: Reduce child mortality</b>	4.1 Under-five mortality rate	170 (1995)	98 (2005)	<b>55**</b>
	4.3 Proportion of one-year-old children immunized against measles	41.8 (2000)	40.4 (2005)	<b>90</b>
<b>5: Improve maternal health</b>	5.2 Proportion of births attended by skilled birth personnel	14 (1994)	21.1* (2005)	<b>50</b>
	5.4 Antenatal care coverage rate - at least one visit - at least four visits	—	28.5* (2005)	<b>60*</b>
		—	—	<b>40</b>
<b>7: Ensure environmental sustainability</b>	7.1 Proportion of land areas covered by forest (%)	70	42 (2002)	<b>60***</b>
	7.2 CO <sub>2</sub> emissions and consumption of ozone depleting substances (mt)	50 (1999)	18 (2006)	<b>No target</b>

Source: MDG Progress Report 2008, unless otherwise specified.

\* As reported in MoH-MNCH Strategy (2009-2015).

\*\* MoH has changed the target from 80% to 55% in the MNCH Strategy (2009-2015).

\*\*\* Ministry of Agriculture and Forestry, Forestry Sector Strategy.

## CHAPTER III – Strategic interventions

*Challenges of uneven progress in countries worldwide underscore why domestic policies and effective interventions are critical to accelerating MDG progress. This section provides an overview of the major findings of the situation analysis and identifies and prioritizes the interventions that are critical to accelerating progress toward priority MDG targets by 2015. This section will focus on the following question: Is the country fully implementing all interventions identified as relevant, evidence-based, cost-effective and country-specific for meeting the objectives of off-track MDG efforts?*

The purpose of this section is to identify those strategic interventions considered high impact, that are required to achieve the MDG target selected. The list of interventions should be suited for the country's own context. There is a need to indicate which interventions are already being implemented in the country and the interventions that are not being implemented [*Interventions should be drawn from the development plans, including sectoral plans*].

Once interventions are identified, they need to be prioritized based on a critical analysis based on their development impact to achieve the particular MDG target.

**TIP 1:** In the context of the MAF, an intervention is defined as the delivery of goods, services, infrastructure and/or institutional development to achieve development goals and targets by a specific date. **Interventions should be evidence-based, with proven impact.**

In general, the MAF seeks to prioritize interventions that have near-term impact. However, the list can also include the delivery of interventions that will bear results over longer timelines, and will be necessary for continuing progress on the identified goal. Without being exhaustive, these could include building capacity or physical infrastructure, improving the availability and use of disaggregated data, making budgets gender-responsive, etc. Each country should aim to produce a comprehensive and coherent list of interventions relevant for the specified MDG both within and across sectors.

**Table 2. Summary matrix of key priority interventions and indicative interventions**

[template]

MDG	MDG Indicator	#	Key Interventions	#	Indicative Interventions (adapted to the country context) 2011–2015
<b>Priority area: Sustainable practices for improved food security and environmental sustainability</b>					
Goal 1: Eradicate extreme poverty and hunger	1.1 Proportion of population below poverty line	1	Improving the incomes of the rural poor	1	Expand off-farm and non-farm activities
	1.2 Poverty-gap ratio			2	Establishing farm-to-market programmes
				3	Improving access to formal credit
	4			Ensure investments and better incomes through adequate land reforms	
	1.5 Employment-to-population ratio	2	Improving and diversifying agricultural practices for smallholder farmers	5	Enhance capacity of farmers in agro-forestry and production of agricultural products (cash crops and value-added)
	1.8 Prevalence of underweight children under-five years of age			6	Provide seeds for all farm testing and demonstration
				7	Develop and improve the irrigation system for smallholder farmers
				8	Provide extension services to local farmers
	1.8A Prevalence of stunting in children under-five years of age			9	Expand learning opportunities for farmers for efficient and sustainable farming systems
	1.9 Proportion of population below food poverty line	3	Strengthening community-based food security and entitlements	10	Establishing farmers association and related actor networks
				11	Self-managed microcredit schemes
		4	Promoting safe and environmentally sustainable food production systems	12	Enhance agricultural standards and production systems
				13	Increase market access to organic products
	14	Promoting biodiversity-compatible farming practices			
	15	Provide green incentives for positive environmental services from land			

## CHAPTER IV – Bottleneck analysis

*This section will attempt to answer the following question: What are the bottlenecks in policy and planning, budget and financing, service delivery (supply), and service utilization (demand) that impede successful implementation of interventions that are not being fully or effectively implemented? It will indicate what are the most prominent and recurrent bottlenecks for blocking full implementation and MDG acceleration in the [Country].*

This section will identify the bottlenecks that prevent the priority interventions mentioned in the previous section from being implemented effectively and at scale through a systematic and focused analysis. The bottlenecks will be prioritized as per the expected impact on the intervention. Among the issues that need to be addressed are: what prevents implementing and scaling up action that worked better elsewhere, what constrains implementing and scaling up actions at national level that have been effective at the local/regional level, and what population groups are left out of development or benefiting from the services being delivered.

**TIP 2:** The MAF defines a bottleneck as “a proximate and removable constraint that impedes implementation of MDG-related interventions.” Although the MAF may also reveal systemic obstacles to achieving MDG targets, this step may want to emphasize direct causal constraints that can be solved in the near term, while balancing the needs of speed of impact, sustainability and the improvement of enabling conditions.

This section will identify relevant sector-specific and cross-cutting bottlenecks hampering the implementation of key priority interventions.

**Sector-specific bottlenecks** are those that directly affect a sector’s performance and can be addressed within a lead sector ministry/agency. They should be classified into four categories:

- **Policy and planning:** Policy bottlenecks relate to the adequacy of existing national or subnational strategies, sector policies and plans, regulations, standards, and guidelines, including the legal framework and laws (within and outside the control of the sector) that potentially affect service delivery or the implementation of identified interventions.
- **Budget and financing:** The quantity and quality of funding — including financial resources from national revenue and external resources — should also be considered when identifying bottlenecks for each intervention. Insufficient budget allocations, slow budget absorption (expenditure levels and effective disbursement), official development assistance funding gaps, poor linkages between budgeting and planning, and single-year budgeting are common bottleneck areas.

- **Service delivery (supply side):** Bottleneck analysis must also focus on the delivery of goods and services on the ground. With respect to the supply side, bottlenecks are likely to occur in areas such as human resources availability and development, supplies and logistics, lack of decentralized capacity, technical and organizational quality, procurement systems, value chain analysis, sector management and institutions, and the absence of comprehensive monitoring and evaluation systems that can provide information by geographic areas and population groups.
- **Service utilization (demand side):** Bottlenecks in the utilization of goods and services on the ground from the demand side are likely to occur in the following areas: empowerment of users to utilize the services when available, information and education available to explain the service, advocacy, intervention promotion, physical distance (lack of transportation), affordability of services, gender disparities and cultural barriers (e.g., women may face unique difficulties in accessing services), and various forms of discrimination.

**Cross-cutting bottlenecks:** This section will identify the cross-cutting bottlenecks, if applicable to the country context, that have the potential to affect multiple sectors or that require an integrated response across sector ministries/agencies (e.g., inadequate infrastructure linking rural areas to urban centres).

**Table 3. Summary table of bottleneck to key priority interventions to achieve targets for MDG-2 on Universal Primary Education**

[template]

Priority MDG	MDG indicators	Priority interventions area(s)	Prioritized bottlenecks	Bottleneck category
<b>Goal 2: Achieve universal primary education</b> [Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling]	2.2 Proportion of pupils starting grade 1 who reach grade 5	(1) Assure equitable access to education services	<b>Physical barriers:</b> Village children when reaching grade 2 of primary school have to travel long distances to reach a school. About a quarter of all villages do not have a school or have incomplete grading system, most of which are in remote and inaccessible ethnic communities too small to sustain a viable school. This has resulted in insufficient physical, human and financial capacities to reach the disadvantaged.	Service delivery and cross-cutting issue
			<b>Inadequate funding:</b> Despite the great needs for alternative delivery systems of primary education, the non-formal education sector has been relatively underfunded to date.	Budget and financing
			<b>Inadequate opportunities for persons with disability:</b> Overall there is a shortage of dedicated training programmes for persons with disability. Persons with disability have limited access to mainstream training centres or education opportunities. UNESCAP suggests that as much as 8% of the national population could be with a disability as a result of unexploded ordnance (UXO) or other reason.	Service Delivery and Service utilization
			<b>Inadequate diet of school age children:</b> 37% of children under five are undernourished with slow improvements over the past decade. High levels of malnutrition and stunting reinforces school drop-outs and perpetuate learning disabilities.	Service delivery and utilization
			<b>Economic Disempowerment of households:</b> In addition, early marriage practices, teenage pregnancies and violence against girls on the way and in schools are a crucial factor for girls' drop-outs. Economic disempowerment pushes poor families to remove girls earlier from school.	Policies (and laws); service utilization

Interventions should be as specific as possible. For quantifiable interventions, the bottlenecks and its impacts can be easily quantified.

Bottleneck categories can be indicated to help streamline the cross-cutting impacts of identified feasible solutions.

## CHAPTER V – Accelerating MDG progress: Identifying solutions

*This section will focus on identifying the proven local solutions that have the potential to be scaled up. If local solutions are not available, what are the solutions that can be identified through South-South collaboration or knowledge exchange?*

The purpose of this section is to propose cost-effective solutions — based on their impact to accelerate the MDGs and their feasibility (sustainability assessment, financing, and capacity to implement the solution) — that would enable the country to accelerate the achievement of selected MDG targets.

The solutions could be based, among others, on best practices or good practices around the globe to be tailored to the country's context, the scaling up of effective local level initiatives to the national level and reaching out to the beneficiaries, in particular women and members of other marginalized communities involved in the process.

Table 4. Summary table for accelerating progress towards the MDGs on Education (MDG-2)

[template]

Priority MDG	MDG indicators	Priority interventions (areas)	Prioritized bottlenecks	Indicative acceleration solutions 2010–2015	Potential partners
<b>Goal 2: Achieve universal primary education</b> [Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling]	2.2 Proportion of pupils starting grade 1 who reach grade 5	(1) Assure equitable access to education services	<b>Physical barriers:</b> Village children when reaching grade 2 of primary school have to travel long distances to reach a school. About a quarter of all villages do not have a school or have incomplete grading system, most of which are in remote and inaccessible ethnic communities too small to sustain a viable school. This has resulted in insufficient physical, human and financial capacities to reach the disadvantaged.	Complete incomplete schools (with different grade levels); Acceleration of efforts to enable each primary school to offer the full five grades of primary education to boost completion rates, including through expansion of classroom construction, with an initial focus on the 56 most educationally disadvantaged districts as outlined earlier).  Promote multigrade teaching in incomplete schools where additional classrooms and teachers and unavailable, to enable all five grades to be offered.	Ministry of Education UNESCO (EFA FTI) UNICEF Australia
			<b>Lack of adequate funding:</b> Despite the great needs for alternative delivery systems of primary education, the non-formal education sector has been relatively underfunded to date.	Adopt 'reaching the unreached' and non-formal approaches	Australia
			<b>Lack of opportunities for persons with disabilities:</b> Overall there is a shortage of dedicated training programmes for persons with disabilities. Persons with disabilities have limited access to mainstream training centres or education opportunities. UNESCAP suggest that as much as 8% of the national population could be with a disability as a result of UXO or other reason.	Promote life skills for persons with disability	Luxembourg



Priority MDG	MDG indicators	Priority interventions (areas)	Prioritized bottlenecks	Indicative acceleration solutions 2010–2015	Potential partners
<b>Goal 2: Achieve universal primary education</b> [Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling]	2.2 Proportion of pupils starting grade 1 who reach grade 5	(1) Assure equitable access to education services	<p><b>Malnutrition:</b> 37% of children under five are undernourished with slow improvements over the past decade. High levels of malnutrition and stunting lead to school drop-outs and learning disabilities.</p> <p><b>Economic disempowerment:</b> In addition, early marriage practices, teenage pregnancies and violence against girls on the way and in schools are a crucial factor for girls' drop-outs. Economic disempowerment pushes poor families to remove girls earlier from school.</p>	Increase household demand for basic education, including school feeding programmes and conditional cash transfers targeting the most vulnerable and girls (expansion of the School Feeding Programme as a demand-side intervention would increase school enrolment and attendance, especially of girls, and improve the quality of learning).  Invest in separate latrines for boys and girls in schools to increase girls safety.	MoE UNICEF
		Improve quality and efficiency of education services	<p>High drop-out rates.</p> <p>Low quality of education.</p> <p>Classes are taught in the main language, making it hard for minority groups to follow.</p>	Expand early childhood learning opportunities.  Scale up holistic Schools of Quality approach.  Provide age-appropriate and gender sensitive reproductive health education.  Expand successful programmes in multicultural and multilingual education.	MoE  Japan  Australia

## CHAPTER VI – MDG acceleration plan: Building a compact

*This section will focus on the relevance of building a compact, a partnership based on mutual accountability, to support the [Country] to overcome the constraints/bottlenecks identified. What could the government and its development partners do to address these bottlenecks? In particular, what complementary role could the development partners play and what particular contribution could the UN make in that context to implement the prioritized solutions?*

### Part I. Country Action Plan (CAP)

This section will propose a CAP to accelerate the achievement of the selected MDG target. The CAP will reflect the critical issues pertaining to achieving MDGs, prioritized interventions that were identified, prioritized bottlenecks to these interventions, proposed solutions and the parties responsible for implementation in prioritized areas or population groups. Table 5 offers an example of a CAP matrix.

**Table 5. MDG Country Action Plan**

[template]

Priority	Prioritized interventions	Prioritized bottlenecks	Acceleration solution (activities)	Solution financing	Responsible partner(s) (with nature of contribution)
<b>MDG2: Target 2.A</b>	Intervention A	a.1	a.1.1 a.1.2 a.1.3		UNICEF Identified local NGO
		a.2	a.2.1 a.2.2 a.2.3		UNESCO Local government agency
		a.3	a.3.1 a.3.2 a.3.3		MoE
	Intervention B	b.1	b.1.1 b.1.2		MoE
		b.2	b.2.1		...
		b.3	b.3.1 b.3.2		...
	Intervention C	c.1	c.1.1		...
		c.2	c.2.1		Australia
		c.3	c.3.1 c.3.2		...

The financing envelope will indicate the total cost of implementing the activities to achieve the selected MDG target, current commitments (expectations based on previous commitments, government revenue forecast etc). This includes the current commitment and the financing gap.

## Part II. Implementation and Monitoring Plan

*The MDGs remain achievable by 2015 if backed by the right policies, implementation strategies and arrangements as well as actions, coupled with strong political commitment and adequate funding and institutional capacities. Central to the success of this Action Plan will be the implementation of a coordinated approach that targets service delivery at the local level, balancing the needs for both speed and sustainability.*

The basic objective of this section is to provide an implementation and monitoring plan, which is part of the CAP. This will indicate when the activities for achieving each MDG indicator will be undertaken (i.e., commenced and completed), the responsible party (including representatives of marginalized communities) and indicators for monitoring. While the progress of activities in achieving the MDG target will be monitored annually, the progress of the MDG indicator will be monitored as per the existing country's monitoring system. An example of an Implementation and Monitoring Plan is illustrated in table 6 (countries are requested to use their own monitoring plans when available).

**Table 6. Implementation and Monitoring Plan**

[template]

MDG target	Activities per interventions	Implementation Timeframe (2011–2015)				Indicator for monitoring (yearly)					Responsible partner(s)
		Oct 2010 – Dec 2010	Jan 2011 – Mar 2011	...	Oct 2015 – Dec 2015	2011	2012	2013	2014	2015	
MDG2 – Target 2.A	Intervention 1 (Activity 1.1)			...							UNICEF
	(Activity 1.2)			...							WFP
	(Activity 3)			...							MOA

## ANNEXES

The annexes include additional information that is considered useful to the report, whenever available:

**I. Complete list of references and data sources**

**II. Brief description of methods of data collection, such as interviews, surveys and desk reviews**  
(if surveys and interviews, include the template of questions used)

**III. List of partners involved in each stage**

**IV. Details of National Consultations**

- o Minutes of meetings if available (focusing on the deliberations)
- o List of participants
- o Dates when the consultations took place

**V. Overview of the process in the [Country] and Lessons Learned** (template for capturing the process and lessons learned included below).

Major Inputs	Prep-Phase		Step 1	Step 2		Step 3	Step 4
	Gathering data	Identifying priority MDG targets	Identification of priority interventions	Identification of bottlenecks	Prioritizing bottlenecks	Identification of solutions	Developing a CAP
Major outputs							
Partners involved							
Lessons learned (what worked?)							
Lessons learned (challenges faced)							



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